



Group Intervention as Strategy for the Inclusion of Children with Special Educational Needs: A Social Work Perspective

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ABSTRACT

From the field of social work, group intervention has currently positioned itself as one of the most appropriate strategies to promote inclusion within schools in children with special educational needs. In this sense, SEP (2011) refers that in Mexico 6 out of 10 students present educational exclusion. It should be noted that promoting educational inclusion is of great importance because it is developed as an effective alternative to combat various conflicts present within education centers, which frequently delay the advancement of future minds that will direct the environment through which we develop. That is why the objective of the following article is to inform about the group intervention of children with special educational needs and all this through the perspective of Social Work. In such a way, that a series of intervention methods are designed from Social Work for the integration of children with special educational needs and have a better social adaptation. Finally, the importance of establishing educational inclusion for the benefit of children who suffer from this situation is reaffirmed.

KEYWORDS: Educational inclusion, Social work, educational environment, group intervention.

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I. INTRODUCTION

Exclusion in education worldwide is aggravated a little more since by Covid-19 and one of the main factors of exclusion of students in education systems around the world through a wide series of variables such as gender, age, location, poverty, disability, ethnicity, language, religion, migrant or displaced status, sexual orientation or expression of gender identity, among others.

The report indicates that less than 10% of all countries in the world have laws that help ensure full inclusion in education, thus urging all nations to focus their efforts on students who have been left behind when schools resume. Its activity, with the aim of favoring "more resilient and egalitarian" societies.

In Latin America and the Caribbean, only around a quarter of the countries have inclusive education laws that cover all learners. Chile and Paraguay stand out for being two of the five countries in the world that have inclusive education laws that cover all students.

The report, which analyzes the progress of 209 countries in their attempt to achieve the education goals included in the 2030 sustainable development agenda, indicates that there are 258 million children and young people who were totally left out of the education system and that poverty was the main obstacle to access (Soares, 2020).

Background of NEE in the national context

Special education in Mexico dates back to the second half of the 19th century when schools for the deaf and blind were created. In 1915 the first school to serve children with mental deficiencies was founded in Guanajuato and subsequently the attention to children and young people with different disabilities was diversified, especially through institutions such as the National Autonomous University of Mexico, the Guidance School for Men. And Girls, and the Office for the Coordination of Special Education. Special education should be understood as a complementary educational model to regular education, with an inclusive

approach. From this perspective, people should not be segregated for specialized education, but rather special measures should be implemented as part of the regular educational system.

It is necessary to make use of all means, within the possibilities, so that all the boys and girls can live together in the same classroom and have a quality education. Under this premise, only in those cases in which there is a real risk of affecting the well-being of the student in question or of the other boys and girls that make up the school group, and that the means to achieve their integration into the school have been exhausted. Regular system, classes will be taught in a special school.

Multidisciplinary teams for the care of NEE.

A multidisciplinary approach focused on educational disadvantage and early school leaving brings together professionals from inside and outside the center, such as psychologists, social workers and health professionals. Multidisciplinary teams have the potential to offer a range of services to support youth at risk of early school leaving and educational disadvantage. This includes, for example, attention to children's language development, mental health support, emotional support, bullying prevention skills, access to underserved families, and involvement with parenting skills. (Guevara, 2015)

Educational integration

Educational integration is the process through which access to the basic education curriculum is guaranteed to all children; this process is usually referred to as attention to diversity (Illan Romeu, 1996; Joan Rué, 1993, Muñoz and Maruny, 1993) (Macía, 2002)

From the Salamanca conference (UNESCO, 1994) it is established that educational systems must be designed and programs applied in such a way that they take into account the full range of these different characteristics and needs in order to receive the necessary additional support in an effective way. . Likewise, a platform is provided to affirm the principle of education for all and examine the practice to ensure that children and young people with special educational needs are included in a learning society, this was the pillar that promoted the educational integration of people. With special educational needs. (UNESCO, 1994) (Valenzuela Soto, 2017)

Based on the previous quote, educational integration is the total and unconditional opening to basic education for all children regardless of their economic condition, social status, or psychomotor or mental condition. Therefore, the educational institution must guarantee adequate spaces and teaching staff to be able to develop a comprehensive and equitable education for all children who intend to study.

