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***Inclusive recreational activities for students with attention deficit  
hyperactivity disorder in physical education classes***

*Actividades lúdicas inclusivas para estudiantes con trastorno de déficit de atención e  
hiperactividad en la clase de Educación Física*

*Atividades recreativas inclusivas para alunos com transtorno de déficit de atenção e  
hiperatividade nas aulas de Educação Física*

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**ABSTRACT**

Play activities for managing hyperactivity in children with attention deficit hyperactivity disorder (ADHD) have been designed to provide therapeutic follow-up for these children, not only in special schools but also in inclusive educational centers. However, locally, there



are no sufficiently effective methods. With a view to improving this situation, the authors set themselves the following objectives: To develop a set of inclusive play activities for students with ADHD in the Physical Education class, adapted to the characteristics of the sample under study, based on an inclusive learning environment. The approach of this research is mixed with a descriptive scope. An intentional non-probabilistic sampling was applied, with inclusion criteria. The sample was a parallel with 20 students already diagnosed with ADHD. Likewise, 3 teachers were selected. A diagnosis was made based on a scientific observation and a survey applied to Physical Education teachers. Based on the use of the systemic structural - functional method a set of play activities was designed. The observed results show significant changes in the frequency and percentage of children at each level of the dimensions of the disorder studied.

**Keyword:** ADHD, play activities, educational inclusion, set of play activities.

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## *RESUMEN*

Las actividades lúdicas para el manejo de la hiperactividad en niños con trastorno de déficit de atención e hiperactividad (TDAH) han sido concebidas para ofrecer un seguimiento terapéutico a estos niños, no solo en escuelas especiales sino en centros educativos inclusivos. Sin embargo, a manera local, no se cuentan con métodos suficientemente efectivos. Con vistas a mejorar esta situación, los autores se proponen como objetivo: elaborar un conjunto de actividades lúdicas inclusivas para estudiantes con TDAH en la clase de Educación Física, atemperadas a las características de la muestra en estudio, en función de un ambiente de aprendizaje inclusivo. El enfoque de esta investigación es mixto con un alcance descriptivo. Se aplicó un muestreo no probabilístico intencional, con criterio de inclusión. La muestra fue un paralelo con 20 estudiantes ya diagnosticados con TDHA. Igualmente, fueron seleccionados 3 docentes. Se realizó un diagnóstico basado en una observación científica y una encuesta aplicada a profesores de Educación Física. A partir del empleo del método sistémico estructural - funcional se diseñó el conjunto de actividades lúdicas. Los resultados observados muestran cambios significativos en la frecuencia y el porcentaje de niños en cada nivel de las dimensiones del trastorno estudiado



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**Palabra clave:** TDAH, actividades lúdicas, inclusión educativa, conjunto de actividades lúdicas.

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## **RESUMO**

Atividades lúdicas para o manejo da hiperatividade em crianças com transtorno de déficit de atenção e hiperatividade (TDAH) foram elaboradas para oferecer acompanhamento terapêutico a essas crianças, não apenas em escolas especiais, mas também em centros educacionais inclusivos. No entanto, localmente, não existem métodos suficientemente eficazes. Com vista a melhorar esta situação, os autores propõem o objetivo: desenvolver um conjunto de atividades lúdicas inclusivas para alunos com TDAH na aula de Educação Física, temperadas às características da amostra em estudo, baseadas num ambiente de aprendizagem inclusivo. A abordagem desta pesquisa se mescla com um escopo descritivo. Foi aplicada amostragem não probabilística intencional, com critérios de inclusão. A amostra foi paralela com 20 estudantes já diagnosticados com TDAH. Da mesma forma, foram selecionados 3 professores. Foi feito um diagnóstico com base na observação científica e em uma pesquisa aplicada a professores de Educação Física. Utilizando o método sistêmico estrutural-funcional, foi desenhado o conjunto de atividades recreativas. Os resultados observados mostram mudanças significativas na frequência e percentual de crianças em cada nível das dimensões do transtorno estudadas.

