

Psicopatología infantil y subjetividad, un estudio sobre la integración escolar en escuelas privadas

*Child Psychopathology and Subjectivity, a Study on School Integration in
Private Schools*

*Psicopatologia infantil e subjetividade, um estudo sobre integração escolar
em escolas privadas*

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Resumen

En el presente trabajo se analizó la noción de psicopatología tal y como se ha construido desde el discurso médico. Se identificaron los elementos que condujeron a la incorporación de esta dentro del ámbito pedagógico y su resultado, al tiempo de plantear bajo este esquema la integración de niños y niñas con necesidades educativas especiales (NEE) a escuelas regulares.

Posteriormente, se examinaron las normas y políticas del sistema educativo nacional mexicano que establecen como obligatorio para las escuelas de educación básica tanto públicas como privadas la integración escolar sin discriminación de niños y niñas.

En el contexto de lo señalado y teniendo como objetivo explorar el estatus que guarda la integración escolar específicamente en escuelas de educación básica del sector privado, se aplicó un instrumento a 11 docentes pertenecientes a 10 escuelas primarias del municipio de Carmen, Campeche, México. Como resultado, se encontró que nueve de las 10 instituciones escolares reciben niños con alguna psicopatología o NEE. De las 10 instancias, únicamente dos de ellas cuentan con protocolos que permiten la integración escolar. Del total de participantes, nueve docentes reportaron no recibir capacitación institucional de ningún tipo

que coadyuve a generar conocimiento para la instrumentación de su trabajo con alumnos con NEE. Al momento de cuestionar sobre la elaboración de adecuaciones curriculares, pieza importante para la integración escolar, cinco de los docentes señalaron no haberlas elaborado, mientras que otros cinco afirmaron ser los únicos responsables de su realización.

De lo anterior se establece que al menos en las instituciones del sector privado consideradas para el estudio, la integración escolar aún no es una realidad. A pesar de las políticas y leyes que convocan a su ejecución, existen algunas escuelas que no la llevan a efecto y otras que se conforman únicamente con la incorporación de niños y niñas con NEE al espacio común. Y a pesar de que los docentes son el último eslabón de la cadena del sistema de educación básica, estos carecen del apoyo por parte de las instituciones donde laboran para responder a las exigencias pedagógicas de niños y niñas con requerimientos especiales.

Palabras clave: educación básica, infancia, integración escolar, psicopatología, subjetividad.

Abstract

This study analyses the notion of psychopathology as constructed from medical discourse. The elements that led to its inclusion in the pedagogical field are identified, as are the results of proposing the integration of children with Special Educational Needs (SEN) into regular schools, following this inclusion.

Subsequently, the regulations and policies of the Mexican National Education System are explored, which establish an obligatory, non-discriminatory 'school integration' of children with SEN in public and private primary schools.

On this basis, and with the objective of investigating 'school integration' in private sector primary schools, an assessment instrument was administered to 11 teachers from 10 primary schools in the municipality of Carmen, Campeche, Mexico. The results showed that nine of the 10 schools admit children with certain psychopathology and/or SEN. Of the 10 schools, only two have protocols that facilitate 'school integration'. Of the participants, nine teachers reported not receiving institutional training of any kind that could contribute to

assisting students with SEN in their work. Regarding adapting the school curricular to SEN, an important part of 'school integration' for these students, five teachers indicated that they did not modify the curricular, and five teachers reported being the only ones responsible for this.

The above is evidence that—at least in the private sector schools considered in the study—'school integration' is not yet a reality, and despite the policies and laws that call for its implementation there are some schools that ignore it and others that only comply with the obligation to include children with SEN into the common space. Although teachers are the last link in the Primary Education System chain, they lack the support they need from the schools where they work to respond to the pedagogical demands of children with special needs.

Keywords: basic education, childhood, school integration, psychopathology, subjectivity.

Resumo

No presente trabalho, analisou-se a noção de psicopatologia, construída a partir do discurso médico. Os elementos que levaram à incorporação deste no âmbito pedagógico e seu resultado foram identificados, no momento de propor no âmbito deste esquema a integração de crianças com necessidades educativas especiais (NEE) às escolas regulares.

Posteriormente, foram examinadas as normas e políticas do sistema nacional de educação mexicano, que estabelecem que a integração escolar sem discriminação de meninos e meninas é obrigatória para as escolas públicas e privadas de educação básica.

No contexto do exposto e com o objetivo de explorar a situação da integração escolar especificamente nas escolas primárias do setor privado, um instrumento foi aplicado a 11 professores pertencentes a 10 escolas primárias no município de Carmen, Campeche, México. Como resultado, verificou-se que 9 das 10 instituições escolares recebem crianças com alguma psicopatologia ou SEN. Das 10 instâncias, apenas 2 delas possuem protocolos que permitem a integração escolar. Do total de participantes, nove professores relataram não receber nenhum tipo de treinamento institucional que ajude a gerar conhecimento para a implementação de seu trabalho com alunos com NEE. Na hora de questionar o

desenvolvimento das adaptações curriculares, peça importante para a integração escolar, cinco dos professores afirmaram não tê-las preparado, enquanto outros cinco afirmaram ser os únicos responsáveis pela sua realização.

