

Socio-educational accompaniment for children's regular caregivers

Acompañamiento socioeducativo a cuidadores habituales de niñas y niños

Lidia Patricia Estrella Acencio*
Maritza del Rocío Morán Alvarado*
Alexandra Cecibel Huerta Cruz*
Alba Isabel Heras Cordero*



Abstract

The research was focused on comparing the level of compliance of teachers at the pre-school, elementary and high school levels in the particular educational management with that already carried out in teachers of public entities by Andrade et. al, in the teaching accompaniment in socio-educational activities in the use of the activity as a preventive phase of domestic violence, identified in the child's relatives or caregivers. The methodology used was a non-experimental design, with a quantitative approach, a descriptive and correlational study was carried out, taking as dimensions the principles of socio-educational intervention, which are singularity, socialization and optimization. The survey was made to the sampled teachers, which in the total calculation were 210, of the 24 schools and 460 teachers registered in the Ministry of Education in the sector that is registered in the quadrant that originates in the vertex of Portete and Machala streets towards the south of the city of

* D. in Education, University of Guayaquil
lidia.estrellaa@ug.edu.ec
<https://orcid.org/0000-0003-3628-0481>

* Master's Degree in Educational Management,
Universidad de Guayaquil, maritza.morana@ug.edu.ec
<https://orcid.org/0000-0002-9138-6273>

* D. in Education, University of Guayaquil,
alexandra.huertac@ug.edu.ec
<https://orcid.org/0000-0002-2719-3960>

* Master's Degree in Curriculum Design, Universidad
de Guayaquil alba.herasc@ug.edu.ec
<https://orcid.org/0000-0003-4967-3356>

Sinergias educativas

July - September Vol. 8 - 3- 2023
<http://sinergiaseducativas.mx/index.php/revista/>
eISSN: 2661-6661
revistasinergias@soyuo.mx
Page 1-23
Received: November 11 , 2022
Approved: January 30 , 2023

Guayaquil, and it was found that the educators of private units have a better performance than the teachers of national educational centers, however, they do not exceed seventy of efficiency, therefore it is concluded that there is a need for the intervention of the authorities to exercise preparatory assistance for the techniques of socio-educational accompaniment.

Keywords: choral education, older adults, human rights, link with society, higher education

Resumen

La investigación se centró en comparar el nivel de cumplimiento de los docentes de nivel inicial, básico y bachillerato en la gestión educativa particular con la ya realizada en los docentes de entidades públicas de Andrade et. al, en el acompañamiento docente en las actividades socioeducativas en el uso de la actividad como fase preventiva de la violencia doméstica, identificada en los familiares o cuidadores del niño. La metodología que se utilizó fue de diseño no experimental, con un enfoque cuantitativo, se realizó un estudio de tipo descriptivo y correlacional, tomando como dimensiones a los principios de la intervención socio educativa que son la singularidad, la socialización y la optimización. La encuesta se la realizó a los docentes muestreados que en el cálculo total fueron 210, de las 24 escuelas y 460 docentes registrados en el Ministerio de Educación en el sector que se registra en el cuadrante que se origina en el vértice de la calle Portete y Machala hacia el sur de la ciudad de Guayaquil, y se encontró que los educadores de unidades particulares, tienen un mejor desempeño que los docentes de centros educativos nacionales, sin embargo, no sobrepasan el setenta de eficiencia, por lo tanto se concluye que existe la necesidad de la intervención de las autoridades en ejercer ayuda de tipo preparatorio para las técnicas de acompañamiento socioeducativo.

Key words: Acompañamiento docente, Intervención educativa, Educación, Violencia, Cuidadores

Introduction

Danger rates have increased in Ecuador, especially in large cities such as Guayaquil. Teachers must be attentive to social events that may interfere with student learning. The activity of socio-

educational accompaniment is contemplated in the Ecuadorian education law and applies to all basic, intermediate and higher education centers. The problem that arose at the beginning of the research was the apparent lack of involvement of the teacher with this activity, which is detrimental to the formation of the student and neglects the attention that should be given to them, so a research was proposed to investigate the correlation between the different principles of socio-educational intervention in teacher accompaniment, which are singularity, optimization and socialization.

This research, is part of a previous one that was designed in the south of the city of Guayaquil, in a sector of high danger for students of public schools, where teachers had to do educational accompaniment in social conflicts and this as contemplated in the workload by the Organic Law of Intercultural Education, and the MINEDUC-MINEDUC-2018-00089-A, (2018).. In that case, it was found that the importance given to teachers, had a quantitative equivalence of 60% of management, higher than what was expected to be found, but well below the quality standards, required by the Ministry, as mentioned above. This study, on the other hand, was designed for schools and private or fiscal missionary schools in the same sector, replicating that of Andrade et, al (2022), entitled: "Socio-educational intervention of girls and boys in sectors at high risk of violence".

The specific objectives were outlined, first defining the types of interventions and the principles of accompaniment by socio-educational intervention, then identifying the level of compliance with the same principles or dimensions of study and finally comparing the results with the study by Andrade et, al (2022), entitled: "Socio-educational intervention of children in sectors of high risk of violence. Socio-educational intervention encompasses actions that seek to ensure that the student achieves comprehensive development through education. Educational interventions are not just any educational action, but refer to a series of strategies (which may be part of a program) that depend on the student's needs. If there is one thing that characterizes educational interventions, it is that they are intended; that is, if they are unplanned, they are not educational interventions. These actions are usually referred to the formal environment, such as, for example, in kindergartens, schools and universities, among others. (Fernández & Armendáriz, 2021 p. 34)..

