

PODIUM

Journal of Science and Technology in Physical Culture

Volume 19
Issue 2

2024

University of Pinar del Río "Hermanos Saíz Montes de Oca"



Original article

Contemporary dance and body expression in inclusive Physical Education: a strategy for students with multiple disabilities

Danza contemporánea y expresión corporal en la Educación Física inclusiva: una estrategia para estudiantes con múltiples discapacidades

Dança contemporânea e expressão corporal na Educação Física inclusiva: uma estratégia para alunos com deficiência múltipla

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Received: 02/16/2024

Approved: 03/26/2024

ABSTRACT

The need to look for alternatives that allow the inclusion of students with different disabilities in the practice of Physical Education leads to the use of contemporary dance as body expression, since it impacts development and improves the quality of life, physically and psychologically, when emotions and feelings are expressed through movement. The purpose of the work presented is to design an inclusion strategy for students with multiple disabilities where Physical Education uses contemporary dance as body expression in



specialized classrooms, in the "Dolores Cacuangó" educational unit of the Pascuales parish, Guayas-Guayaquil. For the study, scientific methods such as documentary review, interviews, surveys and observations were applied to collect information about students with different disabilities, and teachers involved in Physical Education classes and their combination with contemporary dance. As results, an inclusion strategy is designed for students with multiple disabilities where Physical Education uses contemporary dance as body expression. It was concluded that the dynamics of the dance activities proposed in the strategy were based on scientific bases, and in correspondence with the relationship between physical activity, physical condition and health, to strengthen muscles, improve balance, coordination of movement, inclusion in society, and sharing the same human project.

Keywords: dance, disability, inclusive physical education, strategy, body expression

RESUMEN

La necesidad de buscar alternativas que permitan la inclusión de los estudiantes con diferentes discapacidades en la práctica de la Educación Física induce a que se utilice la danza contemporánea como expresión corporal, pues impacta en el desarrollo y mejora la calidad de vida, en lo físico y psicológico, al expresarse emociones y sentimientos a través del movimiento. El trabajo que se presenta tiene como finalidad diseñar una estrategia de inclusión para estudiantes con discapacidades múltiples donde la Educación Física utilice la danza contemporánea como expresión corporal en las aulas especializadas, en la unidad educativa "Dolores Cacuangó" de la parroquia Pascuales, Guayas-Guayaquil. Para el estudio se aplicaron métodos científicos como la revisión documental, la entrevista, la encuesta y la observación para recopilar información acerca de los estudiantes con diferentes discapacidades, y de los docentes involucrados en las clases de Educación Física y su combinación con la danza contemporánea. Como resultados, se diseña una estrategia de inclusión para estudiantes con discapacidades múltiples donde la Educación Física utiliza la danza contemporánea como expresión corporal. Se concluyó que las dinámicas de las actividades danzarias propuestas en la estrategia, se fundamentaron sobre bases



científicas, y en correspondencia con la relación entre actividad física, condición física y salud, para fortalecer los músculos, mejorar el equilibrio, la coordinación del movimiento, la inclusión a la sociedad, y el compartir un mismo proyecto humano.

Palabras clave: danza, discapacidad, educación física inclusiva, estrategia, expresión corporal

RESUMO

A necessidade de buscar alternativas que permitam a inclusão de alunos com diferentes deficiências na prática da Educação Física leva à utilização da dança contemporânea como expressão corporal, uma vez que impacta o desenvolvimento e melhora a qualidade de vida, física e psicológica, quando as emoções e os sentimentos são expressos através do movimento. O objetivo do trabalho apresentado é desenhar uma estratégia de inclusão de alunos com deficiência múltipla onde a Educação Física utiliza a dança contemporânea como expressão corporal em salas de aula especializadas, na unidade educacional "Dolores Cacuango" da freguesia de Pascuales, Guayas-Guayaquil. Para o estudo foram aplicados métodos científicos como revisão documental, entrevistas, pesquisas e observações para coletar informações sobre alunos com diferentes deficiências e professores envolvidos nas aulas de Educação Física e sua combinação com a dança contemporânea. Como resultados, desenha-se uma estratégia de inclusão para alunos com deficiência múltipla onde a Educação Física utiliza a dança contemporânea como expressão corporal. Concluiu-se que a dinâmica das atividades de dança propostas na estratégia foram baseadas em bases científicas, e em correspondência com a relação entre atividade física, condição física e saúde, para fortalecer os músculos, melhorar o equilíbrio, a coordenação do movimento, a inclusão na sociedade, e compartilhando o mesmo projeto humano.

Palavras-chave: dança, deficiência, educação física inclusiva, estratégia, expressão corporal



INTRODUCTION

The pedagogical process manifests the relationship between education, instruction, teaching and learning, aimed at the development of the student's personality in his/her preparation for life as a social being (Rodríguez et al., 2022).