**Palavra-chave:** TDAH, atividades recreativas, inclusão educacional, conjunto de atividades recreativas.

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## **INTRODUCTION**

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized by attention difficulties, hyperactivity, and impulsivity, and is one of the most common disorders in school age. Students with ADHD often face significant challenges in the learning environment, including difficulties sustaining attention, impulsivity that affects academic and social participation, and problems organizing and completing tasks.



In Physical Education classes, these students may have difficulties to follow detailed directions, maintain focus on activities that require sustained attention, and control impulsivity during games or group exercises. Adapting activities, providing clear structures, and giving additional support can help these students participate more effectively and enjoy physical education classes. Open communication between teacher, student, and parents is essential to ensure an inclusive and supportive environment (Sanchez, 2020; Sami, 2021).

ADHD is a neurobiological condition with a strong genetic predisposition, originated from the variation of multiple genes that control the regulation of dopamine, norepinephrine and serotonin in the brain (Artigas and Pallarés, 2019). This disorder significantly affects the personal, functional and social development of the individual, and is characterized by a delay in neurological maturation. The consequences of ADHD extend beyond the personal sphere, directly impacting the teaching-learning (TL) process, being considered the main cause of school failure and affecting the social development of the person.

ADHD is presented in different ways, with attention deficit, hyperactivity-impulsivity, or a combination of both being predominant (Delgado-Fernández, 2022). In most cases of ADHD, the simultaneous presence of Coordination Disorders (CD) is observed, characterized by poor development of motor skills (Villa de Gregorio et al., 2019), as well as lack of motivation towards tasks and even sleep disorders (Gamonaes et al., 2018).

In the research field, there is a wide variety of terms to refer to a condition that affects fine and gross motor coordination, especially in children, including dyspraxia, motor skill disorders, developmental coordination problems and clumsy child syndrome. This diversity of names has led to confusion and made it difficult to understand the condition.

Barkley (2018) argues that ADHD is defined by a complex interaction of genetic, neurobiological and environmental factors. Studies indicate that the root of ADHD lies in the deregulation of some neurotransmitters, such as dopamine, norepinephrine and serotonin, which are affected by genetic variations.



Despite the predominance of biological factors, environmental factors may also play a significant role in the development of ADHD. Exposure to harmful substances during pregnancy, such as alcohol or tobacco, as well as high levels of lead, may increase the risk of developing the disorder. However, these environmental factors do not cause ADHD by themselves, but may contribute to the development of associated comorbidities.

The prevalence of ADHD in school-aged children is estimated to be between 5% and 10% (Sánchez et al., 2000). Countries such as the United States and Canada report particularly high diagnostic rates, with a higher prevalence in children and adolescents compared to adults (Sánchez et al., 2022). However, ADHD can persist into adulthood and is frequently associated with other disorders, such as Developmental Coordination Disorder (DCD), Tourette Syndrome, or Asperger Syndrome (Valdizán and Izaguerri, 2019).

On the other hand, Abellán and Sáiz (2020) state that the term "inclusion" aims to provide access and participation to all students, especially those who are in situations of exclusion or marginalization. This concept has evolved in line with changes in society, without losing sight of the fact that educating in inclusive environments must be aligned with the principle of equity (Olivares et al., 2022). This implies, specifically, access and full participation in ordinary educational centers, where all students must receive education, which favors coexistence in the community and the integral development of all. This relationship undoubtedly promotes the acquisition of basic skills essential for personal and social development (Quintero and García, 2019).

Inclusion in educational centers is an essential element to ensure that all students, regardless of their individual characteristics or needs, have access to quality, equitable education that promotes their full development. To achieve full inclusion of students, it is essential that teachers actively engage in the teaching process, ensuring the correct development of all students. According to Solís and Borja-González (2021), the transition from an integrative to an inclusive educational model involves providing each student with the same opportunities and possibilities as their peers, which adapts to the dynamics of the classes so that all members of the group can achieve the established objectives.