Baena et al., (2021) point out that the use of assistive technologies in the classroom can be part of an educational intervention support. In addition, they are considered formal because they are part of a plan and require an initial assessment, goal setting, scheduling and periodic reviews. There are a number of concepts that are closely related to educational interventions and are necessary to understand where they come from and how they are applied. It is important to bear in mind that, depending on the legislation of each country, the time frames and fields of action may vary.

The role of education for all children is to provide the experiences necessary to learn skills that lead to personal independence and social responsibility. Educational interventions provide students with the support needed to acquire the skills taught by the education system and should address the functional, academic, cognitive, cognitive, behavioral, and social skills that directly affect a student's ability to access education (Asto, 2018, p.21).

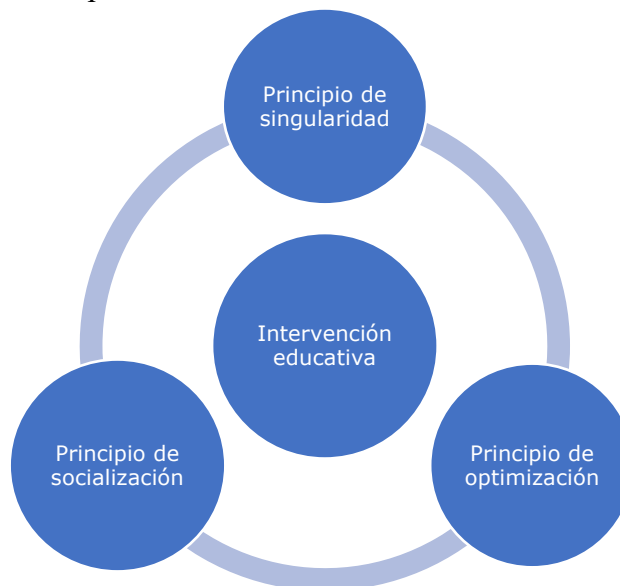
In addition, Barreras and Salazar (2017) assert that, for students with autism spectrum disorders, interventions often address some of the major deficits in the areas of communication, social skills, and behavioral differences. Interventions should target skills that need to be acquired or that need to be performed more frequently to achieve successful outcomes. For children with autism, these educational interventions should be specific and targeted to address deficits and lead to generalization and maintenance.

On the other hand Calderon et al. (2019) indicate that in educational settings, interventions are often used to describe a focused teaching session, which is a departure from existing teaching practice. Interventions in schools can be individual or group-based. Program objectives are carefully created by a teacher or teaching assistant based on a key area of need. For example, inference in reading or units of time in mathematics. Many problems children face in learning are interconnected. It may be that a child is exhibiting concerning behavior and falling behind academically, so each intervention must address each individual's specific areas of need. As a result, some interventions are targeted and implemented to address a particular weakness.

These interventions are likely to be more formally monitored to track the child's progress, while other interventions are more flexible and adjust according to the student's changing needs. Some interventions can be costly and time consuming. To be effective, there needs to be

an impact to demonstrate, so structuring interventions requires strategic thinking (Gomez et al., 2019)..

Figure 1. Principles or dimensions of educational intervention



Note: Taken from Sevillano and Escutia (2022)

Fernandez et al. (2020) indicate that behavioral interventions are interventions designed to affect the actions that individuals take with respect to the student's physical and mental health. In the trial, educators provide different services to different individuals and then evaluate the outcomes. Variation in student behavior is generally avoided; a strong emphasis is placed on making sure that patients do exactly what is expected of them; with behavioral interventions, by contrast, the patient's behavior is the key and the goal is to change it. It is worth noting that issues such as the high rate of preventable diseases or racial disparities in health, behavioral interventions are key.

While it is true that interventions encourage children and adolescents to avoid physical, mental and verbal risks of danger, they can also be applied to those who are at high risk of contracting a particular disease to do something about it. Examples include programs to encourage smokers to quit, hypertensives to take medication, or diabetics to exercise. These steps involve lifestyle changes (eating right and exercising) and medical changes (periodic blood pressure

and cholesterol tests). In both cases, however, the actions taken are controlled by the individual (Ramirez, 2022, p.17-18)..

Escoriza and Boj (1992) indicate that it is important to say that group interventions allow students to understand new or existing subject matter content through team discussion and group work. In this way, students can listen, respond, and consider the different thoughts of peers in a collaborative environment.

Similarly, group interventions are used as an alternative to, or in addition to, interventions provided to individuals in health care, and involve intervention provided to small groups of people by one or more group leaders rather than individuals; this includes activity, support, problem-solving/educational, and psychodynamic groups, but does not include task or work groups or large education groups. Focusing originally on mental health recovery, they now often also focus on behavior change, peer support, self-management, and (or) health education (Piñeiro al., 2022, p. 33)..