Do exposto está estabelecido que, pelo menos nas instituições do setor privado consideradas para o estudo, a integração escolar ainda não é uma realidade. Apesar das políticas e leis que exigem a sua implementação, existem algumas escolas que não realizam e outras que apenas cumprem com a incorporação de crianças com NEE no espaço comum. E, embora os professores sejam o último elo da cadeia do sistema de ensino básico, não contam com o apoio das instituições onde trabalham para responder às demandas pedagógicas de crianças com necessidades especiais.

Palavras-chave: educação básica, infância, integração escolar, psicopatologia, subjetividade.

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Introduction

To place the reader at the nodal point of our inquiries, first of all, it is necessary to clarify that thanks to Freud the normal-abnormal dichotomy loses all the power of classification in the field of human subjectivity, although not necessarily in other fields of knowledge about bodies.

The father of psychoanalysis demonstrated in the early twentieth century with his famous work *The Interpretation of Dreams* that in the conscious state (Cc) the subject rejects unconscious elements (Icc) that escape their own rationality but that contrary to emerge an unknown knowledge of itself and that, due to its effect of strangeness, is dislodged from consciousness by attributing some anomalous sign to it. This is the way in which a representation of our experience cataloged as abnormal manages to be forgotten, avoiding any subjective responsibility for it. "Sometimes it returns to consciousness and under the

mechanism of repression it is expelled out of it or failing that it is occupied by a completely erroneous substitute in the body" (Freud, 1901-05 / 1992,15). This substitute takes place in a series of psychic phenomena that are translated or give rise to intellectual inhibitions (Cordié, 2003) interpreted by their effects in the school setting as learning problems or, in their absence, special educational needs (SEN).

On the other hand, the educational system of our time worries more and more about what environmentally causes the difficulties of learning in the context of a standardized school instruction and not for the subject itself. The desire to know the child of the conditions of its historicity has been disinfranted; the emphasis of their school discomfort makes sense for the academic system insofar as it is separated from its subjective and historical condition.

In any institution, whether public or private, the child is considered on equal terms with his peers; rarely take into account cultural, religious, family, etc., instances that, in any case, are called to favor the symbolic significance of the contingencies arising from the child's relationship with their world. We forget, for example, that sometimes the "failure" of the child in school is also that of the parents, of the family and even of the society in which it is included or excluded.

The advances or setbacks that a student with SEN can have in their teaching are subject to the historical experiences of the infant himself, who in most cases reach their repetition in the school setting through learning difficulties. These journeys are also sharpened or lightened at the time when each agent that intervenes in the educational process puts into play their own conceptions about the notions that enclose school integration.

With the above we want to introduce the reader to the complexities that the study of the child with SEN or not represents in the context of their learning. It is not a point of reference for ahistorical subjects whose problems with knowledge originate at the moment of entering school. When pointing out that the situation is too complex, it also assumes the diversity of solutions that can happen when making a pluralized approach to the phenomenon.

Our investigation is framed in the indicated context. In principle we try to configure the way in which the notion of pathology arose, developed and applied to the child figure; followed by an analysis of the attempts of scientific knowledge to explain each of the

phenomena occurring in the body and the limits of this to account for those discomforts whose origins are outside of any anatomical reality, but which, by their effects refer to facts factual

Subsequently, in correspondence with a systematized review of the literature that has been generated in this regard, the elements that formulated the ideas aimed at seeking the school integration of children with SEN in the regular classroom are identified; In this same sense, an approximation to the integrationist perspective is made, the main doctrine that at international level pushed to the decrease of spaces that divided the school groups in regular and special.

With these coordinates some of the circumstances that forged the recognition by the Mexican State of these international tendencies are studied. Likewise, some of the laws and regulations that regulate the incorporation of children with SEN into the common classroom, both for public and private spaces, are reviewed. Following this, a theoretical approach is made to the circumstances in which the private institution finds itself in terms of its capacity to incorporate the social demands of spaces and services for students with SEN.

In another context, it was found that at the time of this research the empirical studies on basic education, referring to the integration of children with SEN into the regular classroom, has only been carried out in the public sphere.

Added to this, it was identified that not only are there studies in the field of private initiative that are lacking, but there is also the need to decentralize the responsibility of the partial compliance of school integration to teachers.

Finally, the results obtained are presented by means of an instrument applied to a group of teachers whose professional practice has been developed in institutions of basic education of the private sector, with the intention of gathering accurate information about the state that keeps school integration in said institutions. .

The pathologization of childhood

The limits between the normal and the pathological were not discussed until the moment when the medical discourse was established as the only authorized knowledge to build a systematized knowledge about bodies.