The relationship between both issues is clear; inclusive education not only benefits students with ADHD, but also fosters an environment where all students can develop basic competencies and social skills. This, in turn, contributes to a more harmonious coexistence in the school community and to the integral development of each individual. In short, attention to the specific needs of students with ADHD within an inclusive framework is essential for their educational and personal success, hence Physical Education teachers must know some guidelines to address them in the teaching-learning processes in this area of knowledge. Problems may manifest themselves in self-regulatory behavior and social interaction, but these facts do not constitute a learning difficulty in themselves.

Family support is also considered a fundamental pillar in the treatment of ADHD, both in the immediate family environment and at school. This step is crucial to adapt the environment to the specific needs of the adolescent and facilitate their cognitive and social development.

According to Valencia et al. (2020), Physical Education can serve as a means for the inclusion of students with or without disabilities, allowing them to develop the skills and attitudes necessary to learn and apply them in everyday life. This discipline, through play activity, can increase the level of attention, memory, social and motor skills.

This condition encourages participation, autonomy, problem-solving skills, learning and the correct development of students in the educational and social sphere. In contrast to this panorama, it must be said that most teachers do not have sufficient resources or materials necessary to deal with the diversity present in the classroom.

The variety of students in the classroom must have equal opportunity for progress and development, since they are members involved in the Teaching-Learning process (Hernández-Beltrán et al., 2022).

Several studies (Lubans et al., 2016; Belcher et al., 2021; Sampasa et al., 2020; Vedøy et al., 2020) have demonstrated the benefits of inclusive play activities in children with ADHD. These activities have a positive impact on various aspects, including psychosocial factors





such as self-esteem and body self-perception, as well as neurobiological and behavioural aspects.

Regular playful activities and exercise are not only fundamental for the physical development of children and adolescents, but also play a crucial role in building their emotional resilience. By strengthening specific brain regions and neural circuits, these activities improve emotional and behavioral regulation, which is essential for their comprehensive growth. In addition, motor skills, which include a set of essential motor skills, are benefited through coordinated movements developed in play. This not only encourages proper motor development, but also allows children to learn to move and interact with their environment effectively.

Play, as a learning method, becomes a powerful tool in the school environment. As Moreira et al. (2021) mention, playfulness not only helps children to face real-life situations, but also teaches them to value others and to internalize attitudes and norms that are fundamental for their social and emotional development. Therefore, it is vital that parents, teachers and guardians recognize the educational importance of play and foster an environment where playful activity is a priority.

To prevent mental health problems, such as depressive symptoms, it is advisable to increase play activity and reduce sedentary time, while also ensuring adequate sleep. However, despite the growing research on inclusion and physical activity, there is still much to explore, especially in the implementation of methods that adapt to the individual characteristics of each child. This highlights the need for a more personalized approach in promoting play activity, ensuring that all children have the opportunity to benefit from these practices in their development.

Among the various research related to attention deficit hyperactivity disorder, researchers have reached a consensus that invites deep reflection: since no child with this disorder presents the same neurobiological characteristics, it follows that the pedagogical treatment must be personalized and contextualized ( Carmona and Patiño, 2023).





This is why the authors of this work propose to develop a set of inclusive play activities for students with ADHD, tailored to the characteristics of the sample under study, based on an inclusive learning environment.

## ***MATERIAL AND METHODS***

In this research, a mixed methodological approach was used, integrating qualitative and quantitative results to achieve a dialectical description of the object of study. Regarding the manipulation of variables, the study is classified as pre-experimental, since it was considered necessary to carry out an experiment to validate both the theoretical and practical feasibility of the proposal. This methodology is useful in contexts where an initial understanding of the analyzed phenomenon is sought, although with the care of an adequate control group.

A non-probabilistic intentional sampling was used, based on inclusion criteria Confirmed ADHD, using DSM-5 or ICD-10 criteria. 2. specific. The sample consisted of 20 students diagnosed with Attention Deficit Hyperactivity Disorder and three Physical Education teachers. The students were selected from the San Joaquín and Santa Ana Private Education Unit in Ecuador, and their age range was between 5 and 7 years.

