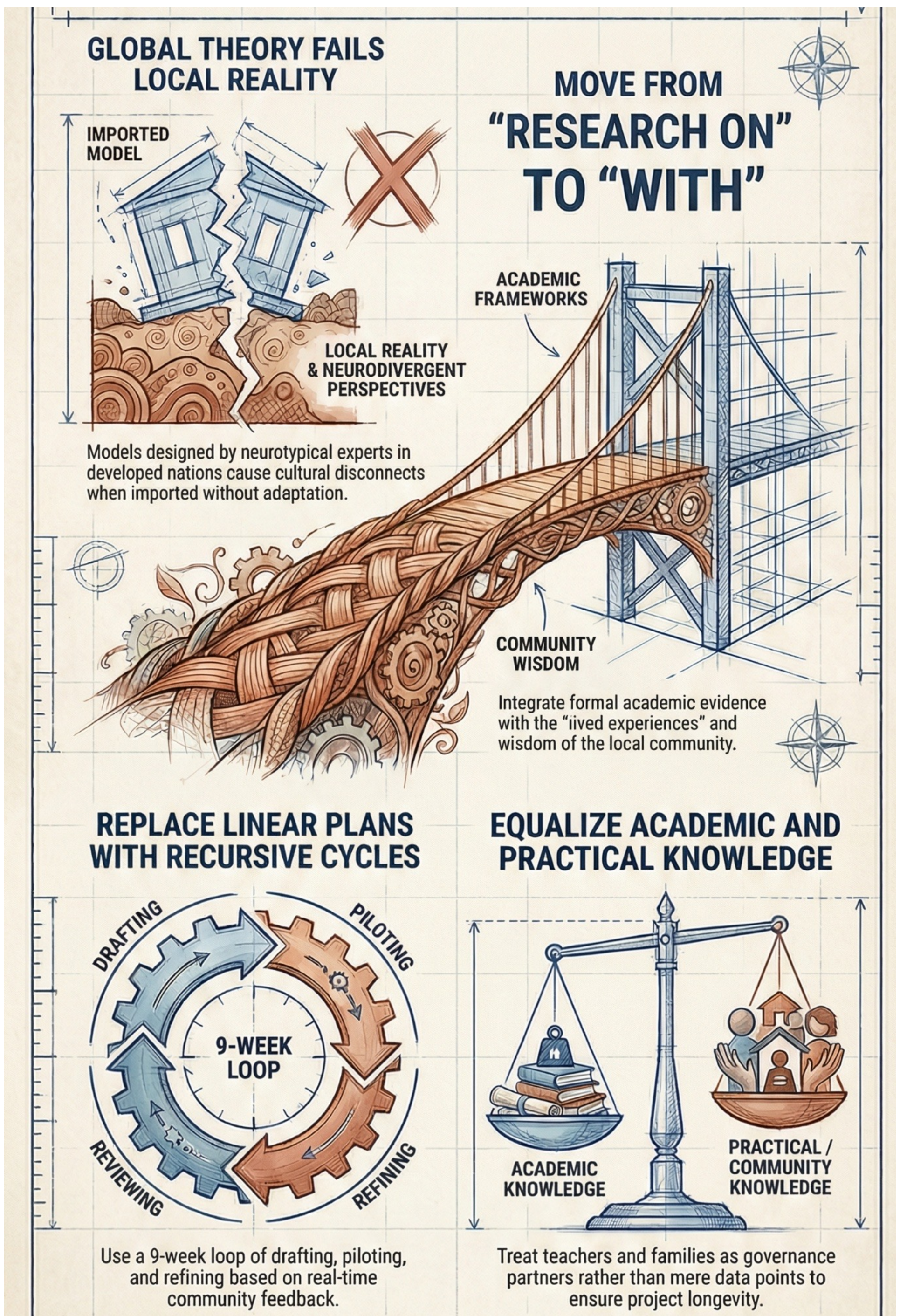


Participatory Research for a Culturally Responsive Inclusion Awareness Program

Wachholtz, D^{1.}, Vidal, V.¹, Montoya, M.F.^{1.}, Cárcamo, M. ¹, Olsen, C.², Parra, T., Jiménez, M.³, Bravo, G.⁴.