This process is a key aspect for people with disabilities who, like every human being, feel, enjoy and express feelings of love, sadness, fear, anxiety; furthermore, they learn through everything they interact with or adapt to their needs. In them, difficulties with psychomotor development and conditions of the body or mind make it difficult to access different daily activities, which limits them, depending on the degree of impairment they present, from being able to interact with the world around them.

In this sense, educational systems at an international level play an important role in the treatment of students with disabilities, since the dynamic relationship between the control and coordination of the mind with the body, the definition of movements and the area verbal.

Consequently, students may present learning problems that affect coordination, laterality, clumsiness in movements, balancing, imitation of exercises, limitations for sociability and integration among their peers. They are often not very communicative, and the processes and causes of the behavioral problems they frequently present cannot always be managed, considering them not capable of generating major changes in the interpretation of life and underestimating their learning; which makes them insecure and confused students.

Inclusion helps to raise the general educational levels of a country (Sánchez, 2023, p.503). It is evident that the more prepared the teaching staff in regular schools are, the better strategies are designed to educate in diversity, the better general, hygienic, organizational and access to the curriculum conditions are established for schoolchildren who require it, and thus, the fewer children with Special Educational Needs (SEN) who need to be placed in special schools.



The inclusion is considered to be a citizen's right in which equal opportunities are for everyone regardless of the social, economic, political and personal context, driven by the principles of equality. In this sense, the execution of inclusion policies in education plays a primary role, since it has significant relevance in the construction of a fair and equitable society (Núñez and Gaona, 2021).

Inclusion is a theoretical concept of pedagogy that refers to the way in which the school should respond to diversity. It is a term that emerged in the 90s and aims to replace integration, which until then was dominant in educational practice. It is highlighted that inclusive education is part of the comprehensive response to an emergency and aims to guarantee that all children and adolescents have equitable and continuous access to learning in all contexts.

Inclusive education has great relevance at the national level, since it is established in legal instruments and socio-educational policies that consider it as the foundation to achieve quality education accessible to all. The current regulations in Ecuador on educational inclusion seek to promote equal rights for all people, especially those who are in a situation of inequality (Núñez and Gaona, 2021).

From this perspective, it is understood that social transformation responds to the problem of inclusion and integration of people with disabilities in all areas and develops an artistic-educational system that assists and is favored by diversity, promotes comprehensive health, encourages the development of the potential capacities of all people, stimulates artistic experiences that promote a change in the conception of limitations, eliminates the tragic and persistent culture of lovelessness and exclusion, which improves the different levels of communication between people with and without disabilities.

In this sense, inclusion currently avoids being restricted to a certain family or social group; inclusion refers to the fact of promoting changes in attitude, of perceiving situations, it is an affective and effective commitment, based on the commitment of the human being. Hence, specialized classrooms for inclusive education are based on the premise that all children belong and can learn in regular school. This thought posits diversity as a strength within



the classroom, since it offers all its members greater learning opportunities, and therefore the precise inclusion of specific actions.

In some contexts, inclusion is talked about today as a new alternative oriented towards innovation that recognizes and addresses the difference and complexity of disability, but from the reality being investigated, the total integration of students is required, through strategies that generate intrinsic motivation and vice versa, in a series of activities that favor its development.

In the activities of the area of Physical Education (PE) in artistic body expression, the practice of inclusive activities from an artistic-educational perspective is encouraged that allow, with an interdisciplinary vision, to contribute to the formation of more complete people who are aware of the value of the body. in the vital experience of the movement, contextualized to students with disabilities.

It seeks to promote, through dance and its different strategies, the progress of their bodily and social status, as rhythm and movement are skills that are parts of the innate actions of human communication. Jaya (2020) specifies that identification, early evaluation, student needs and curriculum adaptation allow the development of capabilities in a regulated educational framework.

These adaptations must be individualized for students with cognitive limitations, where their learning time is extended and also for more advanced students, by reducing their schooling time. This entire process of progress or adjustment of the schooling period must be requested from the educational administration.

According to the previous approach, the population studied is diverse and when talking about inclusion, it focuses on the development of capacities that promote the interaction of groups. From this criterion, students with multiple disabilities do not always manage to be included in PE activities and there are difficulties at the behavioral, emotional, physical and intellectual levels.



In this sense, it is considered to answer the question how to include students with multiple disabilities so that PE uses contemporary dance as body expression in the specialized classrooms of the fiscal educational unit "Dolores Cacuango " in the Pascuales parish. Guayas-Guayaquil.

The topic presented values a form of pedagogical intervention in PE that is extended as a social practice, its object of study is not only the child's body in its physical appearance, but also its corporeality, that is, its motor experiences, life experiences, desires, motivations, hobbies and their skills (Ogarrio et al. 2021). This therefore implies organizing the structure of teaching, based on educational and life skills that make what has been learned meaningful and can be used in their motor responses and forms of coexistence based on respect, gender equality and inclusion.