During the Renaissance period, a period of transition between the Middle Ages and the Modern Age, those phenomena that had some relationship with morbidity and mortality criteria lacked interest to the extent that clear records of their prevalence are not maintained. At this time, the normality-abnormality criterion that later separated the subjects was not present nor was it even part of the popular language, in such a way that any subject, regardless of their condition, could move in total freedom in any context (Miller, 1993; , 2014).

Due to this situation, society and the family remained in front of the child population in total detachment. With the passage of time and already advanced the sixteenth century, this scenario showed a significant change: the child became the responsibility of parents at least until the first two years of life. After this age their care became the responsibility of others (Soldán and Lora, 2008, Sánchez, 2015a). Subsequently, during the seventeenth and eighteenth centuries, ideas about infants were ambivalent, something for which religious discourse contributed substantially through the notion of "original sin." In such a way that the conception of childhood would be reduced to two poles: on the one hand, the child as evil and, on the other, as innocent. During this period there were few authors who maintained an intermediate position. Among those few was John Locke, who, through his work called *Some thoughts on education*, promoted school instruction as an important element in the development of the infant's life (Fuentes, 2012).

By that time, and as part of industrial development at least in Europe, a degree of segregation was built on those children who presented some sensory dysfunction contrary to their insertion in the labor market (Molina, 2003).

Child psychopathology and scientific knowledge

The so-called modern science emerged as an attempt of some scientific circles to counteract the effects of the metaphysical and spiritualist rationality entrenched during the sixteenth and seventeenth centuries by the Church. All those phenomena that occurred in the body did not find any explanation other than in the fields of the divine and the demonic. In this sense, the Cartesian cogito gained ground and quickly became what we can now recognize as a "rational knowledge about the human" and whose ideal of objectivity still suffers in the field of non-natural sciences (Méndez, 2000).

We can say that Descartes' proposal was essential to wrest from religious discourse the dogmatic rationality attributed to phenomena, while passing them to the field of factual facts (Brousse, 2012). For Lacan (1971/2011), while this movement offered a breakthrough in the understanding of the world, allowed the representation of a subject lacking quality, which favored the flowering of a natural science that craved the construction of an objective knowledge about human phenomena.

The path that was forged around the construction of this knowledge about the human implied a kind of self-absorbed mentalism that reduced the subjective qualities of the subjects to one datum (Castrillo, 1999, Braunstein, 2008, Brousse, 2012). In other words, the new scientific conception gave rise to the dispossession of the subject from his passionate attributes (Fernández and García, 2010, Brousse, 2012).

It should be noted that between the seventeenth and eighteenth centuries the first methods of pedagogical support for children with some physical dysfunction were developed, all framed in at least three basic pillars: 1) an objectivist ideal of human phenomena, 2) a conception of childhood marked by the labor functionality inherited from the industrial revolution and 3) the establishment of a pedagogical discourse that saw in education an important means for the development of people. These referred elements allowed to configure over time a new rationality about the abnormality (Toledo, 1984).

About psychopathological discourse

Following Foucault (2011), during the centuries mentioned and before any formalization of the notion of abnormality, emerge that figure that the pedagogical discourse had begun to characterize through its first methods of support, namely, the individual to to correct. It should be noted that the greatest reference for the establishment of these subjects will be the family in its nexus with the school institution, which will favor its high rate of appearance. With the passage of time and thanks to a rationality of what is correctable, these subjects will be located at the borders of the norm and their presence within a common social scheme will be recurrent.

Because it is a subject recognized immediately by the family and school institution, to be identified no further evidence of its diagnosis will be required. In other words, the familiarity in public life that the individual managed to correct left him out of any kind of verification of his condition. The effects of this will be that it will never be possible to determine in these subjects the singular dimensions that impelled them to learning (Foucault, 1992); conversely, the progress in his teaching will be instituted from the data, that is, in comparison with what he should learn in a condition stipulated as normal.

On the other hand, in front of the individual to be corrected, all the techniques of domestication coming from the family and school institutions that anxiously searched for their social registration will be used, a whole machinery of power over the education and rehabilitation of the bodies. And as a consequence of all this process, those subjects emerged who, despite the corrigibility procedures, remained incorrigible (Foucault, 2011; Sánchez, 2015b).

From the nineteenth century, with the reduction of the infant subject to two poles, that is, correctable and incorrigible, spaces were created tending to its approach. For the children considered as incorrigible medicine built hospitals, while the pedagogical discourse built homes-asylums for infants considered feasible to be corrected.

For Núñez (1999), what has been described above will ultimately constitute the establishment of an ideal of social integration through education. In this case, the backbone that supported the whole apparatus of integration was none other than compensating the deficiencies with the purpose of reincorporating the subjects to the so-called normal

community (Toledo, 1984). In this context and as the heir of this integration movement, the so-called compulsory schooling will emerge at the end of the 19th century (Cordié, 2003).