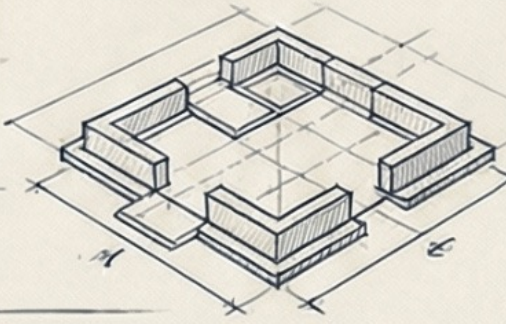
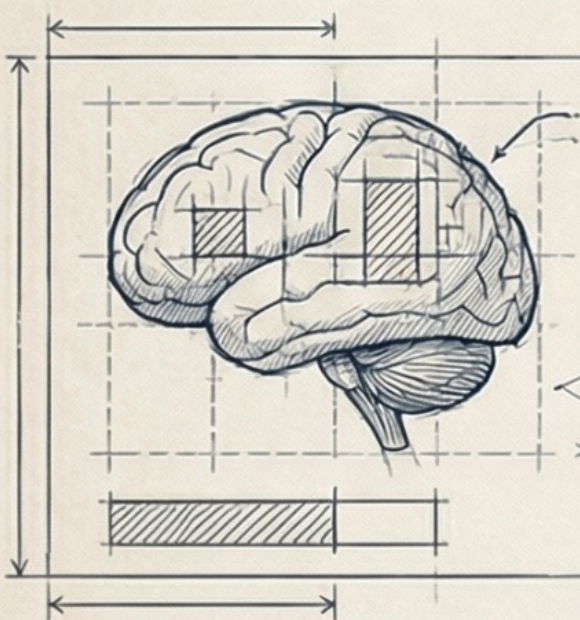
¹ Universidad de los Andes, Santiago, Chile, ² Universidad del Desarrollo, Santiago, Chile, ³ EA Femenino, ⁴ Fundación Incluir.



EMPOWERING THE CLASSROOM: CO-DESIGN INSIGHTS



Shifts participatory research from “clinical” models to **LIVED EXPERIENCE**, redefining teacher agency and student belonging through the social model of disability.

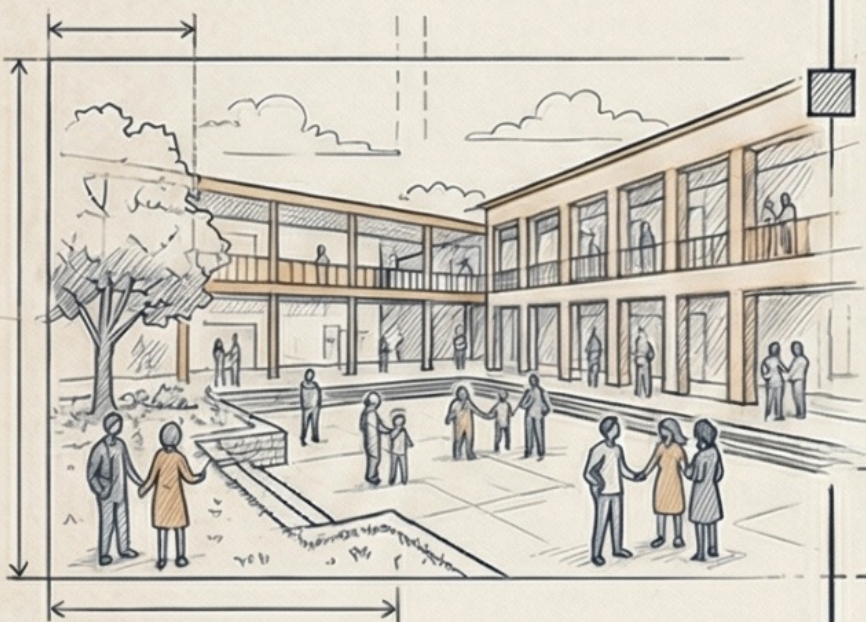
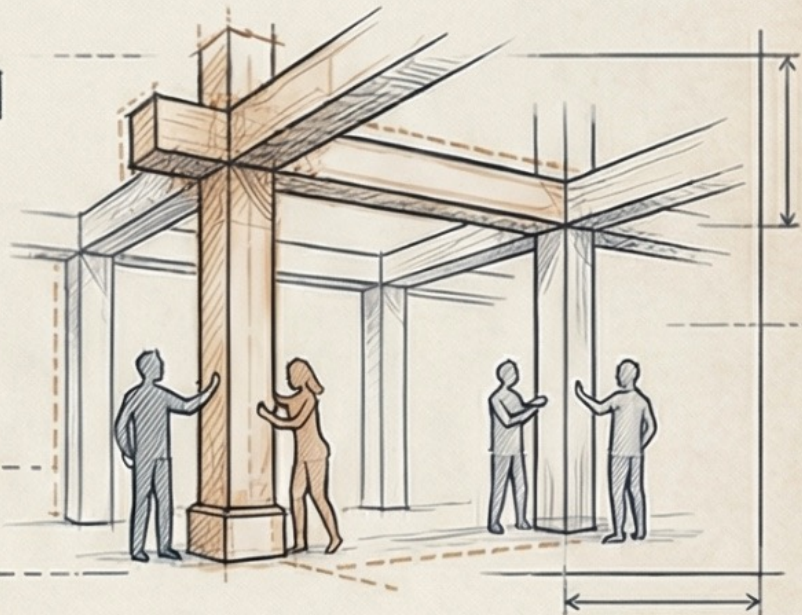