PE for students with special educational needs uses games and sports as instruments of communication, relationship and expression. Educating, through the body and movement, serves to acquire the emotional and relationship skills so necessary to live in society (Gómez et al. 2019).

In the PE curriculum in force in Ecuador, in the Unified General Baccalaureate Sublevel, the intention to work in blocks is also related to those learnings that are needed in the construction of their autonomy and in their performance as part of a team, not only in the participation of corporal practices, but by favoring the transfer to other school tasks and daily life.

This document consists of three curricular blocks for such performance by educational levels, in curricular block three, for the Unified General Baccalaureate level, refers to expressive-communicative bodily practices among the essential basic objectives (OEF); In OEF.5.3.2, different types of dances (traditional, popular, contemporary, among others), their basic steps, choreographies and the possibilities of creating new and own ways of expressing oneself bodily are explored and identified; for this reason, it is considered that allow to treat students with SEN didactically, from the PE class.



The study presented is articulated with the research project that addresses PE and quality of life in inclusive and diverse contexts. It is necessary to highlight that the information is analyzed in the research subline: Body expression as an alternative for the development of teaching-learning processes, inclusion and attention to the diversity of students with SEN associated or not with a disability, with the aim of applying contemporary dance as an inclusion strategy.

In this sense, Vázquez (2018) believes that the practice of dance in the education of children, young people and adults, focuses on giving a pedagogical sense to foster the artistic spirit by training creative students, with the execution not only of the folk dance, classical dance, but rather orienting itself to the expression of the rhythms and themes that currently coexist in a country; this generates a culture to combat social problems with the styles of contemporary dance, without losing the cultural value of the aforementioned styles.

So the objective of the research focused on designing an inclusion strategy for students with multiple disabilities where PE uses contemporary dance as body expression in the specialized classrooms in the "Dolores Cacuango " educational unit of the Pascuales parish, Guayas. Guayaquil.

MATERIALS AND METHODS

The research was contextualized in the specialized classrooms of the "Dolores Cacuango " educational unit in the Pascuales parish, Guayas-Guayaquil. The total population was 130 boys, girls, adolescents and young people with multiple disabilities established at the five levels of education: Preparatory, Elementary, Middle, Higher and Baccalaureate.

The sample was intentional, it corresponded to 15 students, with different ages of the level of Unified General Baccalaureate, first level with different types of disabilities, abilities, educational contexts and who participate in contemporary dance classes. Which allowed a diverse and significant representation of the object of study (table 1).



Table 1. Number of students in specialized classrooms according to their disability

Physical disability	Intellectual Disability	Psicosocial Disability	Audition Disability	Visual Disability
2	10	2	0	1

Methodology

The research had a mixed approach, combining qualitative and quantitative methods to address the research problem in a more complete and enriching way. Both theoretical and empirical methods were used to obtain a broad and deep insight into the impact of contemporary dance in PE classes for the inclusive development of students with multiple disabilities.

In the development of the research, documentary analysis was used as a theoretical method, an exhaustive assessment of the scientific literature and previous studies related to contemporary dance, educational inclusion and the socio-emotional and psychomotor development that students with multiple disabilities can achieve in PE class.

Meanwhile, as empirical methods, the interview was carried out with the teaching and administrative staff of the Student Counseling Department (DECE) and the District Inclusion Support Unit (UDAI), to learn specifically how the specialized classrooms were structured in the institution; what human resources were available to attend, from educational inclusion, to the sample under study; as well as the disposition towards the educational task. The survey was applied with the objective of knowing the guiding role of the teaching and administrative staff, in the DECE, the UDAI and parents of the fiscal educational unit "Dolores Cacuango " Guayas-Guayaquil, from the planning of concrete actions for the search of solutions to the problems of these children.

The observation had two important scenarios, first, to know the degree of inclusion that was shown by the school community, the family and the participation of the students in PE classes, for this the aspects that appear in table 2 were assessed.



Table 2. Aspects to take into account to assess the level of inclusion of the sample studied

Items	Indicators	Parameters			In progress
		Exceptional	Admirable	Acceptable	
		All students participate.	At least 5 of the 15 students actively participate	At least half of the students show initiative to participate .	
Culture Educational Inclusive (Classrooms)	Participation of the number of students				
	Shared responsibility				
	Quality of interaction				
	Supports and materials				
Community School	School-family relationship is evident				
	School-community relationship is evident				
	There is a sense of community (students, teachers and family)				
Roles within the group	Strategies adapted for different disabilities (Curriculum)				
	There are roles assigned to each student. (peer support)				
	Collaborative work practice.				
Educative administration	Apply measures and resources to support inclusion				
Ranges to evaluate: Exceptional---10 points----Excellent Admirable----6 points-----Good Acceptable----4 points-----Fair In progress----2 points---- Poor					

Source: own elaboration



As a second intention, observation facilitated the collection of data from students and teachers involved in PE classes, with contemporary dance.

Table 3. Indicators and assessment parameters for students' motor skills.

