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Didactic Strategy for the Educational Inclusion of Children with Intellectual Disabilities in Physical Education

Estrategia didáctica para la inclusión de estudiantes con discapacidad intelectual en la Educación Física

Estratégia de ensino para inclusão de alunos com deficiência intelectual na Educação Física

Blanca Narcisa Chacón Cachipueno*¹ , Mauricio Oswaldo Orellana Segarra*¹ , Orlando Patricio Romero Ibarra*¹ , Giceya de la Caridad Maqueira Caraballo*¹ 

¹Universidad Bolivariana de Ecuador

Corresponding author: bnchaconc@ube.edu.ec

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ABSTRACT

Mild intellectual disability is a condition that affects a person's higher mental abilities and limits their capacity to process, store and retrieve information. The research presented here arose from observing that a student with mild intellectual disability did not participate in the activities scheduled in Physical Education due to difficulties in motor skills and



competencies; therefore, the objective was to propose a didactic strategy for the educational inclusion of students with intellectual disabilities in Physical Education classes in the second year of Basic General Education at the elementary level, in the educational unit "República del Ecuador", in the city of Otavalo. The study was based on a quantitative-qualitative approach, using scientific methods such as documentary analysis, observation and survey. The results revealed insufficient treatment for the inclusion of students with mild disabilities in corporal, expressive and communicative practices in the Physical Education class, so the didactic strategy constituted a way to guarantee a better understanding, enjoyment and guarantee of their well-being. The proposal was considered very appropriate by specialists and, according to the systematization of experiences of the educational practices carried out, it significantly enabled the inclusion of students in classes and in the social environment.

Keywords: intellectual disability, Physical Education, corporal, expressive and communicative practices

RESUMEN

La discapacidad intelectual leve es una condición que afecta las habilidades mentales superiores de una persona y limita su capacidad para procesar, almacenar y recuperar información. La investigación que se presenta surgió a partir de observar que una estudiante con discapacidad intelectual leve no participó en las actividades programadas en la Educación Física por presentar dificultades en las competencias y destrezas motrices; por lo que se planteó como objetivo proponer una estrategia didáctica para la inclusión educativa de estudiantes con discapacidad intelectual en las clases de Educación Física de segundo año de Educación General Básica nivel elemental, en la unidad educativa "República del Ecuador", de la ciudad de Otavalo. El estudio se sustentó en un enfoque cuantitativo-qualitativo, se emplearon métodos científicos como el análisis documental, la observación y la encuesta. Los resultados revelaron el insuficiente tratamiento a la inclusión de estudiantes con discapacidad leve en las prácticas corporales, expresivas y comunicativas en la clase de Educación Física, por lo que la estrategia didáctica constituyó una vía para garantizar una



mejor comprensión, disfrute y garantía de su bienestar. La propuesta fue valorada de muy adecuada por los especialistas y, según la sistematización de experiencias de las prácticas educativas llevadas a cabo posibilitó de manera significativa la inclusión de los estudiantes en las clases y en el entorno social.

Palabras claves: discapacidad intelectual, Educación Física, prácticas corporales, expresivas y comunicativas

RESUMO

A deficiência intelectual leve é uma condição que afeta as habilidades mentais superiores de uma pessoa e limita sua capacidade de processar, armazenar e recuperar informações. A pesquisa apresentada surgiu da observação de que uma aluna com deficiência intelectual leve não participava das atividades programadas na Educação Física por apresentar dificuldades nas habilidades e competências motoras; Portanto, objetivou-se propor uma estratégia didática para a inclusão educacional de alunos com deficiência intelectual nas aulas de Educação Física do segundo ano do Ensino Básico Geral de nível fundamental, na unidade educacional "República del Ecuador", na cidade de Otavalo. O estudo baseou-se numa abordagem quanti-qualitativa; foram utilizados métodos científicos como análise documental, observação e levantamento. Os resultados revelaram o tratamento insuficiente da inclusão dos alunos com deficiência leve nas práticas corporais, expressivas e comunicativas na aula de Educação Física, portanto a estratégia didática constituiu uma forma de garantir melhor compreensão, aproveitamento e garantia do seu bem-estar. A proposta foi avaliada como muito adequada pelos especialistas e, de acordo com a sistematização das experiências das práticas educativas realizadas, possibilitou significativamente a inclusão dos alunos nas aulas e no meio social.