At the beginning of the 20th century, pedagogical rationality intensified its operation mechanisms and made the integration of bodies into the common population a reality, through the establishment of special classes in regular schools or even within the family itself (Ministry of Public Education [SEP], 2000). With time, the asylums were disappearing and the State was gradually losing interest in achieving social equality through school integration (Núñez, 1999).

In this context the discourse of school integration of the twentieth century was constituted around a series of representations not necessarily pedagogical, that is, the new rhetoric was based on at least five guidelines developed in previous centuries: 1) schooling mandatory, 2) the notion that subjects with disabilities were educable

3) the disappearance of support centers, 4) the loss of interest on the part of the State by this population and the lack of pedagogical mechanisms that allowed to delimit the field of intervention and 5) lack of diagnostic mechanisms that made it possible to establish strategies for boarding of the object of study and evaluate its progress in the singular.

School integration in regular classroom

The push of compulsory schooling and a school system tending to generalize education for the benefit of integration generated that the approaching of children with difficulties in the classroom will be complicated, that is to say, numerous school groups were created that in the long term resulted in countless of cases of students with different rhythms in their learning (Toledo, 1984).

The obligatory step that the pedagogical discourse had to give in order to compensate this situation was to enter into dialogue with other disciplines. It will be medicine and psychology who, together, will try to contribute to the incorporation of children with learning difficulties into the common space.

Although psychology was barely born at the beginning of the 20th century, medicine already had a certain reputation in the field of psychopathological classification. The development of the positivist doctrine within the field of natural sciences would legitimize

medical research as the only discipline capable of dealing with the discomforts that occur in the body (Sánchez, 2016).

Classical psychology, on the other hand, was dedicated from the beginning to the study of individual differences, however, these approaches lacked a solid theoretical and methodological framework, which did not favor their aspirations of scientific legitimacy at all. factual studies. From the demand coming from pedagogy, he developed a peculiar interest in activities of evaluative diagnosis and treatment in populations of students with "disabilities" that impaired their learning (Hernández, 2007). However, this did not end by completely separating it from natural science, on the contrary, it went further into the field of psychiatry thanks to the formulations coming from Kraepelin, whose work is considered until today as important in the fields of Psychopedagogy (Santiuste, 2005).

For Santiuste (2005), this triangulation between pedagogy, psychology and psychiatry has nuanced the rationality used in the foundation and application of the devices tending to integrate subjects with special needs into the regular space. Derived from this, three arguments were basically those that shaped the reality of school integration during the twentieth century: 1) that the separation of students with "deficiencies" from their common and family spaces further limited their abilities; 2) that all disabilities related to learning had an organic etiology, which, when produced during their development, were difficult to modify, and 3) the need for an objective evaluation that would allow them to attend to this population according to their differences (Santiuste, 2005; Gofman, 1970/2008; Hernández, 2007).

In this way, attempts to homogenize school groups during the twentieth century were greatly influenced by a psychology of measurement, a psychiatric nosology of mental illness and a pedagogical discourse that appealed to these postulates, which allowed all kinds of standardizations with the purpose of offering a differentiated educational response according to the degree of deficiency of each student (SEP, 2000).

This process also allowed the emergence of a new child figure that took the name of child with SEN. This notion, in the field of learning, was designed primarily for those students diagnosed with some "mental deficiency" or for those who increased the failure rates due to the evaluation applied to the regular population.

Thanks to the invention of this new concept, the creation of special schools with an organization similar to that of regular schools was proposed (García, 1998). For Molina (2003), it was the appearance of the child with SEN and the use of psychometric tests at the service of pedagogy that encouraged the reelaboration of the school curriculum and the emergence of new spaces with the intention of a "specialized" approach to children who they showed some difference with respect to the regular learning population.

González (2009) argues that by the middle of the 20th century, thanks to a discourse on children with SEN, a new rationality quickly settled around the problems of learning in the regular classroom, namely: a recent school psychiatric nosology, a logic biomedical on mental deficiencies and a diagnostic characterization through psychometrics.

It was, among other things, the need for accurate detection through scientific instruments that would allow an entity to attribute these disorders and subsequent specialized pedagogical attention, different and segregated from the general population. The results of this apparent educational evolution, although they were immediate with regard to the reduction of the groups and a lower workload for the traditional classroom teacher, in the field of school integration were not as expected; Conversely, children with SEN studied in closed spaces housed within the same system of the traditional school, which emphasized their segregation through physical space.

In the international arena, after the half-century that has elapsed, this way of operating by the school institution came to be strongly criticized, to the point of giving way to the emergence of a movement called integrationist (Molina, 2003). This critical wave reproached the formation of groups based on a classification based on a vague and highly speculative etiology and on the fact that many children did not clearly fit into these categories (Van, 1991). Another severely discussed element was that the diagnosis predisposed the educators to the moment of attending to the students with SEN, from which the student could be reduced (Jarque, 1985, Van, 1991).

