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### **The prevention of school failure in students with Delay in Psychic Development in Primary Education**

Vismairi Parra Machin

University of Holguín, “José de la Luz y Caballero”. Republic of Cuba. Lawyer in Primary Education. Master in Sciences. Director in the school center "Néstor Fernando de Dios Buñuel". MINED  
[vismairipm@gmail.com](mailto:vismairipm@gmail.com) , [vismairi@nauta.cu](mailto:vismairi@nauta.cu) , <https://orcid.org/0000-0003-1484-4338>

Hilda Lidia Fuentes Rodríguez

University of Holguín, “José de la Luz y Caballero”. Republic of Cuba. Lawyer in Especial Education. Assistant professor and Doctor Of Science. Department Especial Education MES.  
[hildalidia@uho.edu.cu](mailto:hildalidia@uho.edu.cu) , <https://orcid.org/0000-0001-7648-3932>

Yamila Cuenca Arbella

University of Holguín, “José de la Luz y Caballero”. Republic of Cuba. Lawyer in Education, Biology Specialty. Titular Professor and Doctor Of Science. MES. Center of Studies in Educational Sciences.  
[yamila@uho.edu.cu](mailto:yamila@uho.edu.cu) , [yami2012la@gmail.com](mailto:yami2012la@gmail.com) , <https://orcid.org/0000-0003-3479-8308>

## Summary

The implementation of prioritized programs, within the Educational System in Cuba, constitute a significant expansion in the structure of opportunities and creates ideal conditions for the preventive work, the educational work at the school, in conjunction with the family, organizations, and community factors, becomes increasingly successful. Many transformations have taken place; however, it continues to be a priority to implement actions around the issues that affect students in general, and particularly those in risky situations. In this sense, the present study aims to delve into the prevention of school failure in students with Delay in Psychic Development. Therefore, prevention is assumed as a dynamic element which, from an educational perspective, includes the planning and execution of preventive actions in different contexts, particularly in the school environment, a setting where the future of communities is shaped.

**Key words:** School failure, preventive work, Delay in Psychic Development, Educational Orientation, condition of risk, risk factors, difficulties in learning, Attention to diversity

## Resumo

*A implementação do programas prioritários dentro do sistema educativo em Cuba constituem uma expansão significativa da estrutura de oportunidades e criam condições para que, através da prevenção, o trabalho educativo na escola, em articulação com o a família, as organizações e os fatores comunitários tornam-se cada vez mais bem sucedidos. Muitas transformações foram realizadas, no entanto, continua ser uma prioridade programar ações em torno das questões que afetam os estudantes em geral e, em particular, os que se encontram em situações de risco. Nesse sentido, o presente estudo visa aprofundar a prevenção do insucesso escolar em estudantes com retardo no desenvolvimento psíquico. Por conseguinte, a prevenção assume-se como um elemento dinâmico que, numa perspectiva educativa, inclui a planificação e organização de ações preventivas em diferentes contextos, nomeadamente na ambiente escolar, um cenário em que o futuro das comunidades é moldado.*

**Palavras - chave:** *Insucesso escolar; trabalho preventivo; retardo no desenvolvimento psíquico; orientação educacional; situação de risco; fator de risco; aprendendo dificuldades; atenção à diversidade*

## Introduction

Prevention, from a conceptual perspective, has its origins in the field of health, which is why it is often associated with curative purposes. In the 21st century, it prevails as an instrument in the medical sciences and, due to its wide impact, extends to other branches. In this sense, its meaning reaches broader ranges, which is evidenced from documentary analysis in the search to understand its genesis. Because of its viability for problem-solving, it becomes the subject of study in other sciences and occupies a fundamental place in terms of its specific objectives.

It is necessary to recognize that education plays a decisive role in strengthening preventive work, based on its universal nature, inclusive approach, and its social mission aimed at the comprehensive formation of the personality of men and women of the future. Therefore, it should not be an isolated element from the work carried out by teachers in their daily tasks, but rather it is integrated into the activities that are part of the educational process.