Items	Good	Fair	Poor
Spatial sense	He is aware of the relationships they maintain with their environment in space.	He shows impressions in the relationships he maintains with his environment in space.	He is not aware of the relationships he maintains with his environment in space.
Laterality	He deploys both to the right and to the left.	He deploys only to his right hand.	He shows lack of coordination in his movements.
Time and rhythm	He executes movements within a space, certain order and with an exact duration.	He executes movements within a space, with difficulty in certain order and duration exact.	He shows a lack of coordination and attention in the movements he makes.
Tension-relaxation	He achieves total control of your breathing.	He achieves partial control of his breathing.	He shows tiredness easily.

Source: own elaboration

Statistical or mathematical methods were used to analyze qualitative and quantitative data and identify patterns, trends and relationships in the results obtained.

RESULTS AND DISCUSSION

The documentary review carried out allows to know the statistical data reflected in the INEC in Guayaquil, there are around 15,000 children and adolescents with disabilities registered that can or should be included in educational institutions, to be attended to from the corresponding curricular adaptations (Figure 1).



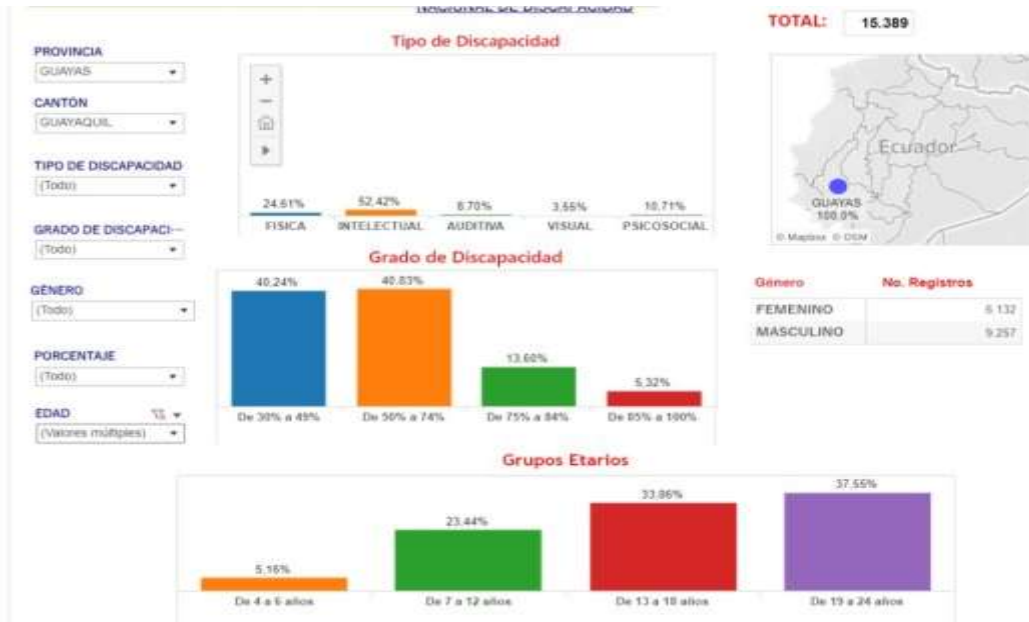


Fig.1 Statistical data reflected in the INEC in Guayaquil

Source: (Editorial, 2023)

According to the interpretive analysis of the information reflected in the INEC, the percentages of disability by age group are presented; Figure 2 shows the results identified in the school-age population.

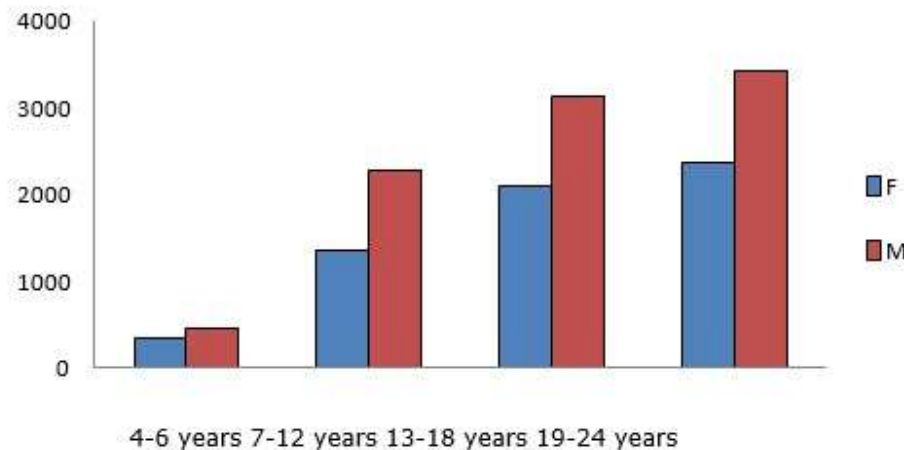


Fig. 2 Children and adolescents registered with disabilities in Guayaquil in 2022

