Artículos científicos

La inclusión social: un proyecto de liderazgo desde las aulas

Social Inclusion: A Leadership Project from the Classroom

Inclusão social: um projeto de liderança a partir da sala de aula

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Resumen

El trastorno del espectro autista (TEA) es una condición que tiene diferentes grados de alteración para cada individuo. El conocimiento de dicha condición por parte del personal educativo puede ampliar las posibilidades de aprendizaje de las personas con TEA. En la presente investigación se indaga sobre cómo incluir a niños de primero de primaria con TEA en la ciudad de Puebla, México, mediante estrategias de liderazgo transformacional. Se realizó un análisis de casos de liderazgo a nivel internacional y local y se adoptó una metodología de carácter descriptivo con investigación-acción. Se diseñaron dos herramientas: una entrevista a una organización sin fines de lucro que trabaja con niños con espectro autista y un cuestionario a personal educativo que trabaja con niños en nivel

de primero de primaria. Al final, el resultado de esta investigación generó un documento guía basado en la metodología mencionada.

Palabras clave: autismo, educación inclusiva, inclusión social, liderazgo.

Abstract

Autism Spectrum Disorder (ASD) is a condition that has different degrees of alteration for each individual. Knowledge of this condition by educational personnel can expand the learning possibilities of people with ASD. This research investigates how to include first grade children with ASD in the city of Puebla, Mexico, through transformational leadership strategies. An analysis of leadership cases at the international and local levels was carried out and a descriptive methodology with action-research was adopted. Two tools were designed: an interview with a non-profit organization that works with children on the autism spectrum and a questionnaire for educational personnel who work with children at the first grade level. In the end, the result of this research generated a guide document based on the aforementioned methodology.

Keywords: autism, inclusive education, social inclusion, leadership.

Resumo

O Transtorno do Espectro Autista (TEA) é uma condição que apresenta diferentes graus de alteração para cada indivíduo. O conhecimento dessa condição pelos educadores pode ampliar as possibilidades de aprendizagem das pessoas com TEA. Esta pesquisa investiga como incluir crianças da primeira série com TEA na cidade de Puebla, México, por meio de estratégias de liderança transformacional. Realizou-se uma análise de casos de liderança em nível internacional e local e adotou-se uma metodologia descritiva com pesquisa-ação. Duas ferramentas foram desenhadas: uma entrevista com uma organização sem fins lucrativos que trabalha com crianças no espectro do autismo e um questionário para o pessoal educacional que trabalha com crianças no primeiro grau. Ao final, o resultado desta pesquisa gerou um documento guia baseado na metodologia mencionada.

Palavras-chave: autismo, educação inclusiva, inclusão social, liderança.

Introduction

The World Health Organization [WHO] (2021) defines the term autism spectrum disorder (ASD) as "a group of conditions characterized by some degree of alteration in social behaviour, communication and language, and by a repertoire of restricted, stereotyped and repetitive interests and activities" (para. 6). It is recognized as a disorder due to the different symptoms that each individual may present.

Autism presents a debate from various disciplines. Since 1911, the definition of autism has evolved (Villeda & García, 2019). In the late 1980s, the position of being seen as an illness or disability was questioned by the autism spectrum community. Recent proposals include the term neurodiverse: "The neurodiversity movement eschews negative language such as disorder, deficit, and disability, preferring descriptions of autism as a way of being" (Kenny et al., 2015).

In Mexico, it is estimated that 1% of children and adolescents are within the autistic spectrum, that is, about 392,800 people between 0 and 19 years old (Secretaria de Salud, 2018).

One of the main challenges facing the community with ASD is social inclusion, because people with this condition present particular behavior patterns, as well as deficits in communication and social interaction. Discrimination, for its part, plays an important role in the different dimensions of the person in order to develop their abilities. In 2015, the United Nations Educational, Scientific and Cultural Organization (Unesco), together with officials from multilateral organizations, the Government, representatives of civil society, the private sector and the teaching profession, issued the Incheon Declaration . There, a new vision of education for the next 15 years is presented and it is proposed to increase efforts to "have access to inclusive and equitable quality education and learning opportunities throughout life" (Unesco, 2015).

Teachers are precisely the main means that can both facilitate and hinder educational inclusion. It is necessary for teachers to assimilate and understand the characteristics of the child to individualize their teaching strategy (Falkmer *et al.,* 2015).