The UNESCO in 2007, points out the need for prevention with a focus on preventive-participatory education, as an educational dimension, where students participate in this task actively and participative, assuming personal and social commitment. These approaches that conceive prevention as a dimension of educational activity allow strengthening the personal resources of the students, resistance, perseverance among others, which implies that educational institutions should provide timely and accurate information, accompanied by the planning and execution of activities to promote the change of inappropriate behaviour that enhances personality development.

Research carried out at the Central Institute of Pedagogical Sciences has allowed for the determination of a set of variables, indicators, and instruments for measurement, providing teachers with tools that allow for a scientific conception of diagnosis, which in turn project the educational action required to respond to the educational policy in conditions of improvement.

Previous studies on the topic legitimize that in Cuba, the concept of prevention, in the educational area, acquired a greater dimension and scope in the first decades of the 21st century by focusing on styles and practices capable of involving all students. Building on the experience and expertise of Cuban educators, whose work has been based on the theoretical foundation of vygotskian conception and more specifically on his postulates, the National Directorate of Education guides and coordinates efforts to unify criteria for the success of preventive work in all levels of education.

Prevention in the school context is aimed at developing a practice aimed at reducing and avoiding risk factors in order to strengthen the response capacity and autonomy of individuals and communities, with the goal of applying a safety net in their development that distances the limits from which disruption begins to pose a threat. It involves, therefore, the task of developing, from the earliest moments of human development, a set of values that strengthen self-esteem for the preservation of health, an indispensable complement for the achievement or failure of each individual.

The present study is based on the set of principles established by a group of Cuban authors, including Rivero, Pascual, Hernández, and Infante (2007), Gayle and Navarro (2009), Ortega (2002/2011), Leyva (2016), among others. From the analysis of their contributions to the theory, reference principles are assumed, such as: detection, diagnosis, and early attention; systemic nature; development of preventive work and the monitoring of its effectiveness through a coordinated system of actions; dialogic communication of the decision and preventive action; ecological nature of prevention.

Leyva (2016) points out that preventive work in the educational sphere is crucial. He argues that it not only anticipates and foresees that everything related to the achievement of learning leads to the development of intellectual capacities, but also promotes health, understood as the complete state of physical, mental, or psychological well-being, and as social beings. In this sense, he emphasizes that for this, it is necessary to have prevention directed at ensuring an ideal socio-psychological climate for educating away from the risks that may undermine the integrity of the students. This necessary and difficult preventive work can achieve better results through inclusive educational practices.

In the present research, prevention is assumed as a system of actions aimed at minimizing the influences of risk factors that condition school failure for students with RDP (Spanish acronym) in Primary Education. Achieving an understanding of its theory and evolution, as well as determining its influence in the school environment, are unavoidable starting points.

Thus, it is worth noting that the prevention of school failure in this population group will depend on the ability to identify risks and offer interventions that modify these factors before they occur. The present research emphasizes aspects related to learning and the specific problems presented by a certain group of students, which result from internal and external causes, namely those inherent to the student himself, due to deficiencies in the socio-family environment and/or an irregular or maladjusted learning trajectory, as well as deficiencies in the teaching-learning process.

## **Development**

Preventive work in the educational context plays a fundamental role. It serves as a guarantee not only that the achievement of objectives at the level leads to the healthy development of the individual, but also to promote a general culture and quality of life associated with the concept of well-being, in which the rights of men and society to claim a dignified life with freedom, equity, and happiness are of great importance. For this, it is necessary to have prevention aimed at ensuring an ideal socio-psychological climate for education, keeping students away from risks that may compromise their integrity. This necessary and challenging preventive work can achieve better results through inclusive educational practices. This preventive conception, viewed from the educational system, must consider comprehensive attention with equal possibilities and opportunities for all the diversity that characterizes child development, considering it as a process of change and transformation in which contradictions naturally exist between the individual's own possibilities and the forms of educational influence in different environments. Betancourt (2002).

The preventive work has been refined based on the demands for quality education. Despite the transformations being made, actions around the issues affecting students in general, and particularly those with risk factors, are insufficient. The success of educational systems does not lie in denying the existence of academic failure as an educational phenomenon, but in recognizing its manifestations, determinants, and preventing it. In that sense, the present research aims to delve into preventative measures for students with RDP (Spanish acronym), a determining predisposition towards academic failure.