Source: own elaboration



The data shown allows to understand that the different disabilities in Guayaquil affect 0.5% of the school-age population. Data source (Editorial, 2023)

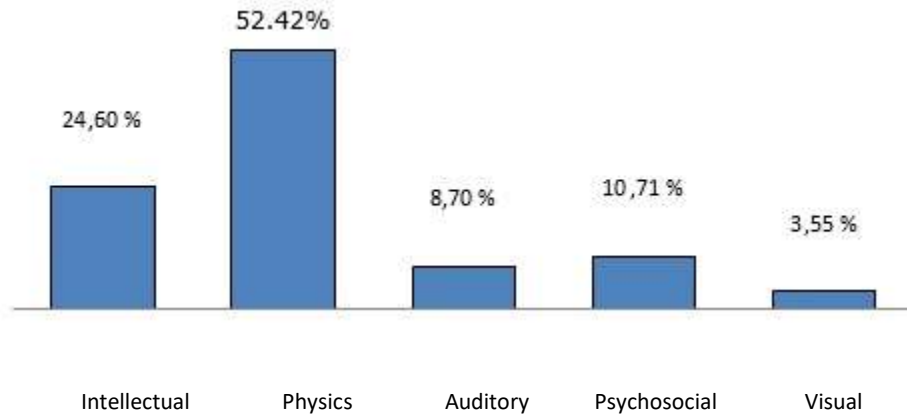


Fig. 3 Representation in % according to disability.

Source: own elaboration

When referring to the various disabilities that are attended to in the educational institution, the auditory, physical, intellectual, language, psychosocial and visual disabilities can be emphasized; each can be expressed in different ways, to various degrees and in some cases they are combined. Here it is important to highlight the different disabilities that the student population presents, such as limited cognitive, sensory, socio-affective, psychomotor and physical-motor development.

However, different strategies have been applied that particularly allow working with students independently and in groups in the development of motor, psycho-pedagogical, behavioral and verbal skills. Likewise, in the educational context, as a fundamental axis from the guarantee of the right to education, where curricular flexibility is focused.

In an interview conducted, it is known that in the fiscal educational unit "Dolores Cacuango" Guayas-Guayaquil, the specialized classrooms are sectorized by year of schooling according to their age group. Because curricular flexibility offers educational quality, lasting and sustainable learning established in equal opportunities.



It is specified about the absence of specialists, physical and occupational therapists, as well as Physical Culture teachers, which has a negative impact on the fulfillment of inclusion rights despite the existence of alternatives that generate positive actions in their context. Furthermore, the activities used generate a series of positive impacts, which can be observed during PE classes as they cause a series of effective changes in their actions.

Examples of the above are manifested when, through music, tensions, episodes of anxiety, rhythms, coordination exercises, movements are released, which express feelings of happiness, identity, autonomy; which promotes peer-to-peer work, offers unique opportunities for behavioral, cognitive, personal and social development.

However, from Preschool to High School, this institution welcomes 130 students with multiple disabilities included in regular education and who have dropped out due to the lack of occupational, physical and language therapies that have not been recurring since the time of the pandemic, which affected visibly their socio-emotional, physical, sensory and psychomotor development.

The lack of continuity in the educational process caused a setback in academic adaptations and produced difficulties in other areas, such as episodes of anxiety and isolation, which caused lack of communication and apathy towards their peers, deterioration in the state of mood and a predisposition to carry out physical activities. In this same order, they refer to the need to enhance the development of students with disabilities, the support of the family, teachers and administrators who work in the educational unit.

Furthermore, in a survey applied with the objective of knowing the guiding role of the teaching and administrative staff of the DECE and UDAI, of the fiscal educational unit "Dolores Cacuango " Guayas-Guayaquil, it is evident that they must plan actions to raise the culture for coexistence, induce reflection and the search for solutions to existing problems, and teach them to discover children's potential. All these elements affect the teaching-learning process carried out with students, as well as their preparation for their future work and social life.



The observation is carried out in three PE classes that, with a physical-recreational nature, are executed with music; in this sense, the behavior of the indicators is appreciated to investigate the state of the level of inclusion of students with disabilities in this study, as shown in Figure 4.

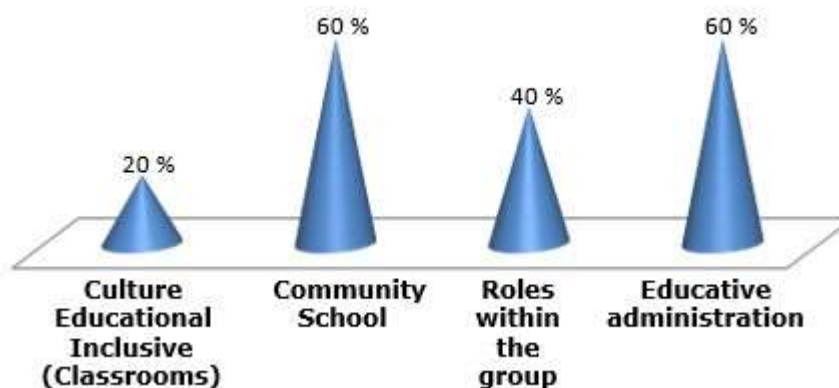


Fig.4 Quantitative assessment of the indicators for inclusion.