Inclusive, Gomez et al. (2019) contemplate that group interventions may present opportunities for cost savings by treating more than one person at a time. In addition, proponents of group interventions have proposed mechanisms of action that are important for behavior change arising from being in a group that are not present in individual therapies, such as interpersonal change processes, universalization, social comparison, social learning, and modeling. The role of group process and dynamics in these mechanisms is questioned, with some believing that these mechanisms of action can be triggered by the interaction between the individual and the therapist and others proposing that the group aspect is an essential part of the intervention.

Gerardo (2014) indicates that there is mixed evidence on the effectiveness of group interventions. Group interventions improve health outcomes compared with individual therapy for smoking cessation, breastfeeding, and weight management; compared with usual care or no intervention in diabetes; and are equally effective as individual therapy in obsessive-compulsive disorder. Clinically effective group interventions do not always lead to anticipated cost savings compared to individual treatments, with trade-offs between the number of patients treated and the duration or quality of the programs.

Fernandez et al. (2020) found that compared with an individual modality, cognitive behavioral therapy groups for insomnia and

weight control were cost-effective, whereas smoking cessation groups were not. Particularly in mental health, there is some concern that the cost-effectiveness of group interventions compares poorly with individual therapy.

It is also said that certain populations may not be suitable for group therapy, including those with communication problems, disruptive behavior, or comorbidities that make it difficult to relate to other group members. Group interventions in health care tend to be small groups that involve interaction among members (Asto, 2018, p. 12).. Martinez (2015)proposes that, in any case, small groups go through five stages: the establishment of ground rules; conflict; cohesion; task performance support structure; and termination. This staged development is sometimes used as an argument for closing group membership after the initial sessions, despite member attrition, which is common. Optimal group size for group interventions is said to depend on the type and duration of therapy, as well as the target population.

Generally, it indicates Sources (2019)are targeted to students when progress in a core area slows, individual interventions provide children with the opportunity to work with a teacher or teaching assistant outside the classroom. These sessions provide great scope for accelerating progress through focused, personalized goal setting. One-on-one interventions often involve two or three short sessions per week that tend to run on a quarterly rotation.

Torío et al. (2016) consider that classroom interventions often take place to support students within the classroom setting. By working with the teacher or teaching assistant, students will be targeted to work on a new concept or idea in a more structured and supportive manner. Classroom intervention strategies often minimize the number of students who are referred for additional special education needs assessments. The teaching intervention activities are divided into approaches, however, the one that is the focus of this research is social, but it is preferred to clarify the differences between all of them:

For Arnaiz et al. (2018), it is important to mention that, not all interventions focus on academic data. When students experience trauma or have experienced a loss, they may not be willing to engage in the learning process. If students need support with mental health or general well-being, social and emotional interventions offer them a safe space in which to explore thoughts and feelings

According to Ocampo (2019), the common rationale in most educational settings, is that peer tutoring provides a more experienced student with the opportunity to work with a peer who may be struggling or in need of more support. Both parties often benefit socially and personally from the experience and, if well organized, can also have a demonstrable impact on progress. According to Contento et al. (2018), these interventions inform students how to learn and help them think more explicitly about what learning itself is like. These sessions, which often focus on self-management and assessment, or analytical skills, describe strategies students can use to set goals, monitor progress, and summarize learning (Contento et al., 2018).

Fernandez et al. (2020) believe that, homework is most beneficial when it covers material that has been taught that day, although many schools use homework when new learning is introduced. High school homework is generally considered more effective than elementary school homework, which has a much lower impact rate. (Arnaiz Sanchez et al., 2018). It should be noted that educational interventions reduce stigma toward people with mental illness and foster positive attitudes toward mental illness and the mentally ill rely on various levels of education. One-time educational programs and fact sheets about any illness are unlikely to produce long-term change. There is considerable evidence in the literature to suggest that education, if provided at an appropriate and stable level, and repeated as needed, produces changes that can be sustained. In addition, educational interventions should be targeted to specific populations, taking into account age, gender, ethnic composition, mother tongue, educational attainment, social class, etc.

In this sense Gómez et al. (2019), indicates that educational interventions are an excellent tool to support those who are not engaged in education. They provide an opportunity for a child to learn additional necessary skills or address any missing areas of learning required to access lifelong learning. In turn, when a student is unable to access learning due to disengagement, missing significant periods of school or having unmet needs, the relationship with education can soon suffer. Poor relationships with learning can lead to long-term disengagement and can create significant challenges in the future when other areas of learning are affected. An educational intervention is viewed as building a bridge from an area of disconnection to an area of engagement in an educational setting.

That is, the bridge needs a structure, yes, a rope bridge can get you there, but perhaps a stronger structure such as wood is better, on top of that basic structure there should be steps, cladding and handrails, which keep you protected and support you to cross safely and comfortably. For many students who experience significant disengagement from learning, the solution is not simple. They are likely to experience multiple periods of disconnection throughout their education.

Therefore, Asto (2018) concludes that the role of the educator or intervention provider is to learn from each occasion and support the learner on each occasion without guilt, shame or blame of any kind. Educational interventions should only be considered a short-term solution, one cannot live on a bridge, the goal should always be to cross over and continue traveling beyond the place left behind. The same applies to educational interventions where the goal must always be to equip the child with the skills necessary to return to a form of lifelong education that meets individual needs.