This condition of human development was defined early, in the 1970s, by Vlasova and Pevzner as one of the manifestations of dysontogenesis of the central nervous system, characterized by slow pace in psychic development and primary preservation of intellectual capacities. The terminological

designation, as controversial as the definition itself, has been debated around the social, pedagogical, clinical, and psychological approaches. The absolutization of one of these approaches constitutes a limitation in understanding the problem and in the necessary delimitation for the orientation of psycho-pedagogical work with children experiencing learning difficulties.

The definition of this educational need, as a consequence of the current state of theory and practice, has been a real challenge that numerous specialists have faced. These specialists, with various theoretical and methodological positions, have offered different approaches in which there is still no understanding and delimitation that expresses a total consensus of criteria. (Kirk, 1963; Hammill, 1990; Valdivieso, 1990; US Bureau of Education, 1991). Although the majority refer to pedagogical, psychological, and neurological aspects, they allude to the presence of a Need for undertaking an educational intervention. For Torres (1985), RDP, (Spanish acronym), is one of the variations of the disorder in the normal course of psychic development in children, characterized by a slow rhythm of the formation of executive and inductive spheres, which temporarily remain in earlier age stages. This criterion is assumed by a large number of researchers in the region.

The author of this research assumes the redefinition of RDP, (Spanish acronym), given by Pérez (2014), which is in turn taken up by Chávez (2017), who proposes it in terms of "insufficiencies in psychic processes, mainly cognitive, which persist over time due to mild affections of the central nervous system and hereditary factors. The resulting learning difficulties require assistance in the form of explanations, which are partially assimilated and transferred in order to carry out age-appropriate activities, typical of a borderline intellectual capacity. The RDP, (Spanish acronym), belongs to a higher integrative category: learning difficulties."

It should be noted that as risk factors in the school environment, these students show a difficult educational situation due to the existence of a set of biological, psychological, and/or socio-economic factors, which, when associated, can affect or impair the normal development of personality. Given their vulnerability to academic failure, it is essential to direct preventive actions that guarantee their future academic success, using methods and procedures that adjust to their cognitive needs, rhythms, and learning styles. In this sense, there are internal and external factors that represent vulnerabilities to academic failure for students with Delay in Psychic Development, RDP, (Spanish acronym), which have not been sufficiently addressed from the theoretical conceptions of preventive work in primary education. The theoretical foundations provided by Pérez (2014) for the psycho-pedagogical diagnosis of students with RDP, (Spanish acronym), are assumed for this study, as well as the distinctive characteristics of the diagnostic category provided by Chávez (2017). In this sense, preventive work, as a guiding element for students with (Spanish acronym), is based on an "educational direction that takes into account their particularities. It aims to strengthen the triad of family, school, and community in order to establish a system of defence against academic failure. An individualized monitoring process constitutes the essential element to prevent the emergence of new characteristics that exacerbate the situation. The teacher must be aware of the peculiarities of students with RDP, (Spanish acronym), in order to develop successful preventive pedagogical work.

In the national context, several authors address the treatment of students with RDP, (Spanish acronym), in primary school: Gayle (2005) and Ardite (2009) propose improvements for the transition process. Pérez (2014) provides essential theoretical foundations for the psycho-pedagogical diagnosis

of students with RDP, (Spanish acronym), while Chávez (2017) emphasizes that differentiated attention for students with RDP, (Spanish acronym), requires teachers to engage in didactic-methodological work that allows them to design tasks that motivate students to engage in study activities.

Based on the analysis of previous research, it has been found that different authors approach the topic of attention to students with RDP, (Spanish acronym), from the teacher's guiding role within the Educational Teaching Process. It is insufficiently addressed considering the potential of preventive work, capable of conceptualizing a dissimilar factors approach, through the joint action of all involved factors. In this sense, the important role of educational institutions is indisputable in fulfilling their functions and educational influences exerted on the child, the family, and the community, which favor the successful development of strategies designed through preventive work.

To achieve effective qualitative transformations in educational institutions, it is necessary to start with raising awareness among the school's management and teaching staff about the need for self-improvement in their preventive work and the adoption of participative leadership styles. This will drive a coherent approach in this process and the integration of students, parents, and community members, thus fulfilling the fundamental purpose of education, which is to integrate the individual into the social context. Research on the topic of school failure in general indicates that it occurs when something fails at some point in the educational system. In other words, school failure is the result of an educational action that has not been properly oriented. It can be defined as the lack of harmony between the proposed teaching process and the students' learning process.