Integrationist movement

The integrationist current, as mentioned above, was a consequence of the signals made to a biopsychological and pedagogical rationality that delimited the groups according to the deficit. For 1970, mainly in countries of Europe and North America, this movement was gestated under the ideal of normalization (Van, 1991). Subsequently, in the 1990s, the United Nations Educational, Scientific and Cultural Organization (Unesco) formulated a priority line of work with the intention of overcoming the existence of two school systems that until then were separated: normal and special. This request from Unesco, through the Regional Office of Education for Latin America and the Caribbean (OREALC), captured the interest of many Latin American governments from the beginning, however, the fact did not lead to concrete actions or specific measures, much less to theoretical orientations and correct practices among the main actors of the educational system.

In this context, in the last years of the last century, it was proposed, from an integrationist approach, to reverse school psychopathologies through a new vision on children with SEN: the concept of disability was applied to a relative entity and a determinism effect of the relationship between it and the environment in which the subject unfolds. For this doctrine, in the traditional educational system, the student with SEN is limited at the moment that he is required to fulfill roles that are "normal" according to age, sex, culture and social position. According to this position, SENs are considered an inert part of education in general to which the regular system can respond or, on the contrary, create obstacles. Therefore, this movement intended that infants, regardless of their condition, managed to lead a rhythm of life like most people (Van, 1991).

At the international level, the integrationist system did not admit that difficulties in development played a leading role in learning. In any case, it was learning that could contribute significantly to counteract these vicissitudes. When questioning any psychopathological diagnosis, the evaluation of the acquisition of knowledge focused on processes and how they could be carried into the regular classroom, regardless of the student's condition. With the passage of time it was determined that the regular school system had to reach the entire population, without distinction of sectors, a measure that led, at least in some European cities, to the disappearance of parallel or special educational services.

School integration in Mexico

In Mexico, the dynamics of school integration began to be institutionalized in the context of the special education system during the 1980s with the Integrated Groups program. The objective of this program was primary attention to children with SEN in regular classrooms. A year later, it was formalized through the preparation of an operational manual that regulated its structure and operation. For this same time, in some federal entities the Multiple Care Centers (CAM) were formed. In these spaces, students were sought to present a common diagnosis, in the understanding that the best thing for them was to have an alternative system to the regular classroom; In other words, at the beginning of the 1980s, the Mexican educational system presented a fundamental contradiction in its way of theorizing and, therefore, of operating in front of children with SEN. Some time later and thanks to the growing international integrationist movement, research was carried out that finally established a new theoretical perspective on school psychopathologies. Thanks to these studies, it was concluded that children of basic education who had SEN could lead a life like the rest of the population through school integration in any field, including the educational one. These studies also revealed the difficulties of regular classroom teachers in dealing with diverse groups. These problems subsequently motivated the demand for specialized teachers to attend to children who had SEN separately (Soriano, García, Huesca and Rodríguez, 2006). In this context, the intention of integration was at least temporarily extinguished, betting, contrarily, on the homogenization of the groups separately: on the one hand, the children in the regular classroom and, on the other, those confined to the SEN space.

With the purpose of producing an improvement in the quality of education, during the last decade of the 20th century, the National Agreement for the Modernization of Basic Education was signed. Through this action, Mexico assumed the commitment, in attention to the international integrationist movement, to establish strategies that favor the integration of children with SEN into the regular classroom (Guajardo, 2009).

In the General Law of Education of 1993, the integrating philosophy was embodied; it was carried out from the National Educational Development Program 1995-2000. Among the objectives of this project was to strengthen equal opportunities so that "all children" can access basic education services with equity and thus develop their "potential" (Soriano et al.,

2006). In this sense, in 1999 the federal government developed actions in some entities of the republic with the intention of implementing mechanisms tending to promote the school integration of children with SEN (SEP, 2000).

On this synergy, for the beginning of the 21st century, the National Education Program (PNE 2001-2006) is established, which basically recognizes the firm interest on the part of the State organ to offer children with SEN the necessary support to its school integration. Among its purposes, the following stand out:

- a) Curricular adaptations consistent with the modification or provision of special resources that facilitate that children with SEN can develop the ordinary curriculum or, where appropriate, adapted.
- b) Adaptation of the institutional spaces in such a way that the child with SEN can move without difficulty and safely throughout the institution.
- c) Provide basic education teachers with the update and the necessary support to guarantee the care of children with SEN.

In correspondence with the above, the General Law for the Inclusion of Persons with Disabilities (LGIPD) was promulgated years later, initially disclosed on May 30, 2011 and its subsequent reform published on December 17, 2015 in the Official Gazette of the Federation (DOF), respectively. This law endorses the commitment of the State to promote, protect and ensure the full exercise of human rights and fundamental freedoms of people with SEN, safeguarding their full integration in a framework of respect, equality and equalization of opportunities (LGIPD, 2011/2015).