Source: own elaboration

If the ranges that were established to assess each item are taken into account, it means that there are difficulties in 100% of the observed indicators, but the most relevant ones are shown in the active participation of students with disabilities in the programmed activities.

It is observed that only 20% of those involved assume the proposed tasks adequately, with a positive attitude, dedication and commitment. They do not show the need for learning, since their self-esteem is not fully enhanced by the guidance they receive from the teacher, and there is also little support from the teacher during the activity, this referring to the item inclusive educational culture.

The item roles within the group refers to the same values, since there are no curricular strategies to address the different disabilities that exist in that school environment, as there is low self-esteem of the students, and lack of support among peers, which limits collaborative work.



Taking into account these incidents and knowing the benefits of PE to support the activities of daily living and the independence of people with different disabilities and in order to resolve the problems evident in the diagnosis, it was decided to assess the motor conditions of the students in this study. For them, the value is based on the behavior of the indicators referred to in Table 3, in the disabilities under study (Figure 5).

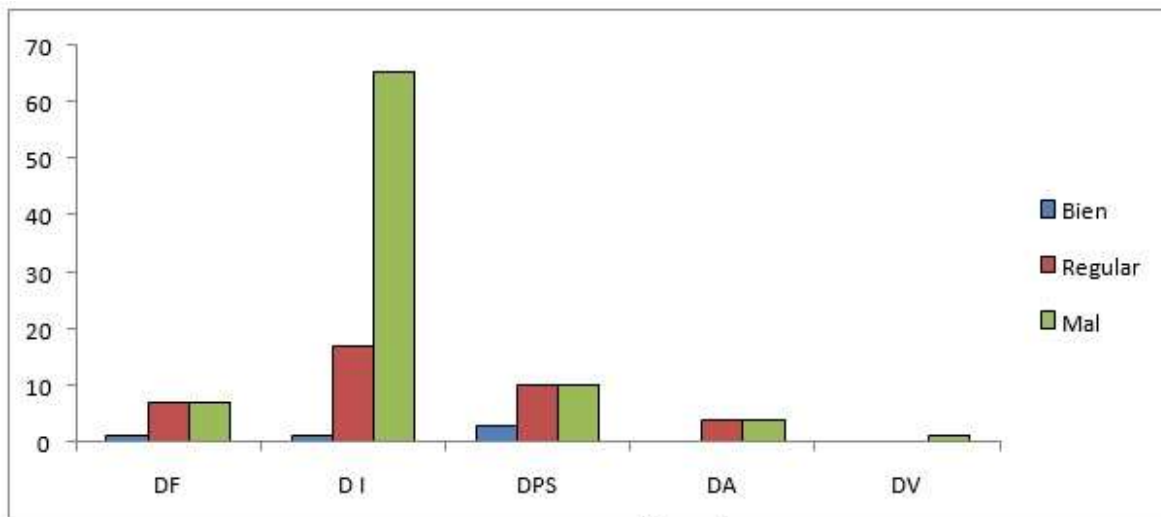


Fig. 5 Behavior of disabilities by indicators

Source: own elaboration

As shown in Figure 5, all disabilities present difficulty in the assessed indicators and those with the highest incidence are intellectual disability and visual disability. The main manifestations focus on not knowing how to best execute a series of specific movements within the space designed for the activity. Furthermore, they lack a certain order and duration and coordination and attention to music and games are affected.

All the observed students present difficulty in different measures, which indicates that work must be done in a comprehensive and coordinated manner. The level of integration and motivation for the task in which it is present is important. In this way, the behavior of the indicators is assessed to define a logical order in the intervention proposal that is established and the pedagogical principles for teaching-learning are met.



As shown in Figure 3, all indicators are affected, but strategically, work must begin in the spatial sense that makes it easier for them to be aware of the relationships they maintain with their environment in the space around them and with themselves. It is important to create the necessary trust so that they feel good, develop and achieve the objectives proposed for this case.

Likewise, time and rhythm will be influential on students since they must execute a succession of movements, within a space, in a certain order and with a correct duration, to achieve the necessary coordination and attention.