As part of the diagnosis, observations were made in 5 Physical Education classes and surveys were conducted with teachers to collect quantitative and qualitative data on student behavior and participation in play activities.

Considering that from the theoretical references that were addressed in this research it was analyzed that there is abundant research on the subject, but few refer to a proposal of games to improve the situation of children with ADHD, from a personalized point of view in PE, it is necessary to use standardized guides at a global level that serve as an instrument for the inclusion of children with ADHD in the Physical Education process.

The characterization of children with ADHD was carried out with the help of the Clinical Guide for Attention Deficit Hyperactivity Disorder, National Institute of Psychiatry Ramón de la Fuente Muñiz Mexico, 2010



This observation guide served as a methodological support in order to characterize children with ADHD in the study sample, because there was no information about individual ADHD symptoms.

### *Characterization of children with ADHD in the study sample*

In the selection of the study sample, it can be stated that most of the children have been showing symptoms of ADHD for more than 6 months and that this has significantly manifested itself above the expected levels of development. Likewise, these symptoms reflected in school also coincide with those perceived at home and in other areas. The most worrying aspects revealed in this instrument are:

**Inattention:** Most of the children observed are at a high level of inattention, which means that they have difficulty paying attention, following instructions and completing tasks. Therefore, a large proportion of them are at a moderate level of inattention.

**Hyperactivity:** Most of the children observed are also at a high level of hyperactivity, meaning they exhibit excessive movement, restlessness, and difficulty staying still.

**Impulsivity:** According to the compiled responses, the children observed are at a high level of impulsivity, which means that they act without thinking, interrupt others, and have difficulty controlling their emotions.

These results have been complemented by monitoring the teaching treatment and the teacher component in this process. This dimension has been verified through a direct survey of the teachers.

### **Research techniques and instruments**

In the methodological design phase, the observation technique was implemented using a qualitative observation form as an instrument. This form focused on evaluating the



inclusion processes of students with ADHD in the Physical Education class. It was developed based on specific inclusion parameters that are essential when working with children diagnosed with ADHD, based on the theoretical basis of the study. In addition, the aim was to identify the best practices that promote an inclusive and adapted environment, encouraging the active participation and comprehensive development of these students in the sports field.

*Table 1. Dimensions, indicators and actions observed within inclusive processes in the Physical Education class*

Dimension	Indicator	Action observed
Active Participation	Level of participation of students with ADHD in class	The student with ADHD gets involved in group activities. They are encouraged to participate in physical games and exercises.
	Collaboration with colleagues	Classmates include the student in games. Positive interactions are observed during group activities.
Adaptations Curricular	Modifying activities to facilitate inclusion	The rules of the games are adjusted to allow everyone to participate. Adapted teaching materials are used that benefit the student.
Inclusive Classroom Climate.	Use of specific teaching strategies.	The teacher implements visual and auditory instructions. Regular breaks are provided to maintain attention and focus.
	Teacher attitude towards inclusion	The teacher promotes a culture of respect and acceptance in the classroom. The achievements of all students are reinforced, regardless of their abilities.
	Social interaction between students	Teamwork activities that promote inclusion are observed. Opportunities are provided for all students to get to know and support each other.

This instrument helps you structure the observation of inclusive processes in the Physical Education Class, focusing on key aspects that favor the participation and development of students with ADHD.



*Table 2. Likert Scale for Evaluating Indicators*

Value	Indicator	Action observed
1	Very Insufficient	The observed action is not taking place at all. There is no evidence of inclusion.
2	Insufficient	The action is carried out in a very limited way and has a minimal impact on inclusion.
3		Action is taken, but inconsistently; impact on inclusion is moderate.
4	Good	The action is carried out effectively and contributes positively to inclusion, with visible results.
5	Excellent	The action is executed in an outstanding manner, showing a significant and positive impact on inclusion and participation.

The survey of teachers at the San Joaquín and Santa Ana Private Educational Unit, provided relevant information about their experiences, opinions and perspectives on various educational aspects related to ADHD. The following aspects were taken into account in conducting the survey of teachers.