As for the challenges facing the educational system in Mexico, one of them is to design public policies that provide quality education to all students regardless of their learning conditions. Along these lines, article 12 of the General Law for the Inclusion of Persons with Disabilities mentions that there must be the necessary tools to promote the education of students with disabilities, and that educational centers have the didactic, material and technical support and with trained teaching staff. However, the reality is that

neither schools nor teachers are trained to deal with this diversity, so students end up migrating to private institutions that do have the right tools and staff for their learning. (Juárez *et al.,* 2010).

Theoretical justification

Education is a process that influences the progress and development of a society as a whole. Given the importance and current situation of education in Mexico, it is necessary to improve educational conditions and rethink the teaching system, as well as optimize learning processes by implementing improvements in study plans and greater training. to the teaching staff. It is required to have a new learning process that provides knowledge adjusted to the diverse needs of a globalized world. That it be more inclusive with the students and take into consideration the different forms of learning (Moreno, 2016).

For some years now, information and communication technologies (ICT) have been necessary tools for the development of educational inclusion in society and play a crucial challenge for the growth of individuals. Today's challenges require the integration of all people for collaborative participation that provides solutions to the various existing problems within the environment. In addition, educational inclusion is a key factor in socio-training, since it allows establishing grounded strategies to overcome existing discrimination barriers, as exemplified by training projects (Hernández & Tobón, 2016).

Thus, to face the current challenges, it is essential to find leadership strategies and optimal tools so that teachers can meet educational needs. It is about going beyond mere learning and seeking a development that is comprehensive (Pérez-Castro, 2016).

The attitude of the teacher is transcendental in the process of school inclusion; therefore, the analysis of their perceptions, attitudes and expectations is very important for the successful development of inclusive education for children with autism (Zambrano & Orellana, 2018).

Of course, there are several success stories of educational inclusion. Including some of them raised in telesecundaria schools, where, despite the fact that there is no special treatment in terms of infrastructure, planning or preparation of teachers, people with disabilities are not denied the opportunity to participate (Loza & Villafaña, 2019). According to the above, it is possible to carry out various leadership strategies for inclusion in adverse school environments.

At present, although great progress can be seen in the matter thanks to the policies and laws aimed at achieving universal access to basic education, there are still factors that do not allow for proper equity, quality and access to education (Blanco , 2006).

The process of including students with ASD in basic education schools has revealed, in practice and in results, various limitations in terms of infrastructure and leadership strategies. To achieve adequate inclusion in educational institutions, the collaboration of political, educational and social actors is needed to facilitate the establishment of full societies. (Ramos, 2018).

Problem Statement

Taking into account the aforementioned, the problem of this research could be stated in the following terms: what leadership strategies can be implemented in first grade primary schools in Puebla, Mexico, to generate an inclusive culture, thanks to which children with ASD be integrated into a normalized school coexistence environment?

Overall objective

Design a theoretical-practical guide of leadership strategies to generate an inclusive culture in the first grade of primary school, where children with ASD are integrated into an environment of normalized social coexistence in the school community.

Theoretical framework

This section will define the concepts with which we will work throughout the investigation to carry out a guide for the inclusion of children with ASD in first grade primary schools in Puebla.

Leadership guide

It is essential to design a guide in the teaching-learning processes because it enables the efficient organization of its contents, which facilitates the transmission of knowledge. A guide, indisputably, must be based on the contents of the topics it addresses and it is necessary that it contemplates the experience, the teaching practice and even the curricular axes connected with the program that it proposes (Calvo, 2015).

For the different types of leadership there are guides that can be implemented in companies and organizations. Of course, within these guides the concept of leadership,

its characteristics, how to apply it and the main advantages are mentioned. A sample of this type of document is provided by the EAE Business School (2015).

Educator guides can be brief. Among the contents of this type of guides, distributed in two pages, are included definitions of leadership and the possible activities of the educational task in the classroom as a teacher. This is based on the roles of a leader: listening, supporting, adapting, distributing and delegating, evaluating and reorganizing in the classroom (Paz, 2019).

In the United States, since 1975, the Individuals with Disabilities Education Act (IDEA) was enacted, which establishes that everyone should receive an adequate education. In this sense, different documents have been prepared that accompany the leadership of managers and educators to generate better results from special education. Education requires leaders who understand the context and, at the same time, promote the active participation of all the actors involved, the family, educators, therapists and community leaders, in order to achieve educational success in students by including (Gallo, 2020).