Learning difficulties that lead to academic failure depend on social, familial, individual, pedagogical, and medical factors. Accordingly, it is agreed that determining their origin is essential for devising solution strategies. Furthermore, academic failure is associated with poor pedagogical practices, which necessitates a thorough analysis of the issue. There is great concern regarding pedagogical neglect as a precursor to academic failure.

In recent years, there has been a growing interest and concern in most countries about academic failure, a problem determined by multiple factors such as social context, family, the functioning of the education system, the work of each teacher, and the student's own disposition. According to Larrauri and Escudero (2009), academic failure is a manifestation of educational exclusion: the school system tends to exclude students who have difficulties in achieving the expected academic performance. On the other hand, Gutkin (2012) assumes that academic failure is a product of complex interactions between individual characteristics and the characteristics of their developmental environment.

The learning difficulties that can lead to academic failure depend on social, family, individual, pedagogical, and medical factors. Determining their origin is essential to know where to aim for solutions. Addressing diversity and holistic education, based on the codes and values of a more equitable system, represents a challenge for the professional performance of educators in current settings. Their ability to develop individualized strategies, as a result of detailed and intentionally differentiated diagnosis, aimed at achieving developmental learning, will ensure the successful schooling of their students, a desired goal globally as part of the purpose and objectives for quality education. This represents the social transformation aimed at transcending basic learning for life.

To check the initial state of prevention of school failure in students with Specific Learning Disabilities (SLD), a study was carried out to deepen the preventive work in Primary Education. This study is conducted between September 2019 and February 2021. The generalizations made are the result of the use of different theoretical and empirical methods that allowed identifying limitations regarding students with SLD. As a result of the initial diagnosis and the theoretical systematization of the object of study, insufficiencies in preventive work in general primary education that limit the prevention of school failure in students of the second cycle with SLD are determined. Based on this, a dialectical contradiction is identified in the research process between the generalized and homogeneous nature of existing scientific proposals and the singular nature demanded by the school failure prevention process in students with SLD in the second cycle of general primary education.

The definition of this educational need, as a result of the current state of its theory and practice, has been a real challenge that numerous specialists have faced, who with various theoretical-methodological positions have offered different approaches in which there is still no understanding and delimitation that expresses a total consensus of Kirk criteria. (1963); Hammill, 1990; Valdivieso, 1990; US Bureau of Education, (1991), although they mostly refer to pedagogical, psychological and neurological levels and allude to the presence of dysfunction in the Central Nervous System Kirk, (1963); Hammill, (1990); Alvarez, Pérez, Morenza, (1992); Morgade, Alvarez, González, (1993)

It is worth noting that as risk factors in the school environment, these students demonstrate a difficult educational situation due to the existence of a set of biological, psychological, and/or socio-economic factors, which when associated can affect or impair the normal development of personality. Given their vulnerability to school failure, it is essential to focus on preventive work and take actions to ensure their future academic success, by using assertive methods and procedures that adapt to their cognitive needs, rhythms, and learning styles. In this regard, there are internal and external factors representing vulnerabilities to school failure among students with Psychic Developmental Delay RDP, (Spanish acronym), which have not been adequately addressed from the theoretical perspectives of preventive work in primary education. The theoretical foundations provided by Pérez, (2014), for the psycho-pedagogical diagnosis of students with RDP (Spanish acronym), as well as the distinctive characteristics of the diagnostic category contributed by Chávez, (2017).

In this sense, preventive work, as a central element for students with RDP, (Spanish acronym), is based on an educational direction that takes their particularities as a starting point. It aims to strengthen the triad of family, school, and community in order to establish a defence system against school failure. An individualized monitoring process is essential to prevent the appearance of new characteristics that exacerbate the situation. Teachers must understand the peculiarities of students with RDP, (Spanish acronym), in order to carry out successful preventive pedagogical work.