Group intervention in social work

Social intervention is constituted in a concrete social action, theoretically and methodologically founded, that appears in a certain time and space and does not blur, and more generally" (Tello, 2010) it is appropriate to be able to start from this paragraph as In order to develop the topic, the definition that we have just read is considered, it correctly expresses the objective of social intervention.

On various occasions, the mistake is made of considering that the work of a social worker is to resolve conflicts in society, but it is not, truly this profession develops in a multidisciplinary way, focusing on the same person the aptitudes, capacities and corresponding abilities to be a social entity dedicated to intervening in society trying to guide as well as promote improvements in the various areas of existing opportunity, with the aim of generating a general well-being, all this with the support of the tools, techniques and instruments that a professional in this scope can handle effectively. Knowing the relevance of the intervention within the field of Social Work, we can study how beneficial it is to apply this process focused on a specific group. The group method is the course through which it is sought to train the individual to understand their objective reality and to perform adequately within their social structure.

Research, techniques and instruments

Appropriate and timely applied group social work techniques provide extremely positive results, which is why each of these actions must be understood as well as carried out with great responsibility, understanding the benefits of putting them into practice effectively.

Group techniques must be applied according to each situation and with the particular needs that they merit, there are several of them used more frequently in the corresponding stages, however it is necessary to understand that these must be captured throughout the process as is merited, the opportunity is provided to adapt them as necessary. The following table shows the phases of the group intervention process with the respective techniques and instruments used regularly.

Tabla 1. Investigación, técnicas e instrumentos del Trabajo Social

Fase		Técnica		Instrumentos
Investigación	❖	Observación	❖	Informe
	❖	Entrevista	❖	Diario de campo
	❖	Fuentes directivas	❖	Guía de entrevista
	❖	Visitas domiciliarias	❖	Documentos oficiales
Diagnóstico	❖	Análisis	❖	Expediente
	❖	Interpretación		
	❖	Síntesis		
Planeación	❖	Programación	❖	Cronograma
	❖	Canalización e implementación de recursos	❖	Programa de trabajo
Tratamiento	❖	Capacitación	❖	Documentos de control
	❖	Supervisión	❖	Supervisión
	❖	Canalización		
	❖	Control		
Evaluación	❖	Verificación	❖	Anotaciones
	❖	Seguimiento	❖	Fichas de control
	❖	Evaluación		
	❖	Resultados		

Fuente: Elaboración propia (2021)

Planning / Treatment

Stages of the group process

We call the group process the evolutionary development of the group, taking into account the dynamic interaction between its members and the achievement of the proposed objective. It supposes a succession of stages and operations for solving problems integrated with each other, María Umaña says that when we speak of SSG as processes we refer to the development of an individual through their voluntary association with a group and the social growth of that group through of a certain course of time. We adopt the inverse criterion, since, through the development of a group, individuals grow and fulfill themselves. Authors such as Bion, Melanie Klein, Freud Haiman, coincide in pointing out that the group is the beginning as a newborn and its behavior, clumsy and poorly coordinated, is subordinate to the leader. As they enter adolescence, its members struggle with the same conflicts between dependency and independence that adolescent's experience.

They begin to learn to do things for themselves and to act effectively. The group does not yet know how to manage its emotional crises, in the long run and in conditions, it will be able to face emotional problems and give them a constructive solution so that the group reaches a state of maturity analogous to that of intelligent and happy audio. This image of a group and the experience with different kinds of groups made us modify the traditional classification of stages of the process in formation, organization and integration, adopted by prescientists and scientists. We understand that the training stage is continued by one of conflict who's overcoming leads to the organization.

Finally, the evaluation is carried out in each and every stage of the project: design, execution, processes and results. It tries to basically answer the question "What have we achieved?", In short, it is the process of reflection that allows us to explain and assess the results or the impact of the actions carried out during the development of the intervention. It allows us to know the advances, setbacks and deviations in the consolidation process, places us in the current stage with its challenges, tasks, lights and shadows. This process is as vital for the development of the project as well as the objectives, from the action plan the means of evaluation to which the intervention will be subject must be stipulated.

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