FROM INTUITION TO “THEORIZING PRACTICE”

Teachers move beyond gut feelings to validate strategies with a deeper theoretical understanding of neurodivergence.

LOW ATTRITION THROUGH PROFESSIONAL EMPOWERMENT

Educators stay engaged when treated as **GOVERNANCE PARTNERS** rather than mere data points.

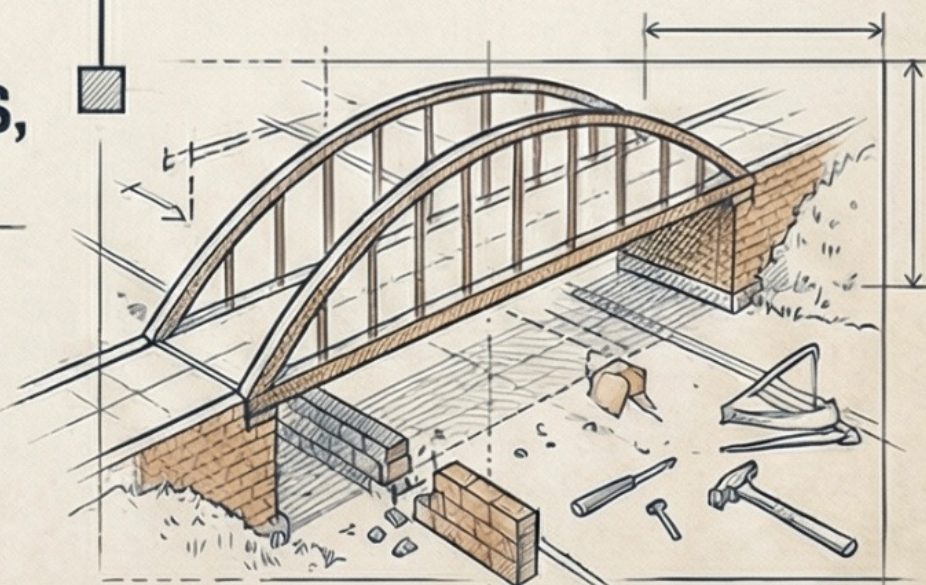


SUCCESS REDEFINED AS SOCIAL COEXISTENCE

Students shift focus from simple academic integration to achieving **TRUE SOCIAL BELONGING** within their community.

DISMANTLING BARRIERS, NOT INDIVIDUALS

The focus moves away from “fixing” student deficits toward **REMOVING ENVIRONMENTAL & SOCIAL BARRIERS** to inclusion.