At the national level, several authors address the treatment of students with RDP, (Spanish acronym) in primary schools: Gayle, (2005), and Ardite, (2009), propose improvements in the transition process. Pérez, (2014), provides essential theoretical foundations for the differentiated attention of students with RDP through psycho-pedagogical diagnosis. On the other hand, Chávez (2017) emphasizes that students with RDP, (Spanish acronym), need the teacher to carry out didactic and methodological work that enables the design of tasks to motivate students towards study activities.

Based on the analysis of previous research, it has been found that different authors assume the topic of attention to students with RDP, (Spanish acronym), from the teacher's guidance function within the

Educational Teaching Process, and what has been addressed is insufficient as a result of the possibilities offered by preventive work. These possibilities are capable of dimensioning a dissimilar factors approach, considering the action and interaction of the factors involved. In this sense, the important role of educational institution in fulfilling their functions and exerting educational influences on the child, the family, and the community is undeniable, favouring the successful development of strategies derived from preventive work.

In order to achieve qualitative transformations in educational institutions, it is necessary to start with the awareness of the management board and teaching staff involved regarding the need for self-improvement in their preventive work and participative leadership styles. These would drive a coherent action in this process and the integration of students, parents, and community members, in a way that fulfills the purpose of education, which is to achieve the integration of the individual into the social context.

Research on the general issue of school failure indicates that it occurs when something fails at some point in the educational system. In other words, educational action has not been correctly directed. It could be defined as the disharmonious outcome between the proposed teaching process and the students' learning process. The learning difficulties that lead to school failure depend on social, family, individual, pedagogical, and medical factors. Therefore, it is agreed that determining its origin is essential to devise solution strategies. Furthermore, school failure is associated with poor pedagogical practices, prompting a thorough analysis of the issue. There is great concern when referring to pedagogical abandonment as a precursor to school failure.

To effectively achieve qualitative transformations in educational institutions, it is necessary to start with the awareness of the management board and teaching staff involved regarding the need for self-improvement in their preventive work and participative leadership styles, which drive a coherent action in this process and the integration of students, parents, and community members, in a way that fulfills the purpose of education, which is to achieve the integration of the individual into the social context.

Research on the general issue of school failure indicates that it occurs when something fails at some point in the educational system, meaning that some educational action has not been correctly directed. It could be defined as the disharmonious outcome between the proposed teaching process and the students' learning process. The learning difficulties that lead to school failure depend on social, family, individual, pedagogical, and medical factors. Therefore, it is agreed that determining its origin is essential to devise solution strategies. Furthermore, school failure is associated with poor pedagogical practices, prompting a thorough analysis of the issue. There is great concern when referring to pedagogical abandonment as a precursor to school failure.

In recent years, there has been a growing interest and concern in most countries about school failure, a problem determined by multiple factors such as the social context, the family, the functioning of the educational system, the work of each teacher, and the disposition of the student. According to Larrauri and Escudero (2009), school failure is a manifestation of educational exclusion: the school system tends to exclude students who have difficulties in achieving the expected academic

performance. On the other hand, Gutkin (2012) sees it as a product of complex interactions between individual characteristics and the characteristics of their developmental environment.

The learning difficulties that can lead to school failure depend on social, family, individual, pedagogical, and medical factors. Identifying their origin is essential to determine the direction in which to aim for solutions. Addressing diversity and comprehensive education, based on the codes and values of a more equitable system, represent a challenge for the performance of education professionals in current settings. Their ability to develop individualized strategies, as a result of a detailed, intentionally differentiated diagnostic process, and with the goal of achieving developmental learning, will ensure the successful schooling of their students, a desired goal globally as part of the purpose and objectives for quality education. This represents social transformation in order to transcend basic learning for life.

In order to verify the initial state of the prevention of school failure in students with special educational needs, we proceeded to delve into the preventive work in Primary Education. This study was carried out between September 2019 and February 2023. The generalizations made are the result of the use of different theoretical and empirical methods that allowed the identification of limitations in the prevention of school failure in students with special educational needs. In this regard, it is confirmed that the preventive work in Primary Education is insufficient in addressing the foundations related to the prevention of school failure in students with special educational needs, leading to limitations in educational attention, considering the particularities of these students. Additionally, there is limited scientific and methodological preparation of teachers in the foundations of diversity-focused education and inclusive practices, which would allow responding to the demands of students with special educational needs.