It is formulated in this same order that the national education system will promote the integration of people with SEN into regular education facilities through specific methods, techniques and materials. In order to comply with these requirements, the participation of each of the social organizations legally constituted for this purpose is considered necessary. Regarding the observance of its implementation, it states that, in addition to the State bodies in their different orders, natural or moral persons that provide some type of service to people with SEN must participate.

This decree, in its third chapter, states that the SEP will be the institution responsible for promoting the right to education by prohibiting any type of discrimination within the

national education system. To carry out the above, the SEP itself will be responsible for establishing agreements with public and private entities so that children with SEN have access to basic education in regular classrooms, without being subject to any conditions (LGIPD, 2011 / 2015). To achieve this goal, the SEP proposed a series of specific school control standards to be implemented in all the country's basic level institutions incorporated into the education system. In this sense, it defines that at the moment of entering a student with SEN to a regular campus, it must perform a psychopedagogical evaluation and, later, accompany it with its respective report, with the goal of identifying the specific supports that it requires and that, based on In this, the school develops a curricular proposal adapted to their basic needs. On the other hand, he points out that it will be the directors, the group teachers, the teachers, the parents and, if there is one, the special education personnel responsible for carrying out these actions (SEP, 2000).

School integration in private institutions

The various normative elements of the Mexican educational system for the integration of children with SEN in the basic regular school are not limited to state agencies, but call upon any institution that is incorporated into the system, including private schools.

Regarding the latter, the creation of private institutions for the attention of education at the basic level has increased considerably in the last 20 years. During this time, guided by a neoliberal model, the Mexican government has given a strong impulse to the creation of these spaces with the aim of reducing the lack of school services at the time that it is the families themselves who take charge of the academic expenses (Juárez, Comboni and Garnique, 2010).

School integration in Mexico, both in the public and private sectors, is still far from meeting its objectives despite the recommendations, norms and strategies established by the State for this purpose. If we take as a reference that the integration of boys and girls to the regular school depends substantially on the availability of resources (human, physical and technical), the outlook is not encouraging. And although there are regulations and demands from the federal government for the implementation, monitoring and implementation of the main actors of educational integration, this is not enough, nor is the creation of new

infrastructure or, in its absence, the adequacy of the existing one (Fernández, Arjona and Cisneros, 2011).

By counting the institutions of the private sector with a strong and constant economic investment caused by the growing thrust of supply and demand, has derived in recent years this sector present a greater variety of services and a comprehensive infrastructure for child care and girls with SEN above the public sector. However, the incorporation of specialized personnel to accompany the student into the regular classroom, the search for specialized therapeutic support outside the institution and the extracurricular teaching service that brings children closer to the learning required by the school means that the costs of education rises considerably, but not the quality of them.

In other words, the capacity of private institutions to house children with SEN is greater in different areas, however, the opening of these spaces seems to only aim to fill their classrooms and address a system requirement. national education, and not the commitment of those responsible for administering these institutions for a decent and quality education.

What has been described in the previous paragraph seems to be the deep problem of these institutions, especially when the educational integration is unimaginable in the absence of the main actors of education, to say, the institution, the directors, parents, group teachers and teachers of support, all of them agents that make up not only the physical space of children with SEN, but also the qualitative and subjective process of their teaching and learning.

For Fernández et al. (2011), in spite of the fact that an attempt has been made to establish a system that incorporates children with SEN into regular classroom spaces, there is little understanding on the part of the agents involved in this process about how it has to be implemented operationally in the classrooms. In order to achieve true integration, the system must demonstrate its effectiveness beyond the simple grouping of children in the same space.

On the other hand, with regard to curricular adaptations as a fundamental part of "school integration", a change is required not only in the formats and materials of instruction, but also in the training and institutional practice that allows both administrative as to the

responsible teachers clarity and the possibility of establishing a pedagogy appropriate to each case.

The state of the issue of school integration

The theoretical inquiry undertaken allows us to conclude that in the field of basic education in the private sphere there is no research on school integration. For this reason, the state it keeps and the particular characteristics it contains is completely unknown. Conversely, the educational studies conducted in light of this problem have been in public institutions and have basically been reduced to critical reflections and descriptive studies of the role of the teacher in the process of integrating children with SEN.

Sociological research has opened the range of difficulties and their studies have been devoted to aspects of belief and representations of some social constructs such as disability, social inclusion, special education and, among others, the integration of minority groups.

Other studies have been devoted to delimit the problematic regarding school integration to a semantic question as if moving from one term to another would cause a significant advance in this order.