In Canada, the organization Inclusive Education Canada (2014) published the document Teachers Helping Teachers. A Thirty-minute Problem Solving Model. Among its pages, a model of accompaniment between teaching peers is exposed that proposes the resolution of emerging problems in a space of 30 minutes. Throughout this period the problem is addressed, solutions are sought and conclusions are reached. This approach is based on the understanding that all students have the right to a quality education and teachers have the responsibility to provide this education through different strategies, including the formulation of challenging day-to-day situations.

Leadership strategies

Among the definitions of leadership that have emerged over time, one can speak of a new wave, that of transformational leadership. This concept aims to generate an identity in the community in which leadership is exercised and promote ideas so that people assume that identity and commit to it. In the school environment, a pedagogical or instructional leadership has very varied conceptions: "From the review of student results and the progress of the school, to all those actions that support the improvement of these" (García, 2016).

The management of educational institutions usually finds its way at the moment in which the leader exercises his role. When you get the teamwork of your staff to be directed towards the fulfillment of the educational goals of the institution through

transparency, responsibility and a sense of commitment. Likewise, it is essential that the types of leadership that are executed meet the needs, which is why it is sometimes necessary to share both plans and visions (Martínez & Martínez, 2017).

One of the pedagogical leadership strategies is the professional development of teaching staff. Designing a collaborative professional development plan reaffirms community, values, and encourages reflection. The implementation of the plan encourages the collaboration of directors and teachers and focuses on the needs of students with the aim of motivating changes to train leaders within the classrooms who constantly question the needs for improvement day by day. (Burgos, 2018).

Leadership has taken an important part in studies on school improvement, especially if educational management is considered both in the conditions in which directors work and in their interference in the school results of students. However, despite the fact that there is a consensus regarding the importance of the role of school directors, there is little information regarding the concept of school leadership approached from an inclusion and social justice perspective. Although there is no specific recipe for conceiving a school as inclusive, it is possible to talk about concepts that inclusive schools share, such as coherent educational policies and practices, dynamization of human resources, taking into account different evidence, coordinated pedagogical support, organizational culture that values diversity as something positive and inclusive school leaders (Valdés & Gómez, 2019).

Inclusive leadership

The development of more inclusive practices in education implies many challenges in most countries of the world. In developing countries it focuses on children; while in developed countries the challenge is young people who leave school with low grades. Consequently, there has been a greater interest in inclusive education: as the subject progresses, more doubts arise about how to take a step in public policies and procedures to achieve such inclusion. The school must respond to the demands of society, therefore, there must be effective leadership that is applied from within and that can be extended within its context through the application of norms with collaborative and democratic perspectives that point towards diversity. (Gomez, 2013).

Currently, the topic of inclusive leadership has been widely addressed both nationally and internationally, reflecting the importance of understanding the various improvements in schools that are initiating and implementing these practices. When talking about leadership within the school context, there must be agreements, diversity of

ideas and circumstances to understand the school as a global work. The direction is a fundamental component of the construction in the institution "culture of inclusion". In this way, the leadership carried out by school directors plays an important role in the development of teaching practices, as well as their quality and their impact on student learning. Likewise, there is coherence between the conditions pointed out by the researchers of inclusive schools and those emphasized by those who investigate the necessary conditions to make schools a "learning organization" and a "professional learning community". (Fernández & Hernández, 2013).

Transformational leadership

Transformative leadership is one of the proposals that are on the table of pedagogy to achieve educational inclusion and improvement of school efficiency through the conditioning of classrooms and the accompaniment of the socio-affective needs of students (Vivanco, 2017). .

Decision-making towards a transformative leadership has the objective of responding to the needs of the students and is made visible in the decision-makers, in this case, the directors as facilitators of an inclusive environment that seeks the well-being of the school community (Rodríguez, 2009). Transformative leadership points towards a more distributed and less directive leadership, not demeriting directive leadership, but expanding the task, roles and power of transformation in different actors of the educational community (Maureira *et al.,* 2014).

The person as an integral being

An integral being identifies what he is, what he has, what he does and uses it wherever he is according to his values and principles. That is to say, it is the opportunity that the human being has to understand his reality in order to be able to interact with others. Likewise, when interacting with himself and around him, he expresses his feelings and impressions in order to stand up as a social being (Cabrero, 2015).