Palavras-chave: deficiência intelectual, Educação Física, corpo, práticas expressivas e comunicativas



INTRODUCTION

The term inclusive education is relatively new and is still in the process of consolidation, both in interpretation and in practice (Clavijo and Bautista, 2020). In this sense, Rojas et al. (2020) suggest that the educative systems of the Ecuadorian state, despite being aligned with international inclusion parameters, have not overcome the discrimination gap for people with special educational needs (SEN).

SEN is related to disability and states with behavioral disorders, with generalized or specific learning difficulties, high intellectual abilities and educational lag, in diverse social situations. Its complexity implies a professional challenge, which must be responded to by the teachers in charge of providing the corresponding education and training, according to Jiménez et al. (2022).

The research presented is directed towards addressing alterations in intellectual capacity, so the considerations necessary to face this challenge are of great importance. In this regard, Castillero (2024) presents a classification that addresses the different degrees of disability that people may present, such as mild intellectual disability, when development is slow and possibilities are limited in relation to academic education; moderate, as long as one learns to take care of themselves and satisfy personal needs; severe, if it is identified with a delay in the development of movement and language; and profound when constant care and attention is required to survive.

It is important to know the types of intellectual disability, as well as the difficulties that those affected have in adapting to their environment, developing daily life activities and the intensity of the support required, in order to carry out an education in accordance with their abilities. For this research, mild intellectual disability is addressed from a Physical Education (PE) perspective.

Nowadays, PE is considered a comprehensive subject that aims not only to improve motor skills but to create healthy lifestyle habits and promote values that facilitate inclusion (Martínez, et al., 2024, p. 2). For Proenza (2021), it stands out as a privileged space that



provides opportunities for support, collaboration and development of prosocial behaviors, emphasizing that it represents a significant tool to expand and achieve the objectives of an inclusive project, because the educational action associated with physical activity promotes social interaction and the improvement of values.

It is revealing that in the province of Imbabura, in the canton of Otavalo, the educational units receive students with special educational needs; however, it was observed in "República del Ecuador" that students with intellectual disabilities are not included in the PE class. The causes were attributed to the lack of didactic strategies that can be applied and the lack of a guide of playful, corporal, expressive and communicative activities that indicate curricular adaptations for inclusion. In the Law of Sports, Physical Education and Recreation in its Art. 81, it is stated:

Physical Education will include the activities developed by educational institutions at the pre-basic, basic, high school and higher levels (...) It seeks to form the human being in a comprehensive and harmonious way, positively stimulating their physical, psychological, ethical and intellectual capacities, with the aim of achieving a better quality of life and contributing to family, social and productive development (Paquisha, 2010, p.12).

In the curriculum, the advantages offered by PE in the elementary sub-level of Basic General Education (EGB) are used, from the contribution of this area and the general objectives, so that students participate in more than one body practice, identify learning (motor, conceptual, procedural and attitudinal, among others), collaborate in the construction of self-confidence and allow them to satisfactorily solve the practices in question.

From the objectives of the PE area for the elementary sublevel of EGB, the benefits that learning brings for the care and improvement of personal health and well-being, according to their interests and needs, are recognized. In that order, specifically, in Curricular Block 3 (Expressive-communicative body practices), the expressive possibilities of movements are identified and recognized (slow, fast, continuous, discontinuous, strong, soft, among others) and gestures, imitations and postures are used as expressive resources to communicate stories, messages, moods and feelings, as essential basics.