1. The teachers' knowledge about the ADHD.
2. Does ADHD affect the educational development and inclusion of the child in Physical Education?
3. Have you received training from the institution on ADHD and its connection to the development of play activities?
4. Do you consider that you have knowledge about activities playful that allow help to the 5-year-old children with ADHD?
5. Do you develop play activities that are oriented toward behavioral treatment for ADHD?

## RESULTS

**Scientific observation** based on the instrument mentioned in Materials and Methods yields the following results reflected below.



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## Active Participation

With a score of **2 (Insufficient)**, it is evident that the student with ADHD does not participate significantly in the activities. This suggests that there may be barriers in the environment or in the group dynamics that limit their involvement, which would require immediate attention to encourage their participation.

## Collaboration with colleagues

A rating of 3 (Acceptable) indicates that although there are efforts by some peers to include the student with ADHD, collaboration is not consistent. This could mean that group cohesion needs to be strengthened and activities that promote empathy and mutual support need to be encouraged.

## Curricular Adaptations

With a score of 2 (Insufficient), this indicates that curricular adaptations are not being carried out effectively. It is essential that teachers receive training on how to implement appropriate modifications that facilitate the inclusion of all students, especially those with ADHD.

## Using specific teaching strategies

A rating of 3 (Acceptable), it suggests that strategies are used, but inconsistently. This may reflect the need for a more systematic approach in applying techniques that support learning for students with ADHD, such as incorporating more visual aids and regular breaks.

## Social interaction between students

With a score of 3 (Acceptable), it is observed that there are some interactions, but they are not enough to guarantee effective inclusion. More activities should be implemented specifically designed to strengthen social relationships between all students, promoting a sense of community and support.



The weaknesses identified in the analysis reveal that most indicators have ratings of "Insufficient" or "Acceptable," suggesting serious limitations in inclusive processes within the physical education classroom. This highlights the urgent need to focus efforts on training teaching staff, so that they understand the importance of implementing effective curricular adaptations and promoting an inclusive classroom climate. Without adequate training and a commitment to inclusion, it will be difficult to ensure that all students, especially those with ADHD, have the opportunity to fully participate in and benefit from their educational experience. It is essential that proactive measures are taken to address these critical areas and foster a more welcoming and equitable environment for all.

*Table 3. Results of the survey applied to teachers*

Questions	Enough	quite	appropriate	Insufficient
1			30%	70%
2		80%	20%	
3			40%	60%
4			60%	40%
5			40%	60%

Through this instrument, it is concluded that from a didactic point of view, teachers, mainly of Physical Education, do not have sufficient knowledge to work with children with ADHD (included in the self-assessment of the survey, question 1.)

