

ANALYTICAL SUMMARY

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Inclusive classrooms built from the diagnosis

ABSTRACT: Nowadays it is common to speak of inclusive classrooms without providing evidence of the true meaning of the term. In this paper we propose to present the process of development and validation of the ACOGE scale whose objective is to evaluate the quality of school classrooms to address diversity from an inclusive approach. In the development process we have used quantitative and qualitative analysis procedures in the following phases: (1) construction of a pool of items based on the theoretical construct and previous research; (2) consultation with expert judges in inclusive education; (3) organization of discussion groups with education professionals: center directors, teachers of early childhood education, compensatory education and therapeutic pedagogy; and (4) pilot scale. The results allowed establishing a theoretical frame of reference from which to build the scale according to the postulates offered by the literature and the experience contributed by the professionals of the education. We provide evidence of content validity based on the Educational Inclusion construct through observable indicators associated with quality inclusion and provide guidance on the usefulness of the scale for teachers.

KEY WORDS: educational quality; attention to diversity; evaluation; educational inclusion; scale.

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Instruments for the valuation of needs in the music classroom with students with deaf

ABSTRACT: Last advances in auditory technology facilitate improvements in the inclusion processes of hearing-impaired students in the music class. Therefore, it is necessary to provide teachers with tools, resources and strategies to guarantee access, participation and achievement for all students. Within a research framework, instruments whose function is the needs analysis for the inclusion of hearing-impaired students in the music class in Elementary Education are exposed. These instruments must offer teachers the tools to evaluate conditions, resources and strategies to obtain optimal participation and achievement in the students' teaching-learning processes. The process of construction and validation of three instruments is detailed: IASAMIP-CER, focused on classroom conditions, resources and teaching strategies; IASAMIP-SA, focused on the hearing-impaired students' participation and achievement in the music class; and IASAMIP-A, focused on the students' attitudes and motivations to musical activities. The proposal of the instruments is useful for decision making processes with regards to actions that may be of help for all students in the music class.

KEY WORDS: hearing impairments; music education; Preschool Education; Elementary Education.

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How to measure and improve the levels of inclusion of people with ASD in an educational center

ABSTRACT: In the work with people with Autism Spectrum Disorder (ASD), it is necessary to evaluate the inclusion activities carried out in a specific educational center. Through a procedure of evaluation, reflection and application of improvements at two levels, individual and by the center, which provide us we have a problem that includes

the inclusion activities and results, we value the measures carried out to improve the quality and quantity of opportunities for inclusion. We have a problem that includes the inclusion activities and we lend diagram of decision to the reflection of the resources and supports which we offer to people with ASD to improve their inclusive experiences. The first evaluations indicate that by applying the procedure, the inclusion improves as far as the level of participation and contribution. It is relevant there is no increase in the level of significant relationships. The improvements applied in the individual support programs and in the school's support plan have an impact on the inclusion dimension within the quality of life of people with ASD and their families, as well as in obtaining better personal results.

KEY WORDS: inclusion; quality of life; personal results; people with ASD.

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The assessment of the ASD (Autism Spectrum Disorder) classrooms in early children's education: the voice of teachers and families

ABSTRACT: It is well known that progress towards more inclusive cultures, policies and practices is a complex and dilemmatic process. The obstacles increase when dealing with students with greater difficulties as is the case of Autism Spectrum Disorder (ASD). The Community of Madrid, like other Autonomous Communities, has developed a preferential schooling program for these students, in an attempt to include students with ASD, which until now was located in specific centers, in ordinary educational centers. The research developed aims to identify and analyze the concretion of the dimensions of inclusion in Early Childhood Education (Booth and Ainscow, 2006) within the framework of the educational proposal developed by these centers. For this, a necessary strategy is to keep in mind "the voices" (Susinos and Ceballos, 2012) of families and teachers as an expression of their desires and expectations, and also of their achievements, difficulties and proposals for improvement that underlie the work they perform daily. The fact of knowing the perception by families and teachers in relation to the characteristics that define inclusion in the centers, the importance of a pedagogical

leadership in the management teams, teacher's high commitment and satisfaction with the work they develop, as well as the high rates in the participation of families in the centers are some of the results that are shown in the article as key indicators to favor the processes of educational inclusion.

KEY WORDS: inclusion; students with ASD; voices; inclusive policies; inclusive practices; early childhood education.

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Support needs perceived by parents of children with autism between 2-5 years old, in Mexico

ABSTRACT: The families of children with autism face a difficulty derived from the scarcity of supports and services, both for the child and for the family. The objective of this study was to find out the profile of support needs perceived by them. Case study with 17 parents of children with autism between 2 and 5 years old in an institute in Mexico. In order to know what services were received, the Family Quality of Life Scale was applied and an open questionnaire gathered information about the priority needs detected by the parents regarding the supports and which of them could improve their family quality of life. The most requested supports were: information, emotional support, material resources, management of daily life, and guidance for parenting and social relationships. The greatest number of support needs was found in the area of material resources. The needs for supports and services matched with what has been reported in the literature. The financial factor was perceived as an obstacle in order to access services and as an enhancer of the family quality of life. Some needs that emerged in this study were: support in social activities, information on legal rights and work benefits.

KEY WORDS: family; services; early intervention; Autism Spectrum Disorder; disability.

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At the time of diagnosis the needs of the son with Fragile X syndrome are priority

ABSTRACT: Families with a child with Fragile X syndrome (SXF) experience concerns and needs at the time of diagnosis that can trigger a crisis and affect family dynamics and well-being. This study, we analyze those manifested by 55 parents, 69,0% women and 25,9% men, between 27 and 67 years old ($M = 47,91$, $SD = 9,59$). The questionnaire "Development and Needs of Families" was applied. The most frequently verbalized needs as important or very important were: the possible health problems that your child may present, knowing the degree of dependence that your child will have, knowing what is going to happen in the future, knowing where to go for help, and know what are the most appropriate services. In contrast, the items with values, between little and something important, are those that evaluate the fact of having to stay longer at home and having to communicate the news to other people. Parents give more importance to the needs and problems related to the care, attention and future of their child than those that the disability may cause them or other family members.

KEY WORDS: Fragile X syndrome; family; intellectual disability; diagnosis.