

THE ATTITUDE TOWARDS THE INCLUSION OF PROFESSIONAL EDUCATION ASSISTANTS OF TALCA-CHILE'S MUNICIPAL SCHOOL

—

Emilio Rodríguez Macayo¹
erodriguez@ucsh.cl
Orcid: 0000-0002-1321-2382

Laura Cisternas García²
laur232@gmail.com
Orcid: 0000-0003-4500-4470

Anly López González²
anlylopezg@gmail.com
Orcid: 0000-0002-4100-4599

Rubén Vidal Espinoza¹
rvidale@ucsh.cl
Orcid: 0000-0002-5803-3871

¹ UNIVERSIDAD CATÓLICA SILVA HENRÍQUEZ, CHILE

² UNIVERSIDAD AUTÓNOMA SEDE TALCA, CHILE

To quote this article:

Rodríguez Macayo, E., Cisternas García, L., López González, A., & Vidal Espinoza, R. (2021). La actitud frente a la inclusión de asistentes profesionales de la educación de Escuela Municipales de Talca-Chile. *ESPACIO I+D, INNOVACIÓN MÁS DESARROLLO*, 10(26). <https://doi.org/10.31644/IMASD.26.2021.a01>

— Abstract —

The attitude towards the inclusion of those professionals from different areas that support teaching and learning processes in schools is key if we want to move towards inclusive educational communities. The purpose of this paper is to analyze the attitude of professional education assistants towards inclusive educational culture, policy, and practice in schools in the Province of Talca, Chile. A descriptive study - survey, of cross-sectional, non-experimental cut, is carried out. The selection of the sample is non-probabilistic for convenience. A total of 107 professional education assistants who work in schools in the Province of Talca, Chile, were surveyed. A questionnaire with 30 questions is used to measure attitude. The main findings show that age, gender, and years of experience do not determine the favorable attitude towards inclusive education. This is not the case with the professional title. This finding highlights the important role of higher education institutions in the initial training of professionals who promote inclusion.

Keywords

Education assistants; attitude; educational inclusion.



According to the latest policies framed in the Chilean educational reform, focused on moving from integration to inclusion, Chile is facing a scenario of change concerning the role that each member of the educational community plays, to ensure a quality, inclusive, and equitable education to all students, especially those who are more vulnerable or who have Special Educational Needs (Ministry of Education, 2009). One of these members of the educational community refers, for our study, to those professionals or support specialists such as psychologists, speech therapists, kinesiologists, social workers, occupational therapists, and educational psychologists who work in schools as Professional Education Assistants according to the Ministry of Education (2009).

In this framework, according to the General Education Law 20.370/2009 of the Ministry of Education, Article 34 defines criteria and guidelines for diagnosing students with special educational needs by at least one of these Professional Education Assistants. Likewise, it defines criteria and guidelines for curricular adaptation that allow schools to plan relevant and quality educational proposals for students with special educational needs. Jointly, the Social Inclusion Law 20.422/2010 of the Ministry of Development and Planning, in Article 34, indicates that the State must guarantee access to public and private establishments of the Regular or Special Education system when appropriate, contemplating plans for students with special educational needs, encouraging the participation of teachers, education assistants, and other members of the educational community, incorporating innovations and curricular adaptations to allow and facilitate access to the educational system.

Both laws give support to the Supreme Decree N°170/2009 of the Ministry of Education, whose promulgation constitutes a relevant beginning to contextualize the rules that regulate the participation of professional education assistants in the country's educational establishments.

It is of concern that, according to the National Study on Disability (ENDISC, 2015), in the implementation of this Decree, a medical, clinical, or rehabilitative model prevails and continues to be in force in response to students with special educational needs, more focused on their deficiencies and possible pathologies.

In the educational field, according to Infante (2010), the consequence of the rehabilitative model has been to consider that learning difficulties have their origin in internal factors or individual characteristics, leading to labeling and categorizing groups of so-called special children, grouping them to receive adequate teaching to their specific needs, in charge of specialists in the different disabilities. Therefore, according to Blanco (2005), the provision of support focuses on compensating for deficiencies, paying little attention to the learning established in the school curriculum

and to the modification of the environment, which has limited their development and educational opportunities.

On the other hand, the educational approach considers that learning difficulties are the result of the interaction between the student's limitations and those of the context in which he/she develops and learns, and may occur at any time during his/her school career. This model considers that, although individual differences have an important influence on learning and progress, educational practices are also determinant.

In this regard, Blanco (2011) mentions that the curricular proposal, learning strategies, school management, teacher expectations, and the relationships established, among others, can facilitate or, on the contrary, generate learning and participation difficulties. Therefore, modifying the teaching and educational context is necessary to optimize the learning process.