In fact Ruiz (2007) considers that educational interventions are tools that can be implemented at any time when it is felt that a child is disconnected or disengaging from learning. They can take place in the school setting, the home, a community center, or even outdoors. It is believed that the best approach is to tailor each intervention to the individual's needs at that time. They are even more effective when they are designed to re-engage the student in learning without any underlying intention to resolve all of the child's difficulties. There are studies on children's mental health, where it is mentioned that they are not here to fix the problems, but to teach the tools they need to successfully meet the challenges, this also applies to education and the more tools a student can be equipped with.

It should be noted that educational assessment is the systematic evaluation of the quality of teaching and learning. In many ways, assessment drives curriculum development and change. In essence, assessment is about helping educators improve education. Evaluation can have a formative role, identifying areas where teaching can be improved, or a summative role, judging the effectiveness of teaching. Although educational evaluation uses methods and tools similar to those used in educational research, research results are more generalizable and more value is invested in interpreting evaluation results. Thus, evaluation can also be an obstacle to curriculum change. In some countries, for example,

enormous weight is given to the standardized multiple-choice assessment that all students take. Although many people believe in the test, it is a major barrier to curriculum reform. Schools feel that any curricular change may sacrifice student performance on tests, which in some circles is still considered the "gold standard" (Fernandez & Armendariz, 2021, p. 18-20).

This reliance on conventional educational tools to compare a new innovative curriculum with the traditional curriculum causes great distress in some schools. At this point it is worth differentiating between monitoring, assessment, and evaluation. Assessment refers to the quality measures used to determine the performance of an individual student. Monitoring is the collection and recording of data on courses, teachers, or students and is done periodically at the institutional level. Evaluation uses the data collected in the monitoring process to assign a value to an activity. Some experts indicate that evaluation seeks to describe and explain the experiences of students and teachers and to make judgments and interpret the efficacy of the activity (Clavijo & Bautista, 2001). (Clavijo & Bautista, 2019, p.33)..

Herrera et al. (2018) proposes that it is important to say that inclusive education is a process in which the educational system is expected to have the capacity to reach all students, determining what barriers exist to access and participate in education, and providing resources to overcome them. This is important because this commitment to inclusive education is what makes it possible to see the needs of students as something to which the education system, through ordinary channels, is obliged to respond. In this way, the need for a more segregated special education is minimized or eliminated. From this perspective, the student with needs should be under the tutelage of the regular classroom teacher, although always attending to the student's needs.

Likewise, Ramirez,(2022) proposes that inclusive education is when all students, regardless of the challenges they may have, are placed in age-appropriate general education classes in neighborhood schools to receive high-quality instruction, interventions, and supports to enable them to achieve success in the core curriculum. The school and classroom operate under the premise that students with disabilities are fundamentally as proficient as students without disabilities. Therefore, all students can be full participants in the classroom and in the local school community. Much of the

movement relates to legislation that students receive an education in the least restrictive environment. This means that they are with non-disabled peers to the greatest extent possible, with general education being the placement of first choice for all students. Successful inclusive education occurs primarily through acceptance, understanding, and attention to student differences and diversity, which may include physical, cognitive, academic, social, and emotional aspects. This is not to say that students never need to spend time outside of regular education classes, because sometimes they do so for a very particular purpose, for example, for occupational or speech therapy.

But the goal they say Loaiza and Peñaloza (2018), is that this should be the exception, the guiding principle is to make all students feel welcome, adequately challenged and supported in the efforts they show. It is also extremely important that adults are supported as well. This includes the regular education teacher and the special education teacher, as well as all other staff and faculty who are key stakeholders, and that includes parents as well. In turn, this refers to the educational placement of students with disabilities in general education classrooms where they receive special education supports, services, and specially designed instruction to access the general education curriculum and progress on individual goals. When a student is successfully included in a general education classroom, the student also experiences full membership and success in that setting. Students with significant support needs benefit from individualized supports and services in the general education classroom, which may include, but are not limited to, integrated systematic instruction, curriculum modifications, communication supports, and environmental accommodations and supports.

Education laws state. Herrera et al.(2018),mandate the implementation of evidence-based practices, and such practices are vitally important to ensure that students with significant support needs make progress. However, for these practices to be effectively implemented with fidelity, educators must know and must have the resources to implement this knowledge into practice. Unfortunately, teachers often report that they do not know how to support the learning of students with significant support needs in inclusive settings. This may be true, in part, because some teachers receive very little training on inclusion of students with significant support needs, including individualized supports and services that can

benefit students with significant support needs during teacher preparation programs. Teacher preparation programs for general and special education teachers may lack ample opportunities for practice, student teaching, and applied assignments in inclusive general education classrooms.

Likewise, collaborative professional development models provide opportunities for teachers from different preparation programs and cultures to share knowledge, which can increase the capacity to serve all students in inclusive settings. Through collaboration, special education teachers with in-depth knowledge of how to adapt to diverse student needs can provide expertise while learning valuable content instruction techniques from general education teachers. Observing lessons between collaborators and using observation protocols to guide constructive discussion and practice-based feedback are key components of collaborative professional development. Educators of students with significant support needs must be able to individualize content and must also be able to collaborate with other team members to ensure implementation of supports to ensure student success. Therefore, it is important that practical professional development structures are in place to help in-service teachers develop knowledge to support inclusive service delivery. Similar is the case with the use of collaborative professional development between general and special education teachers has the potential to better support the implementation of inclusive practices, as teachers can share different areas of expertise (Ramirez, 2022, p. 72)..