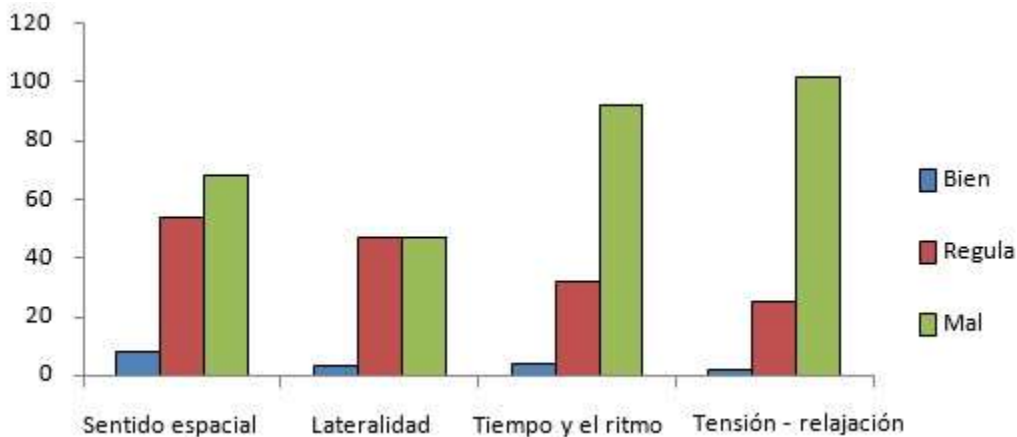


Fig.6 Behavior by indicators

Source: own elaboration

The motor condition presented by the students are necessary elements for the correct dosage of the activities to be taken into account in the proposal for inclusion in the PE class, from body expression.

In this way, contemporary dance in the context of PE can be a tool as a source of expression, transmission of feelings, sensations and emotions. It allows students with SEN to coordinate movements, know their body, its movement possibilities and thus, maintain a better general physical and emotional state, as well as better concentration in teaching and social activities.



The action of dancing favors the development of autonomy, self-determination, personal expression, communication skills, socialization, self-esteem, self-image and mobility. People with disabilities can learn to communicate better with their peers, to enjoy physical performance and develop cognitive skills, even to express what they are not able to say in words.

The results presented reveal the need to develop an inclusive strategy for PE classes, from body expression with contemporary dance that responds to the needs, possibilities and potential of students with multiple disabilities. With the use of the strategy, PE professionals have a methodological tool to serve them, in the specialized classrooms established in the different educational units.

Likewise, it guides PE teachers in working together with managers and families to achieve comprehensive care, as required by students with their various disabilities. The dynamics of the proposed dance activities are based on scientific bases, and correspond to the relationship between physical activity, physical condition and health.

Due to its characteristics, it constitutes a feasible and simple treatment alternative that can be applied to students with disabilities and serve as continuity in the different social contexts where they enter. The contents of this proposal are not rigid and are adapted to your needs, possibilities and potentials; furthermore, they stimulate active learning, since the students themselves are the protagonists in leading the process.

General objective: optimize the physical condition in students with multiple disabilities, so that group interaction, inclusion in physical culture activities and dance-artistic cultural expression are promoted and thus the difficulties are transformed at a behavioral, emotional, physical and intellectual level. that have affected the development of those who participate, from the criteria of inclusive education.

Structure of the strategy: the strategy, for a better understanding, is divided into two stages and both with an inclusive approach. It is necessary to keep in mind that they are related to



each other and it is the responsibility of the PE teacher to coordinate the process throughout the course.

Strategy stages

First stage: Diagnosis

This stage requires knowing the state of the motor skills of the students who participate in the educational inclusion strategy. The PE teacher, as the person most responsible for the process, must carry out a biopsychosocial characterization that, based on biological, psychological and social factors, allows him to identify the needs, possibilities and potential of the students, to attend the scheduled activities. Based on the results obtained in the characterization, the activities scheduled in this stage are planned in a logical and sequential order.

Objective: adapt students to physical-dance activities adapted for this stage, in accordance with their needs, possibilities and potentials, so that through educational inclusion the barriers to participation are minimized, regardless of their physical, mental, social and cultural contexts.

Duration: three months. The duration of the stage is in correspondence with the student's adaptation process and the fulfillment of the planned objectives.

Weekly frequency: three to five weekly frequencies.

Contents of the first stage: dance steps and breathing games, muscle relaxation exercises and techniques, general physical preparation exercises and health education, based on physical, mental, social characteristics and cultural contexts towards inclusion. These activities allow to characterize the student, define their needs and preferences, and objectively plan their programming.

Second stage: physical-dance care



This stage begins when the previous stage has been completed. The PE teacher at this stage must work to improve physical condition, must continue with general physical preparation exercises and incorporate aerobic activities, upper limb muscle strength, flexibility and continue with educational talks. It is proposed at this stage that the activities are not only in class form, but that the creativity and possibilities of each group are stimulated and extracurricular activities can be organized where students feel motivated and happy.

Objective: improve the physical condition of schoolchildren, from cardiorespiratory capabilities, muscular strength, flexibility, influencing psychosocial aspects, in adapted PE classes, established for totalitarian, fair and equitable inclusion, where they become a participation scenario, in which recognition of diversity and dynamics that favor inclusion, accessibility, coexistence and tolerance are promoted.

Duration: from three months.

Weekly frequency: three to five sessions per week.