Sticking to a clinical model means leaving out the rest of the students who may or may not present other barriers to participation and learning, without having a basic medical diagnosis. In this sense, Infante (2010), considers that under this perspective each of the professionals who work in the establishments and participate in the learning of the children focus on isolated work, advisory to teachers, and their intervention is predominantly clinical, where even the work of the Special Education teacher is considered in the same way. Therefore, according to Blanco (2011), it is necessary to overcome the hierarchical and transmitting support model, in which the specialist fulfills the function of identifying and giving suggestions, to move towards a constructive model based on collaborative work, where solutions are jointly sought between the specialist and the teachers, each one making contributions from complementary perspectives.

Therefore, as Blanco (2011) says, the response to diversity and the development of inclusive schools requires the participation of other professionals who collaborate with teachers in responding to the educational needs of all students and not only those with special educational needs. In turn, Cramer, et al. (2010) and Rodriguez (2014), determine the importance of teamwork as an inclusive educational strategy, which grants one of the greatest effects on student learning depending on the members of the educational community involved in this process.

Based on the above considerations, the School Inclusion Law No. 20845/2015 of the Ministry of Education is enacted, which eliminates arbitrary discrimination ensuring access and participation of all students. Specifically and to provide a more effective response to the problem of access, participation, and diversification of teaching and learning, Decree 83/2015 of the Ministry of Education is established, which places its focus on the diversity of students, emphasizing collaborative work, not only



between the Special Education teacher and the classroom teacher but also with other professionals immersed in schools.

The literature highlights collaborative work as one of the most beneficial strategies for the generation of meaningful learning in students (Cramer, et al., 2010; Rodríguez, 2014; Rodríguez, Rojas, and Ossa, 2014; Castro and Rodríguez, 2017). However, according to Del Valle and Mena (2012), there are still pending challenges regarding the reality of the participation of Professional Education Assistants, since according to a study by Chinner (2012) it could be found that the perception predominates that collaborative work and co-teaching are exclusive Practices between classroom teachers and Special Education teachers, leaving the specialized support of other professionals to a consulting-type advisory level. This would be a significant departure from what the Ministry of Education (2015) would expect from the latter by considering them as educational agents who can participate directly in collaborative work by forming classroom teams supporting and developing strategies as inclusive educational practices not only in the face of special educational needs cases. According to Del Valle and Mena (2012), these conceptions do not benefit student learning, concluding that collaborative work with support professionals is precisely that of carrying out a true collaboration in the function of the students within the classroom, since it is there where "the best therapeutic effect could be produced"(p.36), which implies on the part of the professionals a real valuation of the contributions of the different actors involved in the well-being and learning of the students.

In this sense, a study by Rodríguez and Ossa (2014) describes the valuation of collaborative work among basic school teachers in the city of Tomé, who conceived the concept of collaborative work only to that performed by the classroom teacher and the specialist teacher. For this study, another relevant conclusion to consider is related to the persistence of a conception of Special Education marked by the medical-rehabilitative model, based on a diagnosis whose influence implies the elaboration of curricular adaptations and the exclusion of this use of strategies to students who are not incorporated to the School Integration Program. This background calls attention to the conception of collaborative work, not only among classroom teachers but also among other actors who can carry out this strategy.

Another edge considered for the response to diversity and the importance of teamwork is related to research on perceptions and attitudes about inclusion in the teaching staff, since, according to the literature consulted, these manifest a positive impact regarding the realization of inclusive educational practices within the classroom (Chiner 2011; Cramer, et al., 2010; Rodríguez, 2014; Rodríguez and Ossa, 2014; Castro and Rodríguez, 2017). Knowing also the attitudes towards Inclusive Education, not only focused on teachers but from the macro concept, implies that inclusion as



a gradual and continuously developing process must overcome a series of obstacles or barriers along the way. Among these barriers, which must be overcome, Blanco (2005) indicates that the main ones are found in people, in their conceptions, attitudes, and practices.

Within the empirical background collected for our problematization, a study by Chiner (2011) determines the perceptions and attitudes of teachers towards the inclusion of students with special educational needs, as indicators of the use of educational practices. This study relates the perception and frequency with which certain inclusive educational strategies are used according to a set of variables such as training, availability of resources and support for inclusion, educational stage, teaching experience, and gender. The most relevant results conclude that the perception of Inclusive Education among teachers was more positive in Pre-basic and Basic education levels. However, they state that they were not prepared to approach the use of inclusive strategies and that the support of other professionals such as the educational psychologist and the Special Education teacher did not produce significant variations in the use of certain inclusive educational practices.

Another study about teachers' perceptions of inclusion is that of González, et al. (2016), which focuses on analyzing attitudes and beliefs regarding Inclusive Educational Culture, Policy, and Practice. Their objective was to determine the differences in the perception of inclusion as a function of variables such as gender, years of experience, training in education in teachers working in Early Childhood, Primary, and Secondary Education stages. Their conclusions determine a positive perception of inclusion influenced by variables such as age, initial training, and years of experience. In general terms, it indicates that there are quite favorable attitudes towards diversity; however, there is a certain lack of knowledge of how to organize and modify the educational response to the resulting needs, which coincides with Chiner's research.