Fuentes (2019) indicated that, regardless of system level, the priorities identified for building a comprehensive and sustainable inclusive education system through the Inclusive Education Systems Reflection Tool provide key information for developing a professional development plan. The Inclusive Education Systems Self-Reflection is completed annually to identify priorities, growth or stagnation in key focus areas and fidelity in the implementation of inclusive practices across the system. It can be noted that implementation data combined with other outcome systems and student outcome data, such as percentage of students in the least restrictive environment, access to the general education curriculum, graduation rates, aggregate classroom observation data by coaches and administrators, provide key information for the leadership team. in the development of professional development plans.

Firmani (2019) summarizes that a professional development plan for inclusive education should include general information for all school staff as well as more specific information for smaller groups of stakeholders. Finally, to create an inclusive school and district culture that encourages all students to be seen as general education students first, it is helpful to use an inclusive approach to professional development. General and special education teachers should attend professional development activities as grade-level or subject area teams, and all professional development activities for teachers should be designed to be relevant to this mixed group. Examples given during professional development activities should include students of all ability levels and with a variety of learning differences, including those students with significant cognitive disabilities.

Materials and methods

The study was designed in a non-experimental way, none of the dimensions were altered, that is, from a quantitative approach, a 12-question questionnaire adapted from the questionnaire of Sevillano and Escutia (2022) which measured three dimensions of the educational intervention variable. The first was the principle of socialization (PS) with 3 questions, then the principle of optimization (PO) with 4 questions and finally 5 questions in the dimension principle of singularity (PSI) as seen in Table 1. The dimensions were calculated, grouping the questions in SPSS so as to have prorated dimensions and the following was obtained:

$$\text{Social_principle}=(\text{PS1}+\text{PS2}+\text{PS3})/3$$

$$\text{Optimization_principle}=(\text{PO1}+\text{PO2}+\text{PO3}+\text{PO4})/4$$

$$\text{Principle_singularity}=(\text{PSI1}+\text{PSI2}+\text{PSI3}+\text{PSI4}+\text{PSI5})/5$$

The hypothesis set out in the study was identical to that of the work of Andrade et. al (2022), in order to make a comparative analysis and this was:

H1: The principles of intervention (Principle of socialization, Principle of optimization and Principle of singularity) are applied by teachers in schools in the south of the city of Guayaquil.

H0: The principles of intervention (Principle of socialization, Principle of optimization and Principle of singularity) are not applied by teachers in schools in the south of the city of Guayaquil.

In the first phase, the descriptive phase (shown in Table 1), we began with the principle of socialization and found that information and guidance is provided to the caregiver and his/her family about the benefits and social resources of the educational unit that can facilitate the educational intervention in 56.6% of the cases, information and guidance is provided on the social resources and services that can alleviate the limitations of the community through the use of the media and communication strategies in only 38.1% of the cases and the promotion of networking and projects that promote, ensuring the participation of all social agents in an agile manner and with the necessary support in 43.4% of the cases.

Results

In the principle of optimization, it was found that the educational work plan is prepared, monitored and evaluated individually in 53% of the cases. The reception and analysis of requests from entities or neighborhood groups occurs in 49.3% of the teachers. Assistance and technical support is provided to monitors or family workers who carry out direct intervention in 48% of the cases and actions in defense of the rights of minors are declared at the institutional level and when possible institutional abuse is detected in 62.6% of the teachers.

In the principle of uniqueness, it was found that detection and prevention of situations of risk or social exclusion of users and their families is made, basically from the intervention in the open environment (prioritizing minors) in 49.3% of cases; Reception and analysis of the demands, from the open environment and through entities, institutions and other services, of individuals and families at risk and/or in social difficulty is carried out in 48% of the teachers; Intervention in conflict situations with an educational purpose (mediating function) is prepared whenever the conditions are appropriate and required by any of the cases in 49.3% of the cases. The teacher prepares socio-educational reports for protective, preventive, therapeutic and occasionally assistance purposes in 48% of the cases and finally, information gathering on activities and entities related to minors is prepared to optimize resources and educational plans in 58.6% of the teachers.

In the analysis of the responses of the descriptive study, it is found that the teachers of schools in the sector investigated, do not have an

important relationship with their environment, in the field of academic intervention, that although there is evidence that it is practiced, the arithmetic averages (Table 2), reach 3.00 in the level of socialization principle, 3.11 in the principle of optimization and 3.04 in the principle of singularity, therefore it is considered that these values are too low to consider that these processes are efficient, harming the education of children and their protection in the case that they are in families or environments that are dangerous for them. None of the questions reached 70% acceptance of the process carried out by the teachers in all the proposed principles, a value that is considered by the researchers as a standard or normal value. Upon identifying the low levels of use of the intervention principles, an analysis was made of each of them.