As a result of the initial diagnosis and theoretical systematization of the object of study, deficiencies in the preventive work in general primary education are determined, which limit the prevention of school failure in students in the second cycle with special educational needs. Based on this, a dialectical contradiction is identified in the research process which manifests between: the generalized and homogeneous nature of existing scientific proposals and the singular nature demanded by the school failure prevention process in students with special educational needs in the second cycle of general primary education.

Faced with the existing limitations from a theoretical standpoint, there is a demand for new principles that enrich the process of preventing school failure through comprehensive educational support for students with special educational needs in the second cycle of general primary education. Recognizing this as formative content led the researcher to design a pedagogical concept for the prevention of school failure in students with special educational needs in the second cycle of primary education.

In the development of this concept, the steps offered by Valle (2012) were adopted, which, when contextualized to the research process, provide the basis for different ideas. These ideas are classified into: the premises for preventing school failure in students with special educational needs in the second cycle of primary education, and the theoretical cores that contribute to a new interpretation of the preventive process.

The premises for preventing school failure in students with special educational needs declare the favourable preconditions. These are expressed in ideas that define, organize, and allow for

understanding of the object in abstraction. The premises derived from the systematization carried out are as follows:

Assuming the prevention of school failure in students with Special Educational Needs (SEN) in the second cycle of Primary Education demands the optimal use of the educational institution as a formative space. It means recognizing the importance of the environments in which the teacher performs their teaching, educational, guiding and preventive functions as possible spaces for learning. It is in the school environment where teachers face the challenges posed by attending to diversity and where alternative solutions to the most diverse problems are generated. This demands the need to design collaborative spaces within the institution, open to debate based on the experiences of each teacher; these spaces foster exchange and socialization about good pedagogical practices with the purpose of preventing school failure among students. It is in these socialization spaces where the formative process is gestated and realized, as a result of the construction of pedagogical knowledge through exchange among teachers. Presenting problems for the search of alternative solutions, through cooperative work and joint action, enhances teachers' learning from their pedagogical practices: they learn to learn, manage knowledge through self-preparation, and promote the search for new pathways and innovation in the educational context.

Conceiving the prevention of school failure in students with SEN requires addressing the explicit relationship between the needs and demands of SEN students and the potentialities and weaknesses of general primary education teachers to assume educational inclusion. The pedagogical concept of preventing school failure in students with SEN in the second cycle of Primary Education is oriented towards training education professionals to assume preventive work and, through it, respond to the needs and demands of students with SEN that go beyond the strict curriculum and their impact on cognitive aspects.

Furthermore, the pedagogical concept of preventing school failure in students with SEN in the second cycle of Primary Education begins with the identification of the particular needs of teachers, the feelings generated by changes, and the management of diverse classrooms. It also considers that teachers have prior knowledge that must be respected, as the basis for team construction of new methodologies.

From these foundations, emphasis is placed on the theoretical cores that allow for the argumentation of a new perspective and constitute areas of multidisciplinary knowledge that enable the mastery of fundamental concepts of the sciences and the appropriation of knowledge to meet the demands of students with SEN. The theoretical cores that provide a new understanding of the prevention of school failure in students with SEN in the second cycle of Primary Education are as follows:

- I- The attention to the diversity like preventive contents, of the process of prevention of the school failure in pupils with RDP, (Spanish acronym), of the second cycle of the Primary Education.
- II- Spare scenes of the school failure in pupils with RDP, (Spanish acronym), of the second cycle of the Primary Education.

Conceiving the attention to the diversity, like contents of the prevention of the school failure in pupils with RDP, (Spanish acronym), of the second cycle of the Primary Education in Cuba implies to assume that integrating part is of the system of actions for provisional remedy that the teachers at the educational institution, to increase the power of his pupils successful expenditure from an inclusive practice perform. As a result of his theoretic knowledge and methodologies, of the receptivity to the change from collaborative, flexibility positions and adaptability, positive perception and optimist of the potentialities of the pupils. From this perspective, the contents of prevention of the school failure calls for a treatment methodology, interdisciplinary, for the different specialists that intervene in the teaching educational process of the students with RDP, (Spanish acronym).