Santos Arrieta (2013), on the other hand, carried out another national study determining that a positive perception towards inclusion is related to moderate use of inclusive educational practices, taking as the most relevant point the perception of the little training and support received by teachers to deal with the diversity present in the classrooms.

These antecedents show that there are pending challenges regarding the support to teachers inside and outside the classroom, a task that underlies the functions of the specialized professionals of each school community, providing inclusive educational strategies and practices that can give an effective response and provide specialized support not only to students who present special educational needs, but that allows carrying out an inclusive, equitable and quality education, promoting the integral development of all students, in light of the national regulations in force.



Finally, it is important to mention that Núñez, et al. (2017), developed a study to determine the attitude towards Inclusive Education of teachers of Municipal Schools in the Province of Talca-Chile, leaving aside the Professional Education Assistants.

For all the above mentioned, the need to know, identify and analyze what is the attitude and training needs of the Professional Education Assistants regarding Inclusive Education Culture, Policy, and Practice arises. Together with this, to determine whether socio-demographic factors determine a favorable attitude towards Inclusive Educational Culture, Policy, and Practice.

METHOD

This study was conducted from a quantitative approach, an approach that according to Hernández, et al. (2014), uses data collection to test hypotheses based on the numerical measurement and statistical analysis establishing as a purpose behavioral patterns and theory testing.

As for the design, this obeys a descriptive, non-experimental, cross-sectional one. In this regard, descriptive studies, according to Cossio (2015), are concerned with describing phenomena, in the broadest sense, this means that they seek a verbal, numerical, or graphical representation of some phenomenon of interest.

According to Briones (2002), non-experimental investigations are those in which the researcher does not have control over the independent variable, which is one of the characteristics of experimental and quasi-experimental investigations, nor does it shape the study groups. In these investigations, the independent variable has already occurred when the researcher conducts the study.

Having said this, the fact that it is cross-sectional implies that it is a study that is characterized by investigating at a single moment different individuals, facts, events, and phenomena, which represent different stages of development. Similarly, it is Survey type, which, according to Cossio (2015), is a technique that seeks to determine present Practices or opinions of a specific population through opinion questionnaires that are applied in different contexts.

A sample of 104 professional educational assistants was obtained, considering psychologists, kinesiologists, social workers, educational psychologists, speech therapists, and occupational therapists working in municipal schools in the Province of Talca, Chile. (see Image 1). A non-probabilistic sample was selected by convenience, where participants were accessed according to their availability.



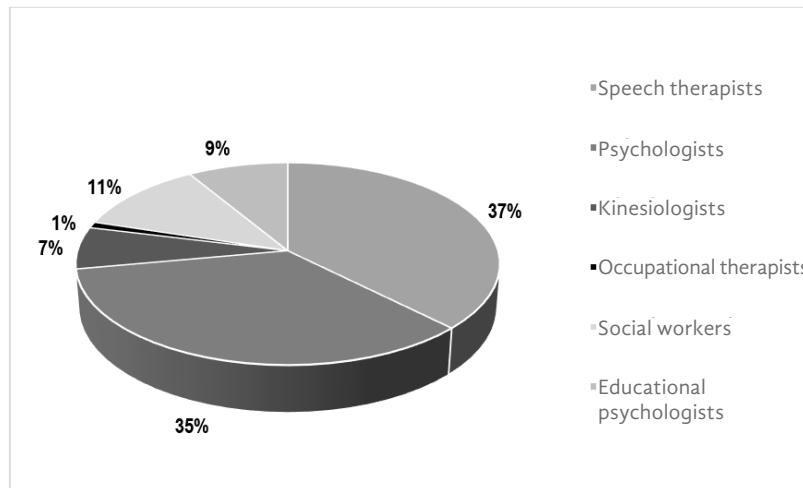


Image 1. Percentage distribution of the sample according to Degrees. Source: Own elaboration (2019)

Regarding the Gender variable, 81 women and 23 men between the ages of 23 and 46 participated. (See Table 1).

Table 1
Age of sample participants

Age	N	Minimum	Maximum	Mean	Desv. típ.
	104	23	46	30,38	5,053

Source: Own elaboration (2019)

In turn, groupings are made according to age ranges, where, as shown in Image 2, there is a greater number (80) of participants in the age range of 24 to 33 years and a smaller number (1) of participants between 1 and 23 years.

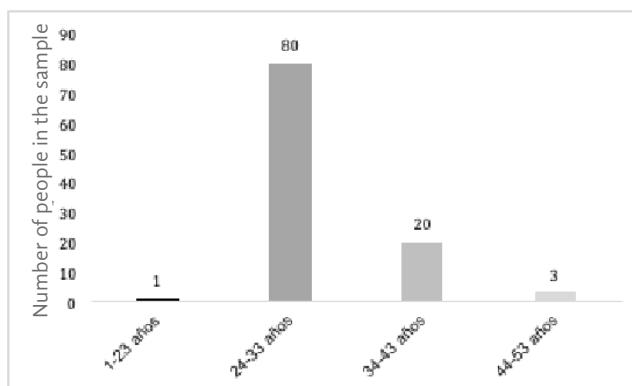


Image 2. Source: Own elaboration (2019)

In the variable Years of experience, it was observed that of the 104 participants in the study only 88 indicated how many years of work experience they have (see Table 2).