It is important to highlight in this study that corporal, expressive and communicative practices are activities in which the PE teacher uses correct procedures in the pedagogical process that he/she carries out in his/her classes, to achieve the objectives proposed in the degree curriculum. These allow the creation and expression of messages in which sensations, emotions, moods and stories are manifested from the corporeality, through gesture, posture, gaze, mime, dramatization and even dance.

For Carriedo et al. (2020), body expression is considered a fundamental content of the curriculum of any educational stage. Thus, all students from pre-school to high school must develop artistic-expressive physical abilities, by experimenting with different types of language in PE classes.

For this reason, Crespo et al. (2021) insist that through the influence of a body expression program on the development of socio-affective skills, problems of empathy, assertiveness, relationship or socialization patterns, cooperation, leadership, respect, responsibility, conflict resolution, emotional management and self-esteem can be addressed. Despite the transformations that have been made in pedagogical and didactic practices in schools, the education of the body is carried out in disciplinary and regulatory terms that ignore it as a communicator (Quiñones and Romero, 2020).

By the way, Aldeán et al. (2023) suggest that body language is the oldest form of communication among human beings, to express emotions and thoughts, where the body becomes an irreplaceable instrument of expression that allows one to get in touch with the environment and with others. The analysis allows to confirm that physical activity is the correct medium, where the student can overcome difficulties in learning complex skills, correct basic motor skills; in addition, it allows them to work, play, interact, walk, maintain balance and move in different directions.

These experiences help students to improve their expressive and communicative body skills, not only to achieve the degree objectives, but also to improve their quality of life. Regarding the relationship between expressive and communicative body practices, cognitive abilities, physical skills, motor development and execution of different



movements, Patajalo et al. (2020) consider that they facilitate understanding of body structure, and it is scientifically proven that a student who practices them develops coordination skills and perceptual-motor capacities.

However, attention to students with mild intellectual disabilities is affected by the lack of curricular adaptations that take into account their needs and possibilities and facilitate their development from the PE class. The proposed objective was to design a teaching strategy for the educational inclusion of students with intellectual disabilities in PE classes of the second year of EGB elementary level, in the educational unit "República del Ecuador", in the city of Otavalo.

MATERIALS AND METHODS

The research had a mixed approach as it facilitated collecting, analyzing and integrating both quantitative and qualitative research, for a better understanding of the problem to be investigated, based on the composition of approaches in the same study. Observation, survey and methodological triangulation were used as instruments and techniques for collecting information (Hernández et al. 2018).

For this study, a population of 35 students from the second year of EGB parallel C, from the educational unit "República del Ecuador" in the city of Otavalo, was used, and as a sample a seven-year-old student, with mild intellectual disability. As a source of information, seven PE teachers, three special subject teachers and five school authorities were used, in the period 2023.

An important element for the diagnosis was to define as an operational variable the educational inclusion of students with mild intellectual disabilities in PE, conceived as the process of playful insertion to cover the learning needs and development of physical skills from the classroom. In this order, the following dimensions were established:



Motor competence	It refers to the set of knowledge, procedures, attitudes and feelings that influence the relationship with one's environment and with others, which allows the student to have better motor performance.
Motor skills	The execution of body gestures as a form of expression, characterized by repetition, constant practice and tangible interaction with the world around them.

Among the indicators:

- Mood to face the scheduled activity.
- Expressive resource to communicate through movement.
- Motor demands.

Methodology:

In the documentary analysis, the components of the PE curriculum at the elementary sublevel of EGB, the objectives of the area, the skills matrix with performance criteria and of great interest was the curricular Block 3 "Corporal, expressive and communicative practices". The student who made up the sample was investigated through a clinical diagnosis with mild cognitive deficit, a condition that affects higher mental abilities and limits the ability to process, store and retrieve information.