Table 1. *Descriptive study*

Codif	Position of teaching support	Denied	They accept
PS1	Information and guidance is provided to the caregiver and his/her family on the benefits and social resources of the educational unit that can facilitate the educational intervention.	32,8%	56,6%
PS2	Information and guidance on social resources and services to alleviate community limitations is provided through the use of media and communication strategies.	36,8%	38,1%
PS3	Networking is promoted, as well as the projects they promote, ensuring the participation of all social agents in an agile manner and with the necessary support.	33,8%	43,4%

PO1	The educational work plan is developed, monitored and evaluated on an individual basis.	29,8%	53,0%
PO2	Reception and analysis of requests from entities or neighborhood groups.	47,0%	49,3%
PO3	Provides assistance and technical support to the monitors or family workers who carry out the direct intervention.	36,1%	48,0%
PO4	Defense of the rights of minors at the institutional level and when possible institutional mistreatment is detected.	26,8%	63,2%
PSI1	Detection and prevention of situations of risk or social exclusion of users and their families, basically from the intervention in the open environment (prioritizing minors).	26,8%	62,6%
PSI2	The reception and analysis of the demands, from the open environment and through entities, institutions and other services, of individuals and families at risk and / or social difficulty.	47,0%	49,3%
PSI3	Intervention in conflict situations is prepared for educational purposes (mediating function) whenever the conditions are appropriate and any of the cases require it.	36,1%	48,0%
PSI4	The teacher prepares socio-educational reports for	47,0%	49,3%

protective, preventive,
therapeutic and occasionally
welfare purposes.

PSI5	Information gathering on activities and entities related to minors is prepared to optimize resources and educational plans.	36,1%	48,0%
------	---	-------	-------

Note: Adapted from Sevillano and Escutia(2022)

Table 2. *Kolmogorov-Smirnov test for one sample.*

		Principle of socialization	Principle of optimization	Principle of uniqueness
N		302	302	302
Normal parameters ^{a,b}	Media	3,00	3,11	3,04
	Deviation Deviation	1,182	1,000	1,072
Maximum extreme differences	Absolute	0,226	0,185	0,173
	Positive	0,140	0,123	0,120
	Negative	-0,226	-0,185	-0,173
Test statistic		0,226	0,185	0,173
Asymptotic sign(bilateral)		,000 ^c	,000 ^c	,000 ^c

Note: a. Test distribution is normal; b. Calculated from data; c. Lilliefors significance correction.

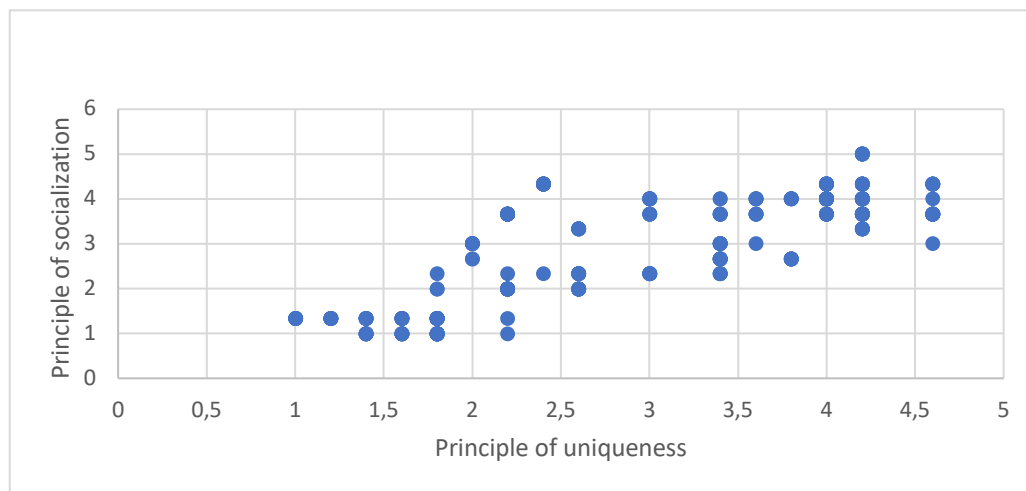
When performing the Kolmogorov-Smirnov test for a sample, it was found that the significance is less than P-value 0.05, therefore, the decision was made to calculate the correlations through Spearman's Rho.

Table 3. *Correlation of variables*

Spearman's Rho	Valuation	Principle of socialization	Principle of optimization	Principle of uniqueness
Principle of socialization	Correlation coefficient	1,000	,769**	,742**
	Sig. (bilateral)		0,000	0,000
Principle of optimization	Correlation coefficient	,769**	1,000	,959**
	Sig. (bilateral)	0,000		0,000
Principle of uniqueness	Correlation coefficient	,742**	,959**	1,000
	Sig. (bilateral)	0,000	0,000	

The results of the correlation indicated that all variables have a significant correlation between each of them, however the uniqueness principle has the lowest correlation of 0.742 with the principle of socialization which is reflected in Figure 2, which coincides with what was found in the descriptive analysis, i.e., that teachers, This coincides with what was found in the descriptive analysis, i.e., that teachers are working with low levels of intervention managed by them, which is reflected in reaching parents or relatives, thus implying that the interventions are not taken advantage of by the society that accompanies the student, which is reflected in Figure 2, where a positive correlation is observed but a dispersion in the center of the figure.

Figure 2. Correlation between socialization principles and uniqueness.