Table 2
Distribution of the sample according to years of experience

	N	Minimum	Maximum	Mean	Desv. típ.
Years of work experience	88	0	20	4,80	3,824
N valid (according to list)	88				

Source: Own elaboration (2019)

Similarly, an analysis of the frequency distribution is carried out according to the range of Years of Work Experience. (See Image 3). It is observed that the greatest number of participants have between 1 and 5 years of work experience with a total of 56 participants. The range with the lowest number of participants is 20 to 26 years of work experience with a total of 1.

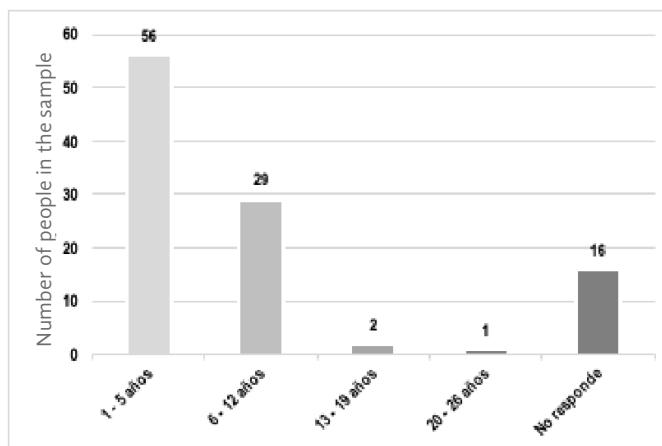


Image 3. Distribution of the sample according to the range of years of work experience.

Source: Own elaboration (2019)

The survey was used as a type of study, which aims to obtain information that can be analyzed to extract models and make comparisons. For the data collection technique, the questionnaire was used as an instrument, whose objective is to measure the presence of certain variables in the people under study (Canales, 2006). Before the application of the questionnaire, each participant was asked to register some data in the informed consent form.

For the purposes of this study, an individual self-administration questionnaire entitled "Assessment questionnaire on Inclusive Education for professional education assistants" was developed to find out the attitudes

of professional education assistants regarding Inclusive Education in the Province of Talca, Chile.

This questionnaire is theoretically based on Duk (2007), Booth and Ainscow (2015), and empirically from Questionnaire n°1 of Booth and Ainscow (2015) and CEFI-R (González et al., 2016). It is made up of 30 items or statements organizationally grouped into three areas: the first considers Inclusive School Culture; secondly, there is the area of Policy and Management focused on Collaboration and Learning and, finally, Inclusive Educational Practices for Diversity. These aspects were extracted from the Inclusive Evaluation Model of Duk (2007), theoretically based on the dimensions of Policy, Culture and Inclusive Practices of Booth and Ainscow (2015) and regarding the Teacher Evaluation Questionnaire of Educational Inclusion CEFI-R of González et al., (2016), adapted to the Chilean population (Núñez, et al., 2017).

To favor the organization and internal distribution of the statements of the questionnaire, in each area mentioned, the subdivision into 11 Dimensions proposed by the author of the Inclusive Model (Duk, 2007) was considered, whose thematic guide was used to have a final total of 10 statements for each Area.

The response format is Likert-type, with five options ranging from totally disagree to agree.

For internal and external validity, validation by the expert judgment was initially used, which Hernández, et al. (2014), point out as the degree to which an instrument measures the variable of interest, according to experts in the field. For the questionnaire developed for this study, 6 experts in Inclusive Education topics were contacted. It should be noted that, as a result of the feedback obtained from the group of experts and according to their indications, a final questionnaire of 30 items was obtained from the 35 statements.

Reliability, understood as the degree to which the instrument produces consistent and coherent results, was determined by internal consistency measures through Cronbach's Alpha coefficient. This provides information on the internal consistency of the questionnaire as a function of the number of items and the covariance between them. Once the data provided by the instrument had been collected, we proceeded to the respective statistical analysis using the Statistical Package for Social Sciences (SPSS) version 21.

According to Carvajal, et al. (2011), they propose that a Cronbach's Alpha value below 0.5 shows an unacceptable level of reliability; if it took a value between 0.5 and 0.6 it could be considered as a poor level; if it was between 0.6 and 0.7 it would be a weak level; between 0.7 and 0.8 it would refer to an acceptable level; in the interval 0.8 and 0.9 it could be qualified as a good level, and if it took a value higher than 0.9 it would be excellent.

In this regard, a Cronbach's Alpha value of 0.816 was obtained (see Table 3) at the general level of the 30 items, which is considered a good level of reliability.