Observation of PE classes allowed to understand the motor behavior of the student with intellectual disability, based on the established indicators. Table 1

Table 1. Observation form

OBSERVATION FORM			
INFORMATION DATA			
Student's Name and Surname		Name of Legal Representative	
Degree/Course		Birthdate	
ID Number		Name of Teacher	
			Evaluation



Dimensions	Indicators	Parameters	Criteria		
			B	R	M
Motor competence	Mood to face the scheduled activity	Class participation			
		Attitude			
		Provision			
	Expressive resource to communicate through movement	Security			
		Self-esteem			
Motor skills	Motor demands	Displacements			
		Turns			
		Releases			

A survey was applied to PE teachers to determine how they plan, execute and control the corporal, expressive and communicative teaching strategies that contribute to the learning of students with intellectual disabilities for educational inclusion. In addition, an interview was conducted with the authorities of the educational unit to find out how pedagogical activities are planned, executed and related to the care of students with special educational needs associated with intellectual disabilities.

Theoretical level methods such as historical-logical were used in the research, which allowed to know the main contexts of the object investigated, and which could be solved in the research. The synthesis analysis was used, to verify the possibilities of the curriculum and make adaptations based on the needs and student opportunities.

RESULTS

The documentary analysis revealed that the student has a mild intellectual disability; in her daily activities she showed difficulty communicating to others what she wanted or needed; she showed slow learning and physical development compared to the rest of the students in class; and she had difficulty remembering things and solving problems in class. When reviewing her academic record, the cause of her intellectual disability was not reflected in it.



PE programs and lesson plans were reviewed, where no specific activities or teaching strategies were designed for personalized attention to students with special educational needs. In observing the participation of the sample student during PE classes, when analyzing the behavior of the motor competence dimension, both indicators presented difficulties in the four established parameters, where 25% were evaluated as average and the rest, as poor.

When comparing the results, it was evident that the core of the problem was centered on physical limitations that did not guarantee safety in carrying out the proposed activities, difficulties in establishing communication with the rest of the group of students, given the gaps in establishing relationships with her peers and lack of interest in getting to know the group around her, which affected her self-esteem. The results are shown in Fig. 1.



Fig. 1 Behavior of the indicators in the motor competence dimension. Own elaboration

In the case of the motor skill dimension, in order to know how the motor demands were manifested, from the execution of movements, turns and throws typical of the PE program, according to the level of schooling attended. Figure 2 highlights the values in the execution of movements in a straight line at a distance of 10 meters, turns in place after an auditory signal and throwing colored balls at a distance between 2-3 meters; the results did not correspond to those analyzed in students in the same conditions.



Both tests showed a delay in understanding the oriented activity, a lack of balance in the execution of a specific motor action and the movements to be performed, a lack of motivation in practical execution, and little listening to the help offered by peers.



Fig. 2 Result of the execution of motor skills, based on the execution of movements, turns and throws. Own elaboration

When comparing the dimensions studied, it was found that the greatest difficulties were centered on motor competence (dimension I), with 64.0%, the student did not show concern for maintaining interpersonal relationships with the rest of the group nor did she assimilate help from the group, this affected the fulfillment of the task assigned within the class, her self-esteem, self-confidence and interfered with the result of the assessment of her motor skill, by showing difficulty in understanding the programmed activity, externalizing lack of coordination, slowness and disorder in the exercises performed, as shown in fig. 3.

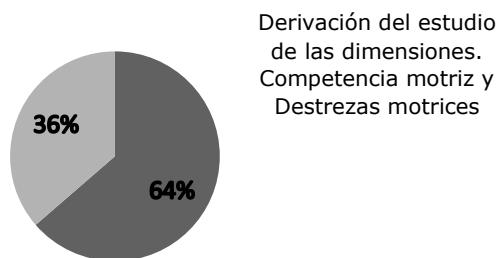


Fig.3 Derivation of the study of dimensions. Own elaboration



In order to show how the seven teachers of this educational institution dealt with the care of students with special educational needs and especially the student with intellectual disabilities, a survey was applied; they were assured that the information obtained in this instrument had an exploratory character and was used for academic purposes. 100% of the teachers did not recognize the objectives and content on the treatment of students with intellectual disabilities, established in the institution, although 100% recognized that the institution took the necessary measures to allow the admission of students with special educational needs.