In line with the above, comprehensive development needs to be understood in two ways: 1) as a normative degree and 2) as an instrument that favors redesigning the world of the individual, through the implementation of various fields of human knowledge in order to make known phenomena, as well as the rebuilding of processes for the application of practices. The application of comprehensive development in the educational context that allows the human being to fully grow is the most difficult task for institutions. For this reason, from an early age they should be provided with a safe

environment, in which their emotions are watched over so that they have an emotional development that allows them to interact appropriately with their peers. (Miranda, 2007).

The dimensions of the person

Melendo (1999) It refers to four dimensions of the human being that every individual needs to prioritize to be in harmony with himself and his environment. These four aspects are assembled throughout his life: from the personal to the family, school and work. The first is the physical, which emphasizes the care of the body through a healthy life that allows the person to be happy. The second is the emotional, which focuses on the social aspect of the person or the way of relating to others, encompassing all interpersonal relationships. The third point is the spiritual one, which focuses on the values, principles of each individual, as well as on their ideologies and the way in which they unfold. Finally, the mental dimension is related to those cognitive and intellectual capacities through which the individual discovers his vocation and preferences to direct his life towards fullness.

Thus, each human being has an identity and dignity of their own that allows them to experience the experiences throughout their existence. When talking about education, it finds its purpose when it is situated according to the person, so that education is a process that is aimed at the integral development of each individual through constant inquiry into the truth in order to become aware of their acts and thoughts (Maestre, 2007).

Inclusive culture

Currently, as a result of social, economic and cultural vitality, there are numerous possibilities to interact with people of different cultural origins, so inclusion and interculturality are essential. Interculturality refers to the existence of two or more traditions that interrelate in the same context; An example is immigrants from other countries who decide to take refuge in another land. An inclusive and intercultural culture is made up of attitudes and values that make it easier for people to recognize differences, respect each other and encourage people to be part of the environment for proper interaction; therefore, this clash between cultures is a challenge for humanity (Diez, 2004).

Social coexistence

Interpersonal relationships refer to the communication that is constituted between two or more individuals. This is a very important factor in schools, since these are a space where there is a process of mutual influence in educational activities, through contact others are valued and perceptions are formed about them. In some cases, the behavior of people prevents interaction; in others, it generates an interpersonal benefit. Relationships are based on attitudes such as cooperation, approval, collaboration and autonomy. Obviously, dialogue is the raw material for any relationship and it is also the raw material for achieving a positive environment. However, if there are negative attitudes such as rivalry, inflexibility, rigidity, stubbornness and anger, it will result in an environment in which mistakes will not be accepted (Molina & Pérez, 2006).

Social coexistence can only manifest itself in some situations, where certain rules are established and where physical or verbal violence is not exercised; an environment in which individuals with diverse opinions can interact without any type of conflict. It is about giving way to certain ideas formulated by people with different ideologies and agreeing on the best for everyone. Such openness makes it possible to prevent conflicts and offer an inclusive quality of life. It should be noted that social coexistence is an essential phenomenon present today, due to multiculturalism and different ways of living, since people live together in large metropolises in which there are different ethnic groups, customs, religions, sexual orientations and different ancestry. (García, 1996).

Autism spectrum disorder

The definition of the term autism has been transformed over time, as we already anticipated. Currently, the concept of TEA has become more established. Etymologically, the word autism comes from the Greek autt (o), which means 'one who acts oneself', to which is added the suffix -ismo, which means 'pathological development'. The term was used in 1908 by Eugen Bleuler in his essay "Alzheimer's Disease", where autism is mentioned as a disability to interact with other individuals. ASD manifests itself in the early stages of childhood and eventually leads the person presenting it to have problems interacting with others, whether at school or at work. Children come to show characteristics of ASD from 18 months and later it solidifies at 36 months of age (Bonilla & Chaskel, 2016).

Therefore, ASD is a development-related disorder that affects perception and how to function socially; in many cases there are difficulties in communicating. Children with ASD may face greater challenges in their educational development; however, the way in

which they are connected to social and communication skills makes them invaluable in the early stages of development. The best way to make a work plan is to consider the assessment of skills and establish development goals that are feasible to achieve in the short term. Strategies should be formulated that promote and monitor adequate language stimulation in children with ASD (Reynoso *et al.,* 2017).