Contents: traditional dances, general physical preparation exercises, breathing games, muscle relaxation exercises and techniques, aerobic activities, muscle strength of upper and lower limbs, flexibility exercises that contribute to the inclusion of students.

In this stage, complementary activities are included that promote the social environment and group work. Complementary activities (games, adapted sports, trips to historical places, wooded areas, amusement parks, primary schools, excursions, community activities). For the methodological indications of the strategy, the criteria established by Gómez et al. are taken into account. (2019) who refer to elements to consider for the correct inclusion of students with SEN in PE classes:

- Know the capacities and limitations of students and consider their potential.
- Formulate objectives at the level of development and needs of the students.
- Develop basic motor skills and physical abilities, in correspondence with motor possibilities, through dance.
- Do not underestimate the student's abilities.



- Structure the class so that they can carry out the exercises or recreational and dance activities successfully and without danger.
- Let each new material be discovered and begin teaching, based on previous experiences (experiences, manipulative, conceptual and movement).
- Propose new situations that represent other problems to be solved.
- Provide trust to reinforce forms of socialization and use clear, simple language for good transmission of information.
- Check that the students receive the message, so it is important to correctly position the teacher, as well as use clear and age-appropriate language.
- Begin teaching with those motor tasks that are most motivating.
- Use media with bright and contrasting colors.
- Use acoustic signals to help with the orientation and location of objects.
- Enhance the development of spatial orientation, balance, coordination, walking and movement in general.
- Spatial orientation is worked on at all times during class, through command voices and even other orientation resources such as air and different sounds are used.
- Avoid overprotective attitudes, as well as comparisons with other students.
- Use training that allows the student the greatest visibility.
- Use complementary teaching resources such as colored handkerchiefs, colored cards, use of a blackboard to understand the exercises.
- Promote student autonomy, grant responsibilities and facilitate decision making.
- Favor teaching based on observation and practice.
- Use games and dances with equal opportunities that do not require acoustic signaling that delimits start and end times or synchronization of movements.
- Work on the body scheme, laterality, coordination, balance, motor independence, muscle tone, spatio-temporal structuring and the aesthetic component, spatial orientation, balance, coordination and body expression
- Take into account the student's opinion for adaptations.
- Use recreational activities.
- Constantly encourage successes and point out inadequacies without students assuming it as a failure.



- Prioritize activities that allow freedom of movement and its facilitation.

For the evaluation, a systematic observation is carried out on the way students act in classes, the application of various techniques such as interviews and questionnaires, to know the level of satisfaction they present.

Furthermore, to carry out the evaluation and control process of the inclusive strategy, the quality of the actions carried out by the students is taken into account. The time in which the different controls must be produced is important, as well as the indicators to be measured (those used in research are recommended).



Fig. 7 Graphic representation of the strategy for the inclusion of students with disabilities in Physical Education classes

Source: own elaboration

Inclusive PE classes are scenarios to carefully serve people with different conditions and use dance as body expression to develop their skills and abilities. It is agreed with Aguiar et al. (2020) when he proposes that it must be builded a meeting space, a school for everyone, where common values are reinforced through trust in the family and in education, where



shared responsibility, collaboration and cooperation predominate and respect for the right of everyone (Izquierdo et al., 2021; Prada and Fernández, 2021; Roselló , 2021; Toledo and Cavanna , 2022).

Ramos and González (2017), in a related study, analyze the educational function of the family, its guiding role in the formation of new generations, as a primary group that mediates between the individual and society. Meanwhile, Gómez (2021) promotes the understanding of the diversity of the world and social awareness as tasks of any artistic discipline, which help to generate awareness of the capabilities of students and work with families, to contribute to the idea of that true inclusion begins at home.

The report presented takes up this attitude with dance from the context of the inclusive PE class where the family, management teachers and all staff are involved in such a human task. It insists on the search for solutions to the problem of educational inclusion from pedagogical science, such as the direction of the teaching-learning process of students with disabilities, through the development of a psycho-pedagogical intervention program, essential for such an endeavor.

The research presented not only considers the family, but also the educational context where students develop and the diversity of disabilities that are integrated into a class group. However, it draws attention as a reference to take into account that in every process, the individual learns and unlearns, which forms his education, which is transmitted to those around him and incorporates a system of values that he also shares. diary.

CONCLUSIONS

In short, dance is a ritual, where the mind and heart connect, to express the deepest feelings. In the research that was presented, it was not intended to achieve a precise execution, but rather friendly and with a lot of expression, and in which competencies and skills were physically developed as established by the PE curriculum.

The dynamics of the dance activities proposed in the strategy were based on scientific bases, and in correspondence with the relationship between physical activity, physical condition



and health, to strengthen muscles, improve balance, coordination of movement, and inclusion in society, and sharing the same human project.

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Conflict of interest statement:

The author declares that there are no conflicts of interest.



Author's contribution:

The author is responsible for writing the work and analyzing the documents.



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