All respondents acknowledged having access to records or academic history of students diagnosed with intellectual disabilities; however, 70% reported not having done so because they considered that they simply should not do physical activity. 30% considered the benefits of physical activity for students with any disability and 100% did not have the training to work with them.

They agreed that they lack techniques, strategies and recreational activities to meet the learning needs of students with intellectual disabilities and that they have theoretical and practical gaps in working on the development and implementation of curricular adjustments and thus promote inclusion in classes. They also noted limitations in the application of specific methods to develop the physical and cognitive skills of these students, which is why they do not recognize the existence of extracurricular activities in their educational institution aimed at raising awareness about the importance of inclusion in PE classes.

Since no diagnoses were found on disabled students in the area of PE, based on the documentary analysis, teachers were asked about the potential and interests of students with intellectual disabilities, 100% stated that they were not aware of the existence and application of strategies for the acquisition of significant knowledge on the subject.

Another aspect to consider was the criteria of the authorities of the educational unit "República del Ecuador", when reconciling the criteria, the acceptance of students with special educational needs and intellectual disabilities was demonstrated, they highlighted



that the existing protocols focus fundamentally on the classroom area and not on physical education, which constitutes a challenge to be met.

They considered that the institution has the appropriate infrastructure to receive students with special educational needs and that it is established as an institutional policy, in some way, to establish relations with the parents and/or guardians of these students, to assist in improving the teaching and learning process. The need for teachers to be trained to serve them was also highlighted, since they emphasized that pedagogical inclusion be promoted in the educational unit, based on curricular adaptations for students in this situation.

Consequently, the educational institution provided an environment of trust and security so that all students with special educational needs could participate in school dynamics and in all activities related to learning. It emphasized that teachers should be evaluated periodically to measure performance and applicability of curricular adaptations and that the area of physical education should be incorporated due to the benefits it provides to these students.

These assessments showed the need to design continuous improvement actions for a correct inclusion process of students with intellectual disabilities in PE classes, which is why a didactic strategy for inclusive education is proposed. The term didactic strategy was defined as the projection of a system of short, medium and long-term actions that allows the transformation of the teaching-learning process in a subject, level or institution based on its components and that allows the achievement of the proposed objectives in a specific time (De Armas, et al., 2011).

The strategy presented is didactic, taking into account the teacher's activity to teach in inseparable unity with the activity to learn, it comprises four stages organically linked to each other, with objectives and actions in constant feedback.

The complexity of the process analyzed was considered as well as the feasibility of the proposal of a strategy applied in the teaching-learning process of PE, which would take into



account the characteristics, demands and skills of reflective learning, based on the use of different methodological procedures.

The designed teaching strategy aimed to achieve the educational inclusion of corporal, expressive and communicative practices, from the PE class, in students with intellectual disabilities. The strategy considered the basic principles that support inclusive education, from three fundamental rights: the right to education, to equal opportunities, and to participate in society.

The characteristics of the proposal included contextualization, since the specificities that characterize it were determined for the development of the students and the class; being formative, since it facilitated the acquisition of knowledge, developing competencies, skills, attitudes and values from a transformative action, in the development of the student; creative, since it promoted the initiative and the search for solutions to the problems of the class in question; dynamic, since the components were constantly transformed from the new pedagogical realities in the classes taught, which allowed the materialization of the process object of transformation; open, since it allowed, through the essence that distinguishes it, to be enriched in the concrete framework of the application, where students and teachers contributed new nuances to its materialization; and flexible, since it recognizes the complexity and change of the pedagogical reality and of course the problems manifested in it.