Pedagogical leadership in Mexico

This section addresses the characteristics of the general context where this work was developed. A geographical vision of pedagogical leadership in Mexico and in the state of Puebla is proposed, where the special circumstances of the place are specified. Similarly, the current problems faced by the community with ASD and the various achievements to date are disclosed, based on the first grade schools in Puebla to generate an inclusive culture.

In April 2015, legislation on the autistic condition was approved, which almost all states replicated, without consulting the population or experts or implementing strategies for compliance. There were few states in which there were initiatives in the legislation on education, among them Puebla; and in health, the states of Campeche, Puebla, Sonora and Yucatán. On the other hand, in 2017, after a series of meetings and forums, the Special Commission on Care for Children and Adolescents with Autism and other Pervasive Developmental Disorders proposed various initiatives to reform the law on ASD. However, despite these legislative advances, there is still a lack of awareness among authorities and school directors, since, as evidenced by the TEA Mexico Inclusion Network, there are still many children within the autistic spectrum who are denied entry into the educational system, and the best therapy for them is, precisely, to be included in a regular school (Castillo, 2018).

In Mexico, the leadership of schools at the basic level is sustained by the director, who is supported by the technical councils and the School Councils for Social Participation (CEPS), in which teachers, parents and the community participate. There are two types of leadership. The first refers to school administration and the second focuses on curricular and pedagogical aspects. The SEP regulations mention that the director is in charge of "defining goals, strategies and operating policies of the school; study and solve pedagogical problems that arise, as well as review and approve the work plan prepared by the teaching staff" (Santizo, 2009).

Likewise, the federal government and the National Union of Education Workers, that is, the so-called Alliance for the Quality of Education, although they highlighted the importance of the professionalization of the teaching staff, as well as the directors of the educational establishment and school authorities, however, do not promote training in pedagogical management or leadership before taking office (García, Slater & López, 2010).

Basic education schools must receive children without disabilities and children with disabilities, in street situations, indigenous, from marginalized and disadvantaged areas, migrants. However, it is evident that the capacity of special schools cannot be discarded and it is not possible to attend to all those who have special educational needs in regular schools, but it is possible to develop a care policy that prepares students for integration gradually in regular classrooms, with normal activities based on a flexible curriculum and adequate support. Likewise, the teacher training of the new plans and study programs for basic education teachers must insist, not only on educational theories, but also on practices in the existing special schools and in the few integration schools (Juárez et al. , 2010).

Despite being one of the disabilities with the highest increase in the child population, autism is still a pending issue for the Mexican educational system. Only the states of Chihuahua and Aguascalientes have guidelines for their educational attention. And even the health system lacks strategies, since its Clinical Practice Guideline for the management of patients with autism spectrum disorders in primary care from 2012 is based on a Spanish text from 2009, so it lacks the most recent advances on the subject (Castle, 2018).

There are three main challenges in the school leadership strategy. The first consists of consolidating the best experiences of pedagogical leadership among schools; the second is to observe how the limitations of the educational system and the system can be overcome through management tools and decision-making capacity, and the third is to focus leadership on the continuous improvement of the school, as well as of the teachers themselves (Santizo, 2009).

Pedagogical leadership in Puebla

Most of the educational centers in Puebla present a common problem: the little interaction of the directors with the teaching staff; and on the contrary, higher priority is given to the administrative matters of the institution. In other words, the pedagogical aspect is left aside, which makes it difficult to achieve an improvement in educational

quality. One of the reasons why there is no pedagogical leadership at the managerial level is the fact that leadership functions are ignored, there is no continuous preparation and ability to relate (Chiquito, 2019).

In addition to the above, schools in Puebla must be innovative, adopt policies to assume the various functions of a leadership that serves as the basis for achieving better academic spaces. You must have practices based on tolerance, respect for the different ideologies of each student. The teacher needs to encourage and encourage the student so that, in the future, he himself can make his own decisions, so it is the teacher's responsibility to respond to the constant changes and existing needs that society demands. (Gatica *et al*., 2021).

Guidelines and strategies for pedagogical leadership in basic education

In Mexico, the Ministry of Public Education (SEP) has developed various tools to direct educational practices at the national level. An example that can be named is the Toolbox of the Full-Time Schools Program (PETC) elaborated in 2009. This guide integrates strategies, activities, suggestions and recommendations to carry out improvements in the classroom (Parés, 2015).