Therefore, we consider important in the field of educational policy an analysis of the real situation in which school integration is found in Mexico. We also consider it advisable to evaluate the strategies and laws established for this purpose, as well as the implementation of appropriate mechanisms that allow compliance with their execution in public and private institutions. Regarding the research aimed at understanding the phenomenon more widely, we believe it is necessary to also analyze the actions and criteria of each of the elements that actively shape the integration process, including the commitment and social responsibility of the institutions and the academic and administrative authorities that constitute it and not only teachers. While it is true that classroom teachers are responsible for implementing this integration process, it is also true that these correspond to the last link of the national education system and, in that understanding, require all the necessary support to respond to the demands demanded by children with SEN.

Method

This investigation is of exploratory type. An analysis of the quantitative and qualitative data provided by basic level teachers assigned to private institutions of the municipality of Carmen, Campeche, Mexico; under the assumption that these institutions, as part of the national education system, have the responsibility to include and integrate in their regular classrooms all students that require their academic services. The main objective of our study is to investigate the state of school integration in the regular classroom of children diagnosed with some psychopathology and identified as subjects with SEN and, consequently, have required or require some type of curricular adaptation for their learning .

Participants

Our universe was conformed by 16 teachers who, at the time of the research, were studying the update seminar with option to degree, offered by the Autonomous University of Carmen.

The selection of our participants was for convenience. Those subjects who, once again, at the time of data collection, were active as titular teachers of basic education in private institutions were delimited. The population was finally constituted by 12 teachers, who represented 10 different institutions.

The program of the seminar is composed of five modules. One of them is called Contemporary Malestares and is structured by four sessions developed during the same number of weeks. During the first one, an analysis of subject and subjectivity concepts is carried out within the framework of the educational and social environment; Throughout the second section, and taking into consideration the works of contemporary authors dedicated to the study of the processes of psychopathologization in childhood, in the context of educational inclusion and exclusion, the mechanisms tending to characterize and associate the discomforts are defined. subjective factors of school failure; later, already entered in the third part of the module, some cases are examined where the opening to new ways of approaching the phenomenon of the psychopathologies considered within the special educational needs, favors the learning and the curricular adaptation; in the final section, a critical reflection is made on the agents that intervene in the process of school integration.

In this context, at the end of the four sessions that lasted the module, a space for discussion was held. The academic coordinator was responsible for recording each of the comments for further analysis. In the end, when examining the ideas expressed by the participants, the difficulties and concerns that teachers showed when talking about their experience with children diagnosed with some psychopathology and whose special educational need was evident were identified. Hence our interest in recognizing and preserving the experience acquired by teachers dedicated to working with this type of school subjects.

In short, the purpose of our study is, among other things, to systematize the testimony of the teachers involved as they built (Baum, 1977) in the context of their practice with children with some psychopathology, according to the definition of their own school institution. In this sense, our research assumes the proposal of Alemany and Villuendas (2004), who affirm that in order to make educational inclusion a reality, and of this school integration in basic education, one of the essential components is the teachers, since they are those in charge of the work in the classroom and those responsible for meeting the needs required by each of the students; Similarly, we take into account the results of Bravo and Palma (2011), namely, that the institutional dynamics of schools will favor the incorporation of children with SEN into the regular classroom only if the school itself assumes them through the creation of policies, strategies and values, at the time of socializing them with their teaching staff.

Process

In the last session of the module in question and before answering the data collection instrument, the participants were informed of the purpose of our research, as well as emphasizing that the results would not be subject to any evaluation or qualification corresponding to the seminar. Subsequently, the application of the instrument was carried out in compliance with the standards of voluntariness, anonymity and independence. In the same way, they were stressed that their answers were only oriented by their experience as teachers within the institution where they were currently working and in relation to working with children with SEN.

In addition, they were given information about the general structuring of the instrument, as well as the estimated time for its resolution (approximately 40 minutes); they were asked to answer the question in an explanatory manner and to provide the widest possible information.

Instrument

The questionnaire used for the data collection was developed from the literature review and whose empirical results indicated the questions to be established.

In addition to this, two essential agents of the educational integration process were taken into account for the elaboration of the items, which, according to the research, are indispensable to carry out the SEN approach in the classroom: the teacher and the teacher. school institution that provides basic care service for children with these specific requirements.

The instrument was divided into three sections. The first section consists of five closed questions; the initial purpose was to know the dynamics that the school plays to approach children who have been admitted with some psychopathology; the second interest was to determine if they as teachers have received some type of personal or professional support to face the institutional and social regulations that implies the opening of educational services to children with SEN product of some psychopathology.

The second section consists of three open questions, which are intended to obtain information necessary to analyze the way in which the school provides the basic elements to students with some psychopathology to favor through teachers and specialized spaces their integration in the regular classroom.

Finally, the third part of the instrument is structured by two open questions that aim to explore aspects related to the necessary curricular adjustments and how these are established within the institution in order to close the gaps in the learning of boys and girls with SEN.

Results

Of the reported by teachers belonging to 10 institutions of private nature and providing basic education services in the municipality of Ciudad del Carmen, it is only one of them does not receive children with a psychopathological diagnosis while the rest do without any income condition.