Another important aspect was the potential offered by the PE class, the school, the community and the environment in general; hence the need to take into consideration the diversity of proposed solutions, since they were planned, executed and controlled based on the real possibilities of the educational unit and the teachers. To fulfill the objective of the teaching strategy, it was structured in three stages: diagnosis, planning and implementation and evaluation (Fig 4).



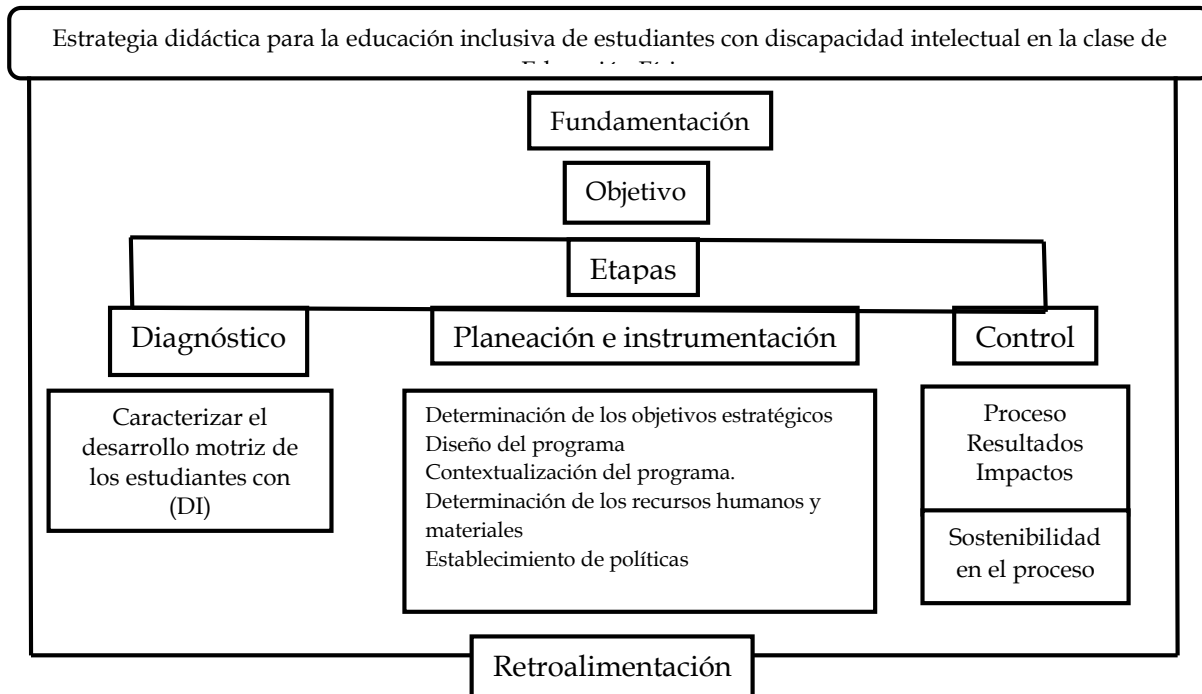


Fig 4. Graphic representation of the teaching strategy

First stage: diagnosis

This stage had the objective of obtaining information about the needs of students with intellectual disabilities that threatened an excellent practice, and determine the potential for solving them.

The actions outlined were:

- Design, apply and process techniques to characterize the state of readiness of students with intellectual disabilities.

Second stage: planning and implementation of the subject, for the benefit of the performance of students with intellectual disabilities

Objective: plan the actions developed, from the specific objectives and contents, the organizational forms and their interconnection.



In this stage, the class objectives were set, the contents that determined the dimensions were analyzed and the elements that intervene in the corporal, expressive and communicative practices were taken into account, from the PE class in students with intellectual disabilities.