In this systemic relationship, each specialist establishes close links between knowledge in order to achieve the design and application of educational responses through cooperative work and in connection with the family. It also implies that, in the process of preventing school failure, teachers identify from which knowledge they assume the references for solving the issues of educational practice.

To achieve this, this content should include the dimensions in which teachers should prepare together with the rest of the educational agents for the social inclusion of students with SEN. These dimensions correspond to the support needs profile proposed by the American Association on Intellectual and Developmental Disabilities (AAIDD) in 2002, and they are as follows:

- **Social Dimension:** This aspect represents the active participation of the student in society, fostering their understanding, critical assessment, and responsibility for social transformation. The aim is to promote an inclusive character, fostering skills such as learning to live and coexist in an environment of cooperation and citizen participation, understanding, tolerance, and solidarity.
- **Personal Dimension:** In this dimension, the goal is for the student to learn to take care of themselves, recognize their pathology, manage their health care, communicate their symptoms and emotions, and understand and execute follow-up strategies. The aim is to promote practical autonomy, cooperation, creativity, freedom, self-knowledge, self-care, and self-determination. Additionally, it is crucial for the student to develop occupational skills, safety, and routine programming, among others.
- **Work Dimension:** In this dimension, it is expected that the student acquires specific knowledge and skills responsibly and flexibly, enabling them to work in a profession adapted to their abilities, promoting their employment independence and satisfying their motivations and expectations for career and personal development.

From this perspective, the attention to diversity in students with special educational needs, as a content of the prevention of school failure in Primary Education in Cuba, places the student and their relationship with the environment at the center and does not focus exclusively on the cognitive aspect, which is a barrier in practice. This is reflected in the professional knowledge that relates to the scientific and methodological deficiencies of the teachers and their limitations when providing quality education to students with special educational needs. The professional knowledge, as part of the theoretical core of comprehensive educational attention to students with special educational needs,

is defined, based on Freitas (2019) and Amortegui (2021), as the core of pedagogical work resulting from the teacher's practice, articulating the contents of teaching and the professional pedagogical skills that ensure their performance.

In this sense, the aim is to enhance teachers' critical analysis skills regarding inclusion procedures and cultural patterns that limit changes in the educational institution. As a starting point, the knowledge of the legislative framework for issues related to the protection of children's rights, especially those with Special Educational Needs (SEN), is taken into consideration, as well as the study of determining risk factors for school failure in this population group and the projection of preventive work in this regard. As a proposal for the introduction into educational practice, a program for preventing school failure in students with SEN is developed and based. The general objective of the program for the prevention of school failure is to update, complement and reorient preventive work to promote the preparation of teachers with theoretical and methodological tools that allow them to structure the school failure prevention process in students with SEN in the second cycle of Primary Education.

It is conceived as a system of actions that allows for the understanding of the content of school failure prevention in students with SEN in Primary Education by teachers, through the establishment of professional interactivity relationships between the educational psychologist, teachers, other specialists, and educational agencies and agents, both family and community, in different scenarios for prevention within the Primary Education institution. The design of the prevention program has a contextual nature, as it responds to the specific characteristics of both teachers and students. In the implementation of the prevention program in educational practice, gradual approach of teachers to professional knowledge is conceived, as they become part of their roles in prevention scenarios. From this perspective, the school failure prevention program follows a logic of a set of actions that promotes methodological understanding for its realization, adjusted to the requirements of the theoretical cores of the conception.

Actions of the prevention program are as follows:

Action 1: In-depth study of the contents of prevention, school failure, and RDP, (Spanish acronym). As teachers engage in the process, essential elements emerge that allow self-diagnosis and diagnosis using scientific and methodological instruments that reveal their potentialities and limitations. Their prior characterization is the starting point for the incorporation of new knowledge that favors educational attention to students with RDP, (Spanish acronym).

Action 2: Determination of the logical order of the limitations to be addressed. The group of limitations identified from the diagnosis should be addressed in correspondence with their hierarchy. In this regard, the participative dynamics of prevention in the educational context are utilized, actively involving teachers, principals, and specialists who can influence the final outcome based on their opinions about the limitations to be addressed.

Action 3: Characterization of educational contexts. This action highlights the need to consider educational contexts as prevention scenarios, which demands the professionalization of teachers and other educational agents (teachers, specialists, and principals) considering the participative approach proposed. In this sense, indicators are needed to measure teacher performance as part of their evaluation for the implementation of evaluative criteria.