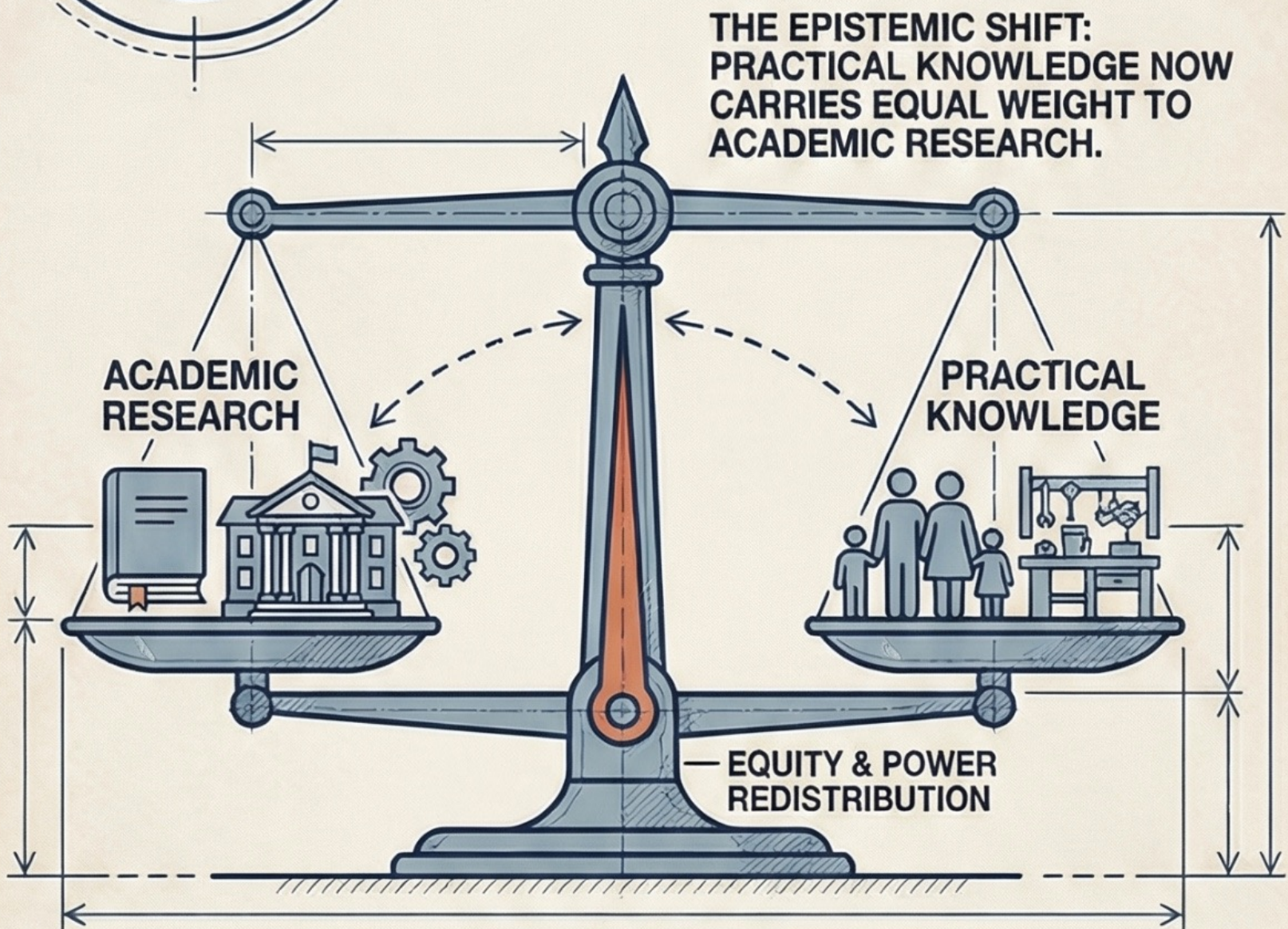


Insight: Feasibility & The Roadmap Ahead



HIGH COMMUNITY ACCEPTABILITY CONFIRMED

Feedback confirms community values both form and content.



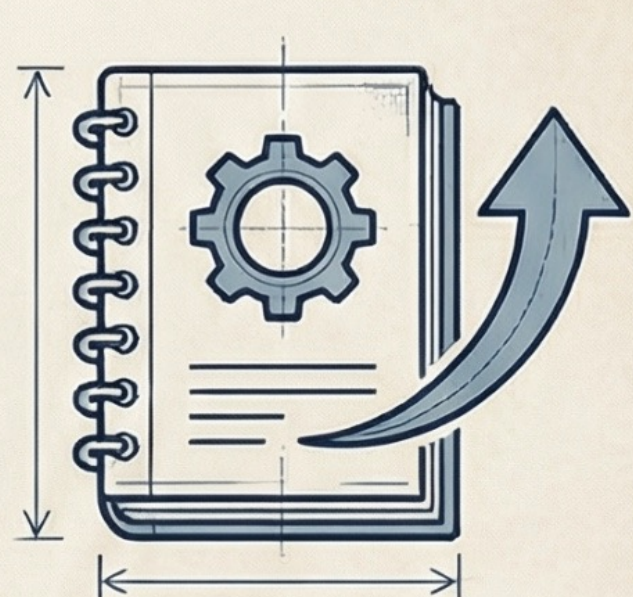
KEY FINDING: Balancing Practical and Academic Knowledge

A redistribution of power ensures family knowledge is valued equally with researcher data.



ADDRESSING PARENT PARTICIPATION GAPS

Capacity issues require targeted adjustments to bridge the gap in "Member Checking" and participation.



MANUALIZING THE PROGRAM FOR SCALING

The next phase involves creating a formal manual to implement the framework in diverse contexts.