The planning stage had five actions:

- Include students in all activities designed for the group.
- Put emphasis on inspiring their participation, encouraging their achievements and adapting the activity if they show difficulties or become isolated.
- Make the student feel accepted, integrated and recognized.
- Plan corporal, expressive and communicative practices in which everyone can participate.
- Carry out activities to stimulate self-control and social regulation.
- Introduce and/or modify educational methods whenever necessary.

Third stage: Control of the educational inclusion of corporal, expressive and communicative practices in students with intellectual disabilities

Objective: to assess the factors that influenced the development of the educational inclusion process of corporal, expressive and communicative practices in students with intellectual disabilities.

Diagnostic tools, dimensions and indicators were used as a way to achieve the benefit of teachers and students with intellectual disabilities. To carry out the evaluation and control process, both the quality of the teaching process carried out and the result of the impact produced were assumed, and its evaluation was considered as a process.



Table 2. Corporal, expressive and communicative didactic actions to promote educational inclusion from the PE class

Subject: Physical Education
Curricular block 3. Corporal, expressive and communicative practices
Third academic period (November-December-January) 2023
Total, per week: 6 Time (50 min) Date: January 3 to February 9/2024
Teaching Unit: Adapted football
Week 1 Curricular objective: Diagnose likes and preferences. Learning objectives: Perform simple expressive movements to communicate positive moods for familiarization of the activity. Skill: They were worked on the readiness for motor skills such as walking, moving, turning was worked on through free exercises. Values: Self-recognition and raising self-esteem for the task performed. Resources: Colored balls, colored cones, flags, etc.
Week 2 Topic I: Free movements in the PE area Curricular objective: Adjust the expressive possibilities of movement to different rhythms, according to the intentions or meanings of the message that one wants to express and/or communicate. Learning objectives: Master basic motor patterns, their adaptation to perceptual stimuli and selection of movements, after evaluating the possibilities. Use expressive resources to communicate feelings, ideas and moods and understand simple messages expressed through active participation in the PE class. Skill: Different movements within the area were worked on, in a straight line and with changes of direction, based on participatory games and the rhythm of the movements was varied. Values: Becoming aware of the possibility of carrying out the movement, sharing in a supportive and tolerant manner, and rejecting any type of discrimination. Resources: Colored cones, flags, objects of various colors and sizes.



Week 3

Topic II: Circuits with different obstacles

Curricular objective: PE.2.3.9. Build, with peers, spaces of trust to encourage collective participation in different corporal, expressive and communicative practices.

Learning objectives: Become aware of the participatory possibilities of playing with partners.

Skill: They were worked on different corporal, expressive and communicative practices and simple combinations, always in pairs.

Values: Show love and respect to your partner.

Resources: Colored cones, flags, objects of various colors and sizes, music.

Week 4

Topic III: Individual and free dances

Curricular objective: PE.2.3.2. Recognize the expressive possibilities of movements (slow, fast, continuous, discontinuous, strong, soft, among others) and use gestures, imitations and postures as expressive resources to communicate stories, messages, moods and feelings.

Learning objectives: Diversify technical structures and adapt the dance, starting from basic and simple steps.

Skill: There was dancing and playing, to enjoy the participation and integration with classmates.

Values: Show enthusiasm and motivation for the activity they performed.

Resources: Music.

Week 5

Topic IV: Coordinated group dances

Curricular objective: PE.2.3.6. Construct expressive-communicative compositions with other people, recognizing the need to reach agreements and the respect to achieve them.

Learning objectives: Recognize and demonstrate emotions to your partner and the group in dance steps.

Skill: The use of space and the best execution of the movement predominated.

Values: Show confidence, shame, respect.

Resources: The music.

Week 6

Topic V: Gestural movement games

Curricular objective: PE.2.3.8. Recognize the need to take care of oneself and others when carrying out all corporal, expressive and communicative practices, in order to take appropriate precautions in each case.



Learning objectives: Participate actively in dances and games, based on what has been learned in class.