Table 3
Reliability statistics of the total number of items

Cronbach's alpha	Cronbach's alpha based on typed items	N of elements
,816	,835	30

Source: Own elaboration (2019)

RESULTS

A Student's t-test was performed to establish differences in the attitude of the Professional Education Assistants towards the Culture, Practice and Inclusive Educational Policy, according to the Gender variable. Following this, an ANOVA was performed to establish differences in relation to the attitude towards the Culture, Practice, and Inclusive Educational Policy and the variable Professional Degree of the participants. Along with the above, a correlational analysis was also carried out to examine factors that influence the attitude of Professional Education Assistants towards inclusive educational Culture, Policy, and Practice. According to a literature review, two relevant factors to analyze were determined, Age and Years of Experience.

Concerning Inclusive Educational Culture, no significant differences were found between men and women with $t= -1.116$; $p= 0.267$, where the average of men ($M=4.1106$) and women ($M=4.1947$). For Inclusive Educational Practice, no significant differences were found between men and women with $t= -0.184$; $p= 0.854$, where the average for men ($M=4.3087$) and women ($M=4.3252$). Similarly, the behavior was maintained with the Inclusive Educational Policy between men and women with $t= 0.148$; $p= 0.883$, where on average men ($M=3.9068$) and women ($M=3.8905$), see Table 4.



Table 4

Group statistics for gender variables in terms of Inclusive Culture, Practice, and Policy

	Genre	N	Mean	Standard deviation	Standard error of the mean
CULTURE	Masculine	23	4,1106	,27955	,05829
	Feminine	81	4,1947	,32905	,03656
PRACTICE	Masculine	23	4,3087	,35918	,07489
	Feminine	81	4,3252	,38308	,04256
POLICY	Masculine	23	3,9068	,44963	,09375
	Feminine	81	3,8905	,46863	,05207

Source: Own elaboration (2019)

An ANOVA was applied to establish differences in relation to the attitude towards Inclusive Educational Culture, Practice, and Policy and the Professional Degree of the participants. Regarding the attitude towards Inclusive Educational Culture, it was obtained that speech therapists ($M=4.2066$), psychologists ($M=4.0706$), kinesiologists ($M=4.0286$), social workers ($M=4.3259$), and educational psychologists (as a professional assistant) ($M=4.1761$). Significant differences were observed between groups with $F(5,98)=2.570$; $p=0.031$. In this aspect, it was recorded that those who present a more positive attitude towards the Inclusive Educational Culture are the educational psychologists (as professional assistants) and the kinesiologists have a lower attitude. (See table 5)

Table 5

ANOVA of one factor in relation to the variable professional degree and Inclusive educational culture

	Sum of squares	G1	Root mean square	F	Sig.
Inter-groups	1,218	5	,244	2,570	,031
Intra-groups	9,290	98	,095		
Total	10,508	103			

Source: Own elaboration (2019)

Regarding the attitude towards Inclusive Educational Practice, it was obtained that speech therapists ($M=4.4330$), psychologists ($M=4.2389$), kinesiologists ($M=4.1214$), social workers ($M=4.1687$), and educational psychologists (as a professional assistant) ($M=4.5111$). Significant differences were observed between groups with $F(5,98)=2.508$; $p=0.035$. In this aspect, it was recorded that the one with the most positive attitude towards Inclusive Educational



Practices is the educational psychologists and the one with the lowest is the kinesiologist. (See table 6).

Table 6

ANOVA of one factor in relation to the variable Professional Degree and Inclusive Educational Practices

	Sum of squares	gl	Root mean square	F	Sig.
Inter-groups	1,654	5	,331	2,508	,035
Intra-groups	12,929	98	,132		
Total	14,583	103			

Source: Own elaboration (2019)

The attitude towards the Inclusive Educational Policy determined that speech therapists ($M=3.9239$), psychologists ($M=3.8765$), kinesiologists ($M=3.6048$), social workers ($M=3.9889$), and educational psychologists (as professional assistants) ($M=3.9889$). No significant differences were observed between groups with $F(5,98)= 0.996$; $p=0.425$. In this aspect, it was recorded that those who have a more positive attitude towards inclusive educational policies are those who work in the field of education.

Tabla 7

ANOVA de un factor en relación con la variable título profesional y Políticas educativas inclusivas

	Sum of squares	gl	Root mean square	F	Sig.
Inter-groups	1,065	5	,213	,996	,425
Intra-groups	20,957	98	,214		
Total	22,022	103			

Source: Own elaboration (2019)

As mentioned at the beginning, a correlational analysis was carried out to examine factors that influence the attitude of Professional Education Assistants towards Inclusive Educational Culture, Policies and Practices, and after a bibliographic review, two relevant factors were determined to be analyzed, such as Age and Years of Experience. Table 8 shows the means and deviation of the sample regarding these variables.