Action 4: Stimulation of active participation among the protagonists of the school failure prevention process in students with RDP, (Spanish acronym), in the second cycle of Primary Education. This action involves providing incentives to generate participative dynamics among the educational agents involved in the prevention program. In this sense, achieving the awareness and involvement of other teachers in these activities is fundamental for their implementation.

Action 5: Setting up the scenarios for the implementation of the actions to be developed. As part of this action, it is necessary to ensure the commitment of the involved agents and the availability of resources to meet the demands of school failure prevention in each of the declared scenarios. This must be addressed depending on the characteristics of each prevention space, given the complexity of the processes that take place in them. From this perspective, the organizational responsibility lies with the coordinators involved in each of these scenarios. It is essential to determine organizational forms to address the identified limitations. Seminars, workshops, as well as other expressions of methodological work, are essential organizational forms in the training of teachers.

Action 6: Modeling the program for the prevention of school failure in students with RDP, (Spanish acronym), in the second cycle of Primary Education. The essence of this action is focused on the design of the topics to be addressed based on the diagnosis of the teachers and in correspondence with the professionalizing knowledge declared in the conception. It starts with the organization of the contents of prevention, school failure, and RDP in a way that prioritizes those that teachers must incorporate into their performance and contextualizes them in the preventive work of the teacher.

Action 7: Realization of the program for the prevention of school failure in students with RDP, (Spanish acronym), in the second cycle of Primary Education. In this sense, the objective is the implementation of the prevention actions, through the different organizational forms selected in the spaces created in the different educational contexts, as a prevention scenario. Conceiving an interactive environment in the different prevention scenarios is essential to ensure that teachers delve into their own learning by interacting with professionalizing knowledge and recognize the degree of significance of the same to carry out their preventive work. In this way, interaction between the involved agents is stimulated, based on the interpretation of knowledge, experiences, and teaching situations, and it is pursued that the teacher, from a critical and reflective thinking, takes on new positions in the face of the challenges posed by the prevention of school failure in students with RDP in the second cycle of Primary Education.

This action is aimed at minimizing the obstacles that hinder preventive work to the detriment of risk factors that generate the phenomenon of school failure, including irregularities in the management of preventive resources, resistance to change, and limited motivation towards improving their performance.

Action 8: Evaluation of the influence of the prevention program on the professional performance of teachers. The evaluation of the prevention program is carried out throughout the implementation process, and is carried out in each of the actions with an integrating

character and based on the performance criteria argued in the pedagogical conception. The objective is to assess the mastery achieved by the teachers in the content of the prevention of school failure in students with RDP, (Spanish acronym).

These tasks are part of the entire process of preventing school failure in students with RDP in the second cycle of Primary Education and require systematic monitoring, not only considering the evaluations of the teachers but also of the rest of the professionals involved, including directors and specialists. The evaluation of the prevention program leads to the diagnosis as a starting point to establish a new phase, either to update the study and limitations, raise the preparation of teachers for the prevention of school failure in students with RDP, (Spanish acronym), to higher levels, or to delve deeper into the study and redesign or redefine the actions.

The above guides the program, which is focused on designing the prevention of school failure through the preparation of teachers in educational institutions as prevention scenarios. This is a synthesis of the declared scientific foundations and is realized in the practice of education. The prevention program becomes the pedagogical means to materialize, in practice, the dynamics of the modelled conception.

Currently, there is a need to move towards quality education that educates in diversity and promotes humanistic, supportive, and respectful attitudes towards individual differences, which will allow the development of a culture of peace and more just, tolerant, inclusive, and supportive societies.

## **Conclusions**

The study of the knowledge elaborated by the scientific community, aimed at the preparation that primary education teachers must possess for the implementation of preventive work from their guiding role, allows for the assertion that a pedagogical conception for the prevention of school failure in students with RDP, (Spanish acronym), is necessary. In this sense, assertiveness in the projection of strategies corresponding to individual diagnosis, from the re-signification of the relationship between the affective-motivational and the cognitive-instrumental, is fundamental and an indispensable complement for the success of educational systems.

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