Primary education is the grade in which students are most susceptible to the domination of the school and its principal. This is the most important level of the Mexican educational system, making up around 60% of the enrollment rate in basic education, and it is also where most students spend most of their time. The education system at the primary level has more than 98,000 schools and nearly 600,000 teachers who provide services to approximately 15 million students. The greatest challenge for managers in these schools is the relationship with the teaching staff; therefore, to achieve a better educational performance in Mexico, it is necessary to design pedagogical leadership strategies implemented by principals who are satisfied with what they do to achieve learning results. (Gorosave *et al.,* 2010).

Inclusive culture in basic education in Mexico

The main objective of educational policy in Mexico is the quality of education at all levels of the school system; however, few educational institutions care about being considered inclusive schools. An inclusive school does not have entrance exams and does not discriminate for reasons of social or economic belonging, does not classify according to intellectual abilities that foster competition and manifest individualism in honor rolls, but instead fosters acceptance and help mutual, horizontal dialogue and equal treatment

for all students. In addition to this, an inclusive school is concerned with adequate attention to all grades (Juárez et al., 2010).

The task of teachers who receive children diagnosed with autism should be to train themselves to become an advisor and consultant for the different aspects of the life of the child and her family. The introduction of inclusive educational policies in schools implies important changes in the roles of education professionals. These changes are not usually accompanied by a prior analysis of their thinking, beliefs and attitudes towards this process, which can seriously compromise the development of the inclusion of children with autism. The study of the teacher's attitudes then becomes a determining element to know the development and better understand their instructional behavior in the classroom (Llorens, 2012).

The fundamental factors to carry out a reform of the educational system of this type are three: economic resources, trained personnel and political will. All are fundamental, but political will is the main one, since it can achieve the requirements for the construction of a Mexico that has institutions capable of training personnel and carrying out the project of inclusion in schools. (Juárez *et al.*, 2010).

Inclusive culture in primary schools in Puebla

Regarding the inclusive culture in the public schools of Puebla, it is extremely important to question whether students with special educational requirements receive adequate attention so that they acquire knowledge and develop their skills. Similarly, it is essential to investigate the way in which the State's proposals are executed to promote the inclusion of students with educational requirements and assess whether the education they obtain is adequate, within favorable learning environments developed by trained teaching staff and with the help of a wide range of educational materials (Chávez, 2016).

In addition, it is necessary to understand the procedures to develop the capacities and the learning classes, according to the type of needs of each one. For which, the teacher must have the necessary training and respond to each of them with various learning activities that help them integrate into society. The directors of public schools must promote educational spaces that manage to minimize the existing barriers imposed by society itself. It is worth mentioning that educational institutions still have a long way to go to be able to integrate a person with a disability, since they live in a society that is characterized by discrimination, which means that there are currently many students without access to education. (White, 2006).

Assuming diversity in its different dimensions, such as culture, abilities, motivations and expectations, is a great challenge due to the set of beliefs, representations and stereotypes that society manages regarding people with autism, and, therefore, with the conceptions that teachers are also forming. That is, the attitude of the teacher is transcendental in the process of school inclusion; therefore, the analysis of their perceptions, attitudes and expectations is very important for the successful development of inclusive education for children with autism (Zambrano y Orellana, 2018).

Autism spectrum disorder in childhood in basic education schools in Mexico

In Mexico there is not enough data to report on autism spectrum disorder. For Anzaldo and Cruz (2019), the condition of ASD needs to be made visible within the public agenda in order to obtain diagnoses at an early age, a national census, and generate lines of interdisciplinary research on the subject. As we have already said, it is a condition that can significantly modify your lifestyle, your activities and participation in society. Intervention from an early stage is important and can have a positive impact on people to have a better quality of life through therapy and different care in development (Gobierno del Estado de Puebla, 2020).

The educational system, and therefore the inclusive school, must take into account an educational approach that is effective in the face of diversity, since each individual has their own characteristics, interests, abilities and needs (Juárez *et al*., 2010).

Autism spectrum disorder in primary schools in Puebla

In 2015, the General Law for the Care and Protection of People with the Autistic Spectrum Condition was approved in Puebla with the aim of "promoting the full integration and inclusion of people with the autistic spectrum condition in society." Said legislation recognizes three types of ASD: autistic disorder (classical autism), Asperger's and Pervasive Developmental Disorder Not Otherwise Specified (Congress of the State of Puebla, 2019).

Currently, in Puebla, primary schools do not have material to improve the learning of children with this disorder (Fernández de Lara, 2018).