Table 8

Descriptive statistics for dependent variables (Culture, Policy and Inclusive Educational Practice) and independent variables (Age and Years of Experience)

	Mean	Standard deviation	N
Age	30,38	5,053	104
Years of experience	4,83	3,785	88
PRACTICE	4,3215	,37628	104
CULTURE	4,1761	,31940	104
POLICIES	3,8941	,46239	104

Source: Own elaboration (2019)

First, the independent variables of Age and Years of Experience were analyzed and their relationship with the attitude towards Inclusive Educational Culture (see Table 9). The result was that there is no relationship between variables with $r(102)=-0.139$; $p=0.160$ for Age and $r(102)=-0.71$; $p=0.510$ for Years of Experience. Subsequently, the independent variables of Age and Years of Experience and their relationship with the attitude towards Inclusive Educational Practice were analyzed (See Table 9). It is observed that there is no relationship between variables with $r(102)=-0.125$; $p=0.208$ for Age and $r(102)=-0.073$; $p=0.498$ for Years of Work Experience. And finally, the independent variables of Age and Years of Experience and their relationship with the attitude towards the Inclusive Education Policy were analyzed (See Table 9). On the other hand, there is no relationship between variables with $r(102)=-0.007$; $p=0.944$ for Age and $r(102)=-0.096$; $p=0.372$ for Years of Work Experience.



Table 9*Correlations in terms of dependent and independent variables studied*

		Age	Years of work experience	PRACTICE	CULTURE	POLICIES
Age	Pearson's correlation	1	,680**	-,125	-,139	,007
	Sig. (bilateral)		,000	,208	,160	,944
	N	104	88	104	104	104
Years of work experience	Pearson's correlation	,680**	1	-,073	-,071	,096
	Sig. (bilateral)	,000		,498	,510	,372
	N	88	88	88	88	88
PRACTICE	Pearson's correlation	-,125	-,073	1	,551**	,590**
	Sig. (bilateral)	,208	,498		,000	,000
	N	104	88	104	104	104
CULTURE	Pearson's correlation	-,139	-,071	,551**	1	,534**
	Sig. (bilateral)	,160	,510	,000		,000
	N	104	88	104	104	104
POLICIES	Pearson's correlation	,007	,096	,590**	,534**	1
	Sig. (bilateral)	,944	,372	,000	,000	
	N	104	88	104	104	104

**. The correlation is significant at the 0.01 level (bilateral).

Source: Own elaboration (2019)

DISCUSSION AND CONCLUSIONS

The present study, which provides preliminary results, was carried out to analyze the attitude of Professional Education Assistants regarding Inclusive Educational Culture, Policy, and Practice working in municipal schools in the Province of Talca, Chile. 107 Professional Education Assistants working in Municipal Schools in the Province of Talca, Chile participated.

As can be seen, there is a favorable attitude towards Inclusive Education on the part of the Professional Education Assistants. Regarding the Inclusive Educational Practice Dimension, the item with the highest favorable responses (87%) indicates that not only the individual characteristics of the special educational needs should be considered, but also the contextual aspects. This is discussed with the Graduation Profiles of the Training Programs that were consulted and is related to the reality of the Talca, Chile, where special educational needs are addressed from a bio-psychosocial approach, based on the International Classification of Disability

and Health Functioning (ICF), giving relevance to the facilitators and/or context barriers (WHO, 2011).

On the other hand, in the same dimension, the item with less favorable responses (16.5%) shows indifference towards active participation within the classroom, performing co-teaching. This could be because the creation of classroom teams in the context of Decree N°170/2009 does not take the expected relevance; however, lately, a greater emphasis has been given to collaborative work and co-teaching in Decree N°83/2015. This is why Mena and Bugueño (2012) report segregated work within the communities.

Regarding the Inclusive Educational Culture Dimension, it was observed that 87% of the respondents state that they maintain and foster a close relationship with the entire educational community. This finding is similar to the literature consulted on how this favorable attitude regarding close relationships acts as a predictor in the use of Inclusive Educational Practices (Chiner 2011).

On the other hand, 40% of the respondents consider that students with special educational needs are not able to follow the planning of a class. This argues with the literature in the influence of that unfavorable belief as a predictor of acceptance of diversity, knowledge construction, and Inclusive Educational Practices, which is related to expectations about students' learning and academic performance (Aguado et al, 2008).

In the Inclusive Educational Policy Dimension, 65% of respondents believe that educational institutions should work together with community resources and 61% think that the review of internal policies should involve the participation of the entire community. The collective and dynamic construction of a network of interpersonal relationships between members of the educational and close community reflects the intentionality of learning content and school climate (Booth and Ainscow, 2015; Ministry of Education, 2015). Among the less favorable results, it is observed that 37.8% of the respondents do not have the time to carry out collaborative work with the community. This is why the creation and revision of internal Policies and Regulations should involve each educational actor in the decision-making process, based on egalitarian relationships where there are effective spaces and times (Simón, et al., 2016),

Concerning the results that refer to the sociodemographic factors and their capacity to determine attitudes towards Inclusive Education, it is possible to indicate that it could be conditioned to the amount of sample of the study, so it becomes relevant to be able to expand it.