With regard to the existence of institutional protocols that allow carrying out a process of school integration with the appropriate standards, it was found that only two of the 10 schools observed have this and of these only one trains its staff about the contained rules; conversely, seven of them do not have them and they are not trained on the general necessary norms established by decree. Finally, only in one case the respondent reported not having information about it.

On the other hand, in the items related to the training received for the management of children with SEN in the classroom, participants from nine institutions reported not receiving any training. They agree that this responsibility is assumed by the teacher, as well as the cost and time involved. In this regard, one of the respondents describes that she only once received a workshop on the different types of diagnoses.

At the time of questioning the existence of any instance, department or specialist that, within the institution, provides some type of guidance or support to classroom teachers on some psychopedagogical strategy in order to contribute to the development of learning of children with Some SEN and its integration into the regular classroom, only five of the respondents reported that their work spaces had it. However, they emphasized not receiving any type of specialized support. Of the other five instances, it was reported not to have this type of space or specialized personnel. It should be noted that within the results belonging to this item, a series of informal mechanisms were identified by teachers to improve their practice and, with that, to find pedagogical strategies to favor the integration of children with NNE into the regular classroom. These are the following:

1. Informal meetings with other teachers with more experience in working with these students.
2. Search of external information on the most common school psychopathologies.

3. Attentive observation at the moment when the child performs his activities in the classroom.
4. Preparation of logbooks will be monitored.
5. Informal interviews with parents about the child's behavior at home while doing homework.
6. Review of files.
7. Evaluate your learning if you notice any discrepancy between what you know or should know by age and the degree in which you are.

On the other hand, when questioning about the existence or not of curricular adaptations with boys and girls with NNE, the respondents referred in only five cases to perform them; the others reported not doing them. In the affirmative cases of compliance, the five teachers commented that they are responsible for its preparation. Later, they were asked about the training received by some organism (federal, state or institutional) for the construction and implementation of curricular adaptations: two of 10 professors reported that they had received short talks in their schools, this is , some conference or informative talk.

Discussion

As can be seen, until the first decade of the 21st century, at least on the discursive level, school integration has been achieved. Within the regular classroom, children with SEN have ceased to be two separate elements to work together. However, in practice we can identify that it is difficult to find schools that meet these conditions with the efficiency, quality and congruence demanded by laws in this regard, which place the so-called school integration of children with SEN in a priority of the Mexican educational system.

The results of this research reveal basic information on the degree of penetration and application of the minimum elements necessary for the so-called educational integration in the private sector. Although we assume that it is necessary to expand our study, the results do not lose reliability or validity because they come from the experience of those teachers who daily make an effort to integrate children with SEN into the regular classroom.

On the other hand, the results obtained in this work contradict the trends of research around this phenomenon, which has placed the negative position of teachers of basic

education against integration as the core of the problem (Bravo et al., 2011). Although there was a time in which working with such heterogeneous groups put them in front of diverse pedagogical difficulties, with the evidence gathered in our research, the efforts of the professors to integrate in their practice mechanisms to develop the work in the classroom are evidenced that allows them to integrate children.

Likewise, the research carried out reveals that there is, at least in our questioned population, little institutional and administrative support for the professional development of their teachers that contributes to improving the work with children who have some SEN, despite the supposed requirement and the monitoring required by the federal education system on those agencies that provide services to this sector of the population.

In short, what is a decree for those institutions that belong to the national system, to say, open the doors to all children with SEN who demand their right to receive basic school instruction, this is not achieved at one hundred percent, since that within the observed institutions one of them does not admit them.

Finally, within the limitations of research, teachers sometimes strive to keep in reserve what happens inside their work spaces, especially in the private sector. This hinders a much more elaborate and prolonged approach that allows a deep observation of its institutional policies and practices. Regarding their strengths, and not finding documentary evidence at the time of the study, it is considered that the data collected here represents an important precedent for future work. From the weaknesses of the research, it is considered necessary to extend it to a larger sample of institutions, teachers and other agents that intervene in the school integration of children with SEN.

Conclusions

In order to achieve a successful educational integration, it is necessary that the institutions in charge take on the responsibility of implementing the pedagogical practices of the teachers who face each case. It is necessary that both the physical and moral persons who offer basic education services collaborate hand in hand with teachers, parents and governmental and non-governmental entities to set up observatories in order to monitor school integration practices, both in public schools as in private schools.

On the other hand, for educational integration to fulfill its fundamental objective, it is convenient that all agents involved in teaching basic education culturally modify their ideologies and beliefs with which they define the series of conceptions related to children with SEN.

The population of all social areas need a change in the way of conceiving children with SEN: it is not only a change within our schools, it is, above all, a change in our way of life.

There are many teachers with the ability and interest to integrate children with SEN, however, they require the collaboration of principals, school owners and federal agencies to formalize, systematize and socialize their successful practices.

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