Skill: Movements with the ball in different directions and shooting at goal were used.

Values: Show responsibility and camaraderie in the activity being carried out.

Resources: Music.

The proposal presented actions that guaranteed a climate of trust and respect to raise the self-esteem and disposition of students with intellectual disabilities in the PE class. Theoretical evaluation of the teaching strategy was necessary and the criteria of specialists was applied, with which a consensus of informed opinions about the proposal was obtained.

To this end, seven specialists were selected, taking into account their willingness to participate in the evaluation of the proposal, professional prestige, self-criticism, analytical capacity, more than 10 years' experience as PE teachers and with practices in inclusive education. In the seven specialists, the competence coefficient ranged between 0.8 and 1, which was considered high, confirming that they are competent to issue their opinions about the strategy.

A systematization of experiences from the educational practices carried out was also developed. By taking into account the starting point of the strategy, the records obtained in the developed classes, the recount of each scenario shared in classes, the critical interpretation, as well as the conclusions derived from the process, given by all the main actors, this process could be transformed according to the needs of the student with intellectual disabilities. The need to apply diagnoses to recognize the possibilities of these students in the construction of knowledge, and through communication to express their experiences was demonstrated; which had a positive impact on the improvement of their social practices.

DISCUSSION

The results obtained in this research reveal the current state of inclusion of students with intellectual disabilities in PE classes and their skill in corporal, expressive and



communicative practices, and the need for the topic to break into the educational context is stated.

The need to prepare teachers to improve the quality of educational care and learning is the focus of the research by Chikuambi et al. (2023) applied in Angola and with students with Down syndrome, whose essential purpose is centered on critical reflection on the subject and the proposal of a strategy that, from educational inclusion contextualized to the particularities of this process, guarantees the education of students with special educational needs.

There is full agreement with González et al. (2019) when they support the practice in favor of peace education, as a particular form of education in values, based on creating an inclusive school environment that contributes to this model, in an atmosphere of respect, tolerance and assertiveness. Therefore, in the study presented, it is insisted that harmony be favored, self-esteem be raised and a climate of trust be created among students with intellectual disabilities, and between them and the rest of the group.

Comprehensive educational care is essential to enable and generate the conditions that foster personal balance, develop skills to the maximum and guide adaptation. Psychopedagogical diagnosis provides the teacher with the possibilities to interact with students with intellectual disabilities and meet the objective of preparing them for life.

Pérez et al. (2021) propose methodological actions that benefit the operation of the professionals who care for these students, which when applied systematically, allows inclusion, diversity in participation and learning in practices, reduces exclusion within the training process as required by society in all its spheres of action, although their study refers to the sports training of students with disabilities, their way of approaching the subject is very tempered to what is desired in these times for the care of students with special educational needs.

In line with the purpose of this work, Basabe et al. (2022) provide a booklet that contains pre-sports games and makes it clear that they are a form of motor play that is somewhere



between a game and a sport, and that combines elements of the sporting modality, in charge of revaluing the playful aspect of sport, beyond the existence of a winner or a loser. These games can be taken into account for the proposal presented as part of the flexibility that must be taken into account, both in the planning and execution of PE classes.

CONCLUSIONS

In the presented work, the importance of the topic was considered, and from the theoretical referents the need to transform the pedagogical task that is assumed was highlighted, in favor of a sustainable inclusive education in tune with the student context where it is developed.

The information obtained in the diagnosis carried out at the "República del Ecuador" educational unit in the city of Otavalo, for teachers, managers and the student with intellectual disabilities, generated a high level of commitment to inclusive education through the PE subject.

The specialists recognized the relevance of the theoretical positions and the actions taken in the strategy for inclusion, and therefore considered the level of theoretical feasibility to be very adequate. Furthermore, its implementation brought these students closer to PE classes, based on the implementation of the systemic, systematic, projective, coordinated and contextualized actions planned, which responded to the needs of the strategy.

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



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