Methodology

In this section, the methodological aspects that address the approach, study, design, universe, instrumentation, analysis of results and procedure of the project will be delimited. Each concept will be explained in detail below.

Focus

A qualitative approach was applied, which includes a variety of conceptions and interpretation frameworks in which the common denominator is, precisely, the concept of cultural pattern, which starts from the premise that every culture and every social system has a particular way to understand situations and events. That is, cultural models are at the center of the qualitative approach study because they are flexible for the reference framework for the object of study (Hernández et al., 2006).

The present project demands this type of approach, since it facilitates knowing the different opinions and meanings of managers and teachers about leadership skills in educational establishments directed towards educational inclusion.

Study

The type of study that was used for the construction of the project is descriptive, since it focuses on the measurement or collection of information jointly on the established variables, in addition to the fact that the objective is not to find the interrelation of said variables. Likewise, it seeks to "specify the properties, characteristics and profiles of people, groups, communities, processes, objects or any other phenomenon that is subject to analysis" (Hernández *et al.,* 2006).

Design

The pertinent design for the project is action-research, since with this typology the aim is to solve immediate daily problems, as well as to improve specific practices and the fundamental purpose is directed towards "providing information for decision-making in relation to programs, processes and structural reforms" (Hernández et al., 2006). In this case, the leadership guide developed plays a key role in the decision-making of the teaching staff, with the aim of promoting and exercising inclusion within the classroom.

Additionally, the design was approached from an emancipatory perspective, because "its objective goes beyond solving problems, developing improvements to a process, it intends that the participants generate a profound social change through

research" (Hernández et al. ., 2006). And it not only seeks to fulfill functions of diagnosis and production of knowledge, but also the creation of awareness among populations regarding their social circumstances and the broad need to improve their quality of life.

Population

The population refers to a group of people, events, happenings, communities, etc., on which data will have to be collected, without necessarily being representative of the universe under study (Hernández et al., 2006). For the present investigation, the sample consisted of those children with autism in the city of Puebla.

Instrument

A measurement instrument is the resource used to record information regarding those relevant data on the variables (Hernández et al., 2006). For the development of the project, a questionnaire of open questions divided into two parts was carried out: the first, applied to regular school teachers who have had a child with autism in their classroom, with the aim of knowing what their main areas of opportunity, and the second, applied to the expert in TAE María Elena Macías Reyes to support with the resolution of the main challenges that the teachers indicated facing. (Macías, 2021).

Discussions

In Mexico, the laws support the rights of people with disabilities; however, there is a gap to meet the needs of students. In the case of the city of Puebla, primary schools do not have didactic and technical material or teacher training to care for children with ASD or the information to transform teaching teams into leaders who accompany inclusion in the classroom. Not having staff trained in diversity can create exclusion in the classroom.

As recommendations to achieve effective inclusion in primary schools in the state of Puebla, it is necessary, according to the authors Juárez et al. (2010), the preparation of students for a progressive integration in regular classrooms from the point of view of teachers, as well as a correct training of the teaching staff of basic education, reviewing the content of the theoretical part and taking advantage of existing educational practices.

Conclusions

Based on all of the above, it can be concluded that, in order to achieve inclusive education, it is important to have a diversity approach in the classroom given the needs of each individual. Thanks to the interview with the expert, we were able to conclude that, above all, people should be treated as individuals, since the diagnosis does not determine their development, but rather the tools provided to the individual to cope with it. Leadership from the classroom can be taken to a transformative level, accompanied by the right tools for teachers.

The responses of the first grade primary level teachers to whom the measurement instrument was applied presented concerns regarding the lack of knowledge about autism and the strategies to work in the classroom. The leadership of teachers permeates the results of social inclusion and the dimensions of the person, this is because teachers have a fundamental role in the inclusion of children with ASD.

Future lines of research

The methodology proposed in this research proposes a transformative leadership intervention from the classrooms in first grade children in Mexico through interviews with personnel trained in the needs of children with autism and teaching staff who lack leadership tools. to self-train in the classroom. The present methodology was limited to studying autism in the first grade of primary school, however, future lines of research with other types of disabilities in the classroom are pertinent, as well as studies at other levels of basic education to promote the transformative leadership of students. teachers in the classrooms towards educational inclusion.

In future research, it is relevant to answer questions such as what kind of tools are necessary to provide teachers with transformative leadership, who are the leaders of inclusive education, and, finally, how other actors participate in the construction of educational inclusion.

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