Regarding the variables Gender, Age, and Years of Experience, it can be concluded that they do not determine the favorable attitude towards Inclusive Education, therefore, younger professionals have the same attitude as older ones. The same occurs with Years of Experience, besides, men and

women also present the same attitude, finding similarities with international studies Chiner (2011) and González, et al. (2016).

Finally, the Professional Degree presents certain aspects to observe. First, with the Inclusive Educational Policy Dimension, it was evidenced that there are no significant differences, i.e., Professional Education Assistants present a favorable attitude regardless of their Professional Degree. This statement is discussed with the literature since Del Valle and Mena (2012) indicate that it reflects scarce participation and knowledge of policies and management on their part.

Likewise, Duk (2007) indicates that management teams should mobilize and motivate other professional educational agents to create a good work climate, participate and bring about the necessary changes to move towards a more inclusive school. However, Mena and Bugueño (2012) indicate that the formative role of Professional Education Assistants is not related to professional development and training needs according to the literature consulted.

On the other hand, for the dimensions Practice and Inclusive Educational Culture, there were significant differences, observing that the Professional Degree of Educational Psychologist presents the most favorable attitude, which can be discussed with the Profile of the Formative Program of Educational Psychology at Regional Level since a common factor described in them is to value the differences regarding students' learning. Also, their functions are established concerning the specialized support that favors participation, motivation, and learning (Del Valle and Mena, 2012).

On the other hand, the professional kinesiologist presents the least favorable attitude, similarly discussed from the graduate profile, where a clinical vision predominates, focused on the deficit, with a clinical diagnostic and rehabilitative function in education.

As main conclusions, it can be mentioned that:

- Professional education assistants would evidence a favorable attitude towards Inclusive Education, being the dimension Inclusive Educational Practice the one that would present a more favorable attitude and the dimension Inclusive Educational Policy a less favorable attitude.
- Sociodemographic factors such as age, years of experience, and gender would not determine the attitude towards Inclusive Education. However, the attitude towards Inclusive Educational Culture and Practice could be determined by the Professional Degree.



REFERENCES

- Aguado, A. L, Alcedo, M. A. y Arias, B.** (2008). Cambio de actitudes hacia la discapacidad con escolares de Primaria. *Psicothema, 20*(4), 697-704. <http://www.psicothema.com/pdf/3543.pdf>.
- Blanco, R.** (1990). La atención a la diversidad en el aula y las adaptaciones al currículo. En Palacios, J., Marchesi, A. y Coll, C. (Eds), *Desarrollo Psicológico y Educación*. 411-438. Editorial Alianza.
- Blanco, R.** (2005). Los docentes y el desarrollo de escuelas inclusivas. *Revista Proyecto Regional de Educación para América Latina y el Caribe (PRELAC)*, 1, 174-177: https://sid.usal.es/idocs/F8/ART14018/docentes_escuela_inclusiva.pdf.
- Blanco, R.** (2006). La equidad y la inclusión social: uno de los desafíos de la educación y la escuela hoy. *Reice: Revista Electrónica Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 4(3), 1-15. <https://www.redalyc.org/pdf/551/55140302.pdf>.
- Blanco, R.** (2011). Educación Inclusiva en América Latina y el Caribe. *Participación educativa*. (18), 46-59. [https://sede.educacion.gob.es/14779_19%20\(1\).pdf](https://sede.educacion.gob.es/14779_19%20(1).pdf).
- Blanco, R. y Duk, C.** (2011). Educación Inclusiva en América Latina y el Caribe. *Aula*, (17), 37-55. <http://revistas.usal.es/index.php/0214-3402/article/view/8394/9104>
- Booth, T., y Ainscow, M.** (2015). *Guía para la Educación Inclusiva: desarrollando el aprendizaje y la participación en los centros escolares*. Madrid, España: FUHEM, OEI.
- Briones, G.** (1996). *Metodología de la investigación cuantitativa en las ciencias sociales*. Instituto Colombiano para el fomento de la educación superior, ICFES. Bogotá.
- Canales, M.** (2006). *Metodologías de la investigación social*. Lom Ediciones.
- Carvajal, A., Centeno, C., Watson, R., Martínez, M. y Sanz, A.** (2011). ¿Cómo validar un instrumento de medida de la salud? *Anales del sistema sanitario de Navarra*, 34(1) 63-72. <http://scielo.isciii.es/pdf/asisna/v34n1/revision1.pdf>
- Castro, R. y Rodríguez, F.** (2017). *Diseño Universal para el Aprendizaje y co-enseñanza*. RIL Editores.
- Chiner, E** (2011). *Las percepciones y actitudes del profesorado hacia la inclusión del alumnado con necesidades educativas especiales como indicadores del uso de Prácticas educativas inclusivas en el aula*. Tesis de Doctorado, Universidad de Alicante, Alicante, España. https://rua.ua.es/dspace/bitstream/10045/19467/1/Tesis_Chiner.pdf.
- Cossío, M.** (2015). *Métodos de investigación cuantitativa en ciencias de la educación*. Ediciones Universidad Católica del Maule-Chile