In the correlation between the principle of socialization and optimization was 0.769, it is reported as a low level, comparing of course with the other correlations, since it is considered that being low in socialization implies that the principle of optimization also declines, however, the correlation of uniqueness and optimization is considered very high at 0.959, which is interpreted as the intention that teachers have for the intervention to be the most appropriate.

Figure 3. Correlation between socialization principles and optimization.

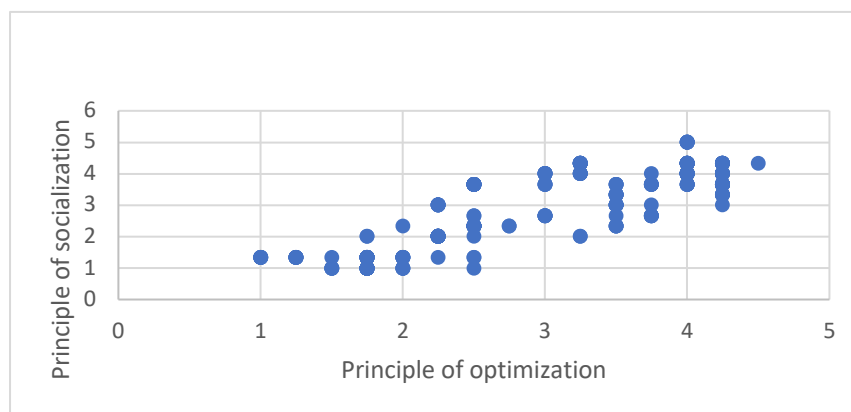


Figure 4. Hypothesis testing

Resumen de prueba de hipótesis				
	Hipótesis nula	Prueba	Sig.	Decisión
1	La distribución de Principio de socialización es normal con la media 3 y la desviación estándar 1,182.	Prueba de Kolmogorov-Smirnov para una muestra	,000 ¹	Rechazar la hipótesis nula.
2	La distribución de Principio de optimización es normal con la media 3 y la desviación estándar 1,000.	Prueba de Kolmogorov-Smirnov para una muestra	,000 ¹	Rechazar la hipótesis nula.
3	La distribución de Principio de singularidad es normal con la media 3 y la desviación estándar 1,072.	Prueba de Kolmogorov-Smirnov para una muestra	,000 ¹	Rechazar la hipótesis nula.

Se muestran significaciones asintóticas. El nivel de significación es de ,05.

¹Lilliefors corregida

Under the analysis carried out, the hypothesis was tested as shown in Figure 4, and the result was that, in all cases, the null hypothesis had to be rejected, finding that the principles of intervention are being applied, but as observed with deficiencies in the power of the actions and lack of communication of the same.

Discussion

In conclusion, the principle of intervention is being used by the segmented teachers in this study, but its scope is not high enough to say that the management is being effective, however, there is no abandonment, as one would think, since this sector investigated is one of high danger for the student.

The principles of intervention are being used as observed in the correlations, but it is observed that teachers are limiting themselves with the application of the principle of socialization, which is affected in the recognition of the society of the intervention management, which especially affects the regular optimization of such management.

As a limitation in the study, it was found that the teachers were not sure what the principle of educational intervention was about, and in general, they did not know what they were doing as an educational management technique, rather they saw it as an exceptional activity, therefore, explaining the process to them took a long time and delayed the research by six months, which leads to another

conclusion and that is that the Ministry of Education of Ecuador should update the knowledge of teachers in the area of child support.

References

- Arnaiz Sánchez, P., De Haro Rodríguez, R., & Azorín Abellán, C. M. (2018). Support and collaboration networks for the improvement of inclusive education. *Profesorado, Revista de Currículum y Formación del Profesorado*, 22(2), 29-49. <https://doi.org/10.30827/profesorado.v22i2.7713>
- Asto, R. (2018). *Educational intervention with the didactic strategy of problem-based learning under the socio-cognitive approach, oriented to the development of learning in the personal social area in students of the fifth grade of primary education of the public educational institution n° 38001 gustavo Castro Pantoja of the district of Ayacucho - 2017.*
- Baena, A., Ortiz-Camacho, M. del M., Sánchez, A.-M. M., & Granero-Gallegos, A. (2021). Improvement of attention and stress levels in students through a Mindfulness intervention program. *Journal of Psychodidactics*, 26(2), 132-142. <https://doi.org/10.1016/j.psicod.2020.12.002>.
- Barreras, C., & Salazar, V. H. (2017). Effect of a socioeducational intervention in women victims of domestic violence in a family medicine unit in Ciudad Obregón, Sonora, Mexico. *Atención Familiar*, 24(4), 165-168. <https://doi.org/10.1016/j.af.2017.05.003>.
- Calderón, S., Expósito, M., Cruz, P., Cuadrado, A., Alquézar, L., Garach Gómez, A., Ruiz Hernández, A., & Toral López, I. (2019). Primary Care and oral health promotion: evaluation of an educational intervention in a child population. *Atención Primaria*, 51(7), 416-423. <https://doi.org/10.1016/j.aprim.2018.05.003>.
- Clavijo Castillo, R. G., & Bautista-Cerro, M. J. (2019). Inclusive education. Analysis and reflections in Ecuadorian higher education. *Alteridad*, 15(1), 113-124. <https://doi.org/10.17163/alt.v15n1.2020.09>.
- Contento, K. J. A., Erraéz, J., Vargas, M., & Espinoza, E. (2018). *CONSIDERATIONS ON INCLUSIVE EDUCATION*. 7.
- Escoriza, J., & Boj, C. (1992). Educational intervention at the level of comprehension of the alphabetic principle (ii). *Journal of Speech Therapy, Phoniatics and Audiology*, 12(2), 104-110. [https://doi.org/10.1016/S0214-4603\(92\)75539-9](https://doi.org/10.1016/S0214-4603(92)75539-9).
- Fernández, D., Cid Fernández, X. M., & Carrera Fernández, M. V. (2020). Deficits of adaptability and reversibility in the socio-educational