- Cramer**, E., Liston, A., Nervin, A. & Thousand, J. (2010). Co-teaching in Urban Secondary School Districts to Meet the Necesidades Educativas Especialesds of all Teachers and Learners: Implications for Teacher Education Reform. *International Journal of Whole Schooling*, 6(2), 59-76. <https://files.eric.ed.gov/fulltext/EJ912017.pdf>
- Del Valle**, I. y Mena, I. (2012). *Asistentes de la educación: todos conformamos la comunidad educativa; Sentirse seguros en ambientes seguros*. Mineduc ediciones.
- Duk**, C. (2007). "Inclusiva" modelo para evaluar la respuesta de la escuela a la diversidad de necesidades educativas de los estudiantes. Proyecto fondef/conicyt do4i1313. *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación (REICE)* 5(5e), 188-199. <http://www.redalyc.org/pdf/551/55121025027.pdf>.
- Gobierno de Chile**. (25 de agosto, 2009). Decreto 170/2009 de Educación, Santiago, Chile. Ministerio de Educación.
- Gobierno de Chile**. (12 de septiembre, 2009). Ley General 20.370/2009 de Educación. Santiago, Chile. Ministerio de Educación.
- Gobierno de Chile**. (10 de febrero, 2010). Ley 20.422/2010 de Desarrollo Social, Santiago, Chile. Ministerio de Desarrollo Social.
- Gobierno de Chile**. (10 de febrero, 2015). Decreto 83/2015 de Educación, Santiago, Chile. Ministerio de Educación.
- Gobierno de Chile**. (8 de junio, 2015). Ley Orgánica 20.845/ 2015 de Educación, Santiago, Chile. Ministerio de Educación.
- González**, F., Martín, E., Poy, R. y Jenaro, C. (2016). Percepciones del profesorado sobre la inclusión: estudio preliminar. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 19(3), 11-24. doi: 10.6018/reifop.19.3.219321
- Hernández**, R., Fernández, C. Y Baptista, P. (2014). *Metodología de la investigación* (6ºEd). McGraw-Hill.
- Infante**, M. (2010). Desafíos a la formación docente: Inclusión educativa. *Estudios pedagógicos*, 36(1), 287-297. doi: 10.4067/S0718-07052010000100016
- Mena**, I. y Bugueño, X. (2012). *Proyecto convivir bien, aprender mejor. Indicadores de convivencia para el desarrollo de evaluaciones de gran escala y el autodiagnóstico de escuelas*. México: Universidad Iberoamericana León, Universidad Autónoma de Baja California e Instituto Tecnológico de Estudios Superiores de Occidente.
- Núñez**, F., Rodríguez, E., y Zambrano, A. (2017). *Actitudes y necesidades formativas de los docentes respecto a las Culturas, Políticas y Prácticas educativas inclusivas en la provincia de Talca*. (Tesis no publicada para optar al grado de Magister en Educación mención Gestión Inclusiva). Universidad Santo Tomás, Talca, Chile.

- Organización Mundial de la Salud.** (2011). *Clasificación Internacional del Funcionamiento, de la Discapacidad y de la Salud: versión para la infancia y adolescencia: CIF-IA*. Ginebra, Suiza.
- Rodríguez, F.** (2014). La co-enseñanza, una estrategia para el mejoramiento educativo y la inclusión. *Revista Latinoamericana de Educación Inclusiva*, 8(2), 219-233. https://educrea.cl/wp-content/uploads/2017/08/DOC1-co_ensenanza.pdf
- Rodríguez, F. y Ossa, C.** (2014). Valoración del trabajo colaborativo entre profesores de escuelas básicas de Tomé, Chile. *Estudios Pedagógicos*, 40(2), 303-319. <https://scielo.conicyt.cl/pdf/estped/v40n2/art18.pdf>
- Santos, D.** (2013). *Percepción y Práctica educativa inclusiva en docentes de establecimientos municipales de Monte Patria*. Tesis para optar al Grado de Magister en Educación. Universidad de Artes y Ciencias Sociales, Monte Patria, Chile.
- Servicio Nacional de la Discapacidad.** (2015). *Estudio Nacional de Discapacidad*. Santiago, Chile: Ministerio de Desarrollo Social.
- Simón, C., Giné, C. y Echeita, G.** (2016). Escuela, familia y comunidad: Construyendo alianzas para promover la inclusión. *Revista latinoamericana de Educación Inclusiva*, 10(1), 25-42. <https://scielo.conicyt.cl/pdf/rlei/v10n1/arto3.pdf>