- strategy for youth in protection services during the transition to adult life. *Children and Youth Services Review*, 117, 105302. <https://doi.org/10.1016/j.chidyouth.2020.105302>.
<https://doi.org/10.1016/j.chidyouth.2020.105302>.
- Fernández Delgado, L. B., & Armendáriz Valles, C. A. (2021). Pedagogical beliefs of teachers in educational interventions in UPNECH contexts. *RECIE. Scientific Electronic Journal of Educational Research*, 5(2), 71-83. <https://doi.org/10.33010/recie.v5i2.1255>.
<https://doi.org/10.33010/recie.v5i2.1255>
- Firmani, J. C. (2019). The role of the Mesas Socioeducativas in the accompaniment of educational/school trajectories. *Latin American Journal in Communication, Education and History*, 1, 13-13.
- Fuentes Leiva, D. (2019). The mediating role of the teacher and educational intervention. *Revista Multi-Ensayos*, 5(9), 6-9. <https://doi.org/10.5377/multiensayos.v5i9.9428>
- Gerardo, I. (2014). The being of the male and the design of public policies and social intervention with a gender perspective. *Revista Mexicana de Ciencias Políticas y Sociales*, 59(222), 209-233. [https://doi.org/10.1016/S0185-1918\(14\)70216-8](https://doi.org/10.1016/S0185-1918(14)70216-8).
- Gomez Marquez, W. E. G., Perez, C., Olguin, A., Caceres, M., & Zuñiga, M. (2019). *AFTER THE EDUCATIONAL INTERVENTION, WHAT'S NEXT? MEANINGS FOR FUTURE TRAINERS*. 2(2), 9.
- Herrera, J. I., Parrilla, Á., Blanco, A., & Guevara, G. (2018). Teacher Training for Inclusive Education. A Challenge from the National University of Education in Ecuador. *Latin American Journal of Inclusive Education*, 12(1), 21-38. <https://doi.org/10.4067/S0718-73782018000100021>.
<https://doi.org/10.4067/S0718-73782018000100021>
- Loaiza, G. X. P., & Peñaloza, W. (2018). *INCLUSIVE EDUCATION IN THE TEACHER EDUCATION PROCESS*. 14(65), 7.
- Martínez, M. (2015). The pedagogical foundations that support the teaching practice of teachers entering and graduating from the master's degree in socioeducational intervention | This research is the product of the studies carried out to obtain the degree of doctor in Education. *Revista Iberoamericana de Educación Superior*, 6(15), 129-144. [https://doi.org/10.1016/S2007-2872\(15\)30007-X](https://doi.org/10.1016/S2007-2872(15)30007-X)
- AGREEMENT No. MINEDUC-MINEDUC-2018-00089-A, 000089 4 (2018). <https://educacion.gob.ec/wp-content/uploads/downloads/2018/09/MINEDUC-MINEDUC-2018-00089-A.pdf>

- Ocampo González, A. (2019). Theoretical contours of inclusive education. *Revista Boletín Redipe*, 8(3), 66-95. <https://doi.org/10.36260/rbr.v8i3.696>.
<https://doi.org/10.36260/rbr.v8i3.696>
- Piñeiro López, S., Martí Vilar, M., & González-Sala, F. (2022). Educational interventions in prosocial behavior and empathy in students with high abilities. *Bordón. Revista de Pedagogía*, 74(1), 141-157. <https://doi.org/10.13042/Bordon.2022.90586>
- Ramírez-Iñiguez, A. A. (2022). Inclusion and migrations: Educational interventions from civil society. *Magis, International Journal of Educational Research*, 15, 1-24. <https://doi.org/10.11144/Javeriana.m15.imie>.
<https://doi.org/10.11144/Javeriana.m15.imie>
- Ruiz, P. J. (2007). Is an education program for parents of preschool children at risk for conduct disorder effective? *FMC - Formación Médica Continuada en Atención Primaria*, 14(7), 440. [https://doi.org/10.1016/S1134-2072\(07\)71877-7](https://doi.org/10.1016/S1134-2072(07)71877-7)
- Sevillano, V., & Escutia, C. (2022). Professionals' perceptions of socio-educational accompaniment in resources for transition to adult life. A comparative analysis between Andalusia and Catalonia. *Spanish Journal of Comparative Education*, 41, 213-229. <https://doi.org/10.5944/reec.41.2022.30059>.
- Torío, S., Fernández, C. M., & Inda, M. de las M. (2016). Evaluation of an experiential parenting education program: The perspective of educators as change agents. *Aula Abierta*, 44(1), 31-37. <https://doi.org/10.1016/j.aula.2015.05.001>.