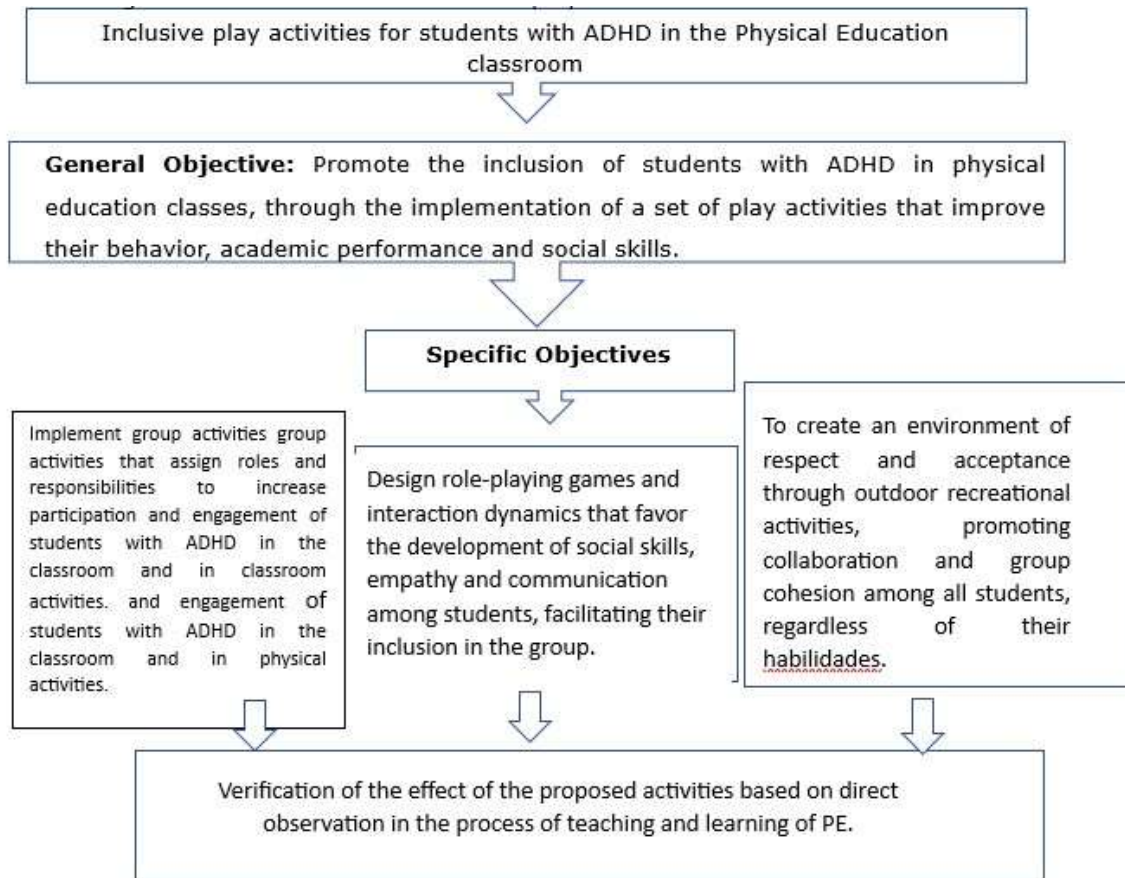
According to the study, these deficiencies are due to the lack of training on the subject of ADHD and specifically regarding the methodological help that children should receive to direct play activities in order to correct these behaviors that severely affect their academic, physical and personal development.

Thus, by describing these difficulties presented in this study, a path is opened towards the solution of these irregularities. It is in this scenario that the authors of this work propose a



group of play activities aimed at solving this problem. These activities are organized as follows:

**Proposal for intervention statement**



*Figure 1. Diagram of the functional structure of play activities*

*Table 4 Example of some play activities to develop.*

Name	Contents	Goals	Methodology
Team Memory Games	Use flashcards with pictures or words related to academic content.	Stimulate memory and concentration while working as a team.	Visual Cards: Use clear, colorful images to make identification easier. Partner Games: Allow students to work in pairs to encourage collaboration and mutual support.





Name	Description	Goals	Adaptations
Group Games with Assigned Roles	Organize games where each child has a specific role (e.g. captain, narrator, collector).	Promote active participation and a sense of responsibility.	Visual instructions: Use cards with roles and their responsibilities. Flexible roles: Allow role changes during play to maintain interest and participation.
Name	Description	Goals	Adaptations
Storytelling Activities with Participation	Organize storytelling sessions where children participate in the narration	Develop communication skills and emotional expression.	Clear instructions: Provide guidelines on how to participate (e.g. choose a character or act out a scene). Extra time: Provide more time to prepare and practice your interventions.
Craft Workshops	Conduct workshops where students create objects using recycled materials.	Encourage creativity and attention to detail.	Step-by-step instructions: Use visual and oral guides for each step of the process. Accessible materials: Provide materials that are easy to handle and do not pose a risk.
Role Playing Games		Improve social skills and empathy	Create fictional situations where students act out different roles (e.g. visiting a market).
Station Circuits	Create a circuit with different stations of physical and cognitive activities (e.g. jumping, throwing, solving puzzles).	Maintain attention and interest through variety.	Structured Time: Set visual timers for each station. Variation in tasks: Include different levels of difficulty to adapt to the abilities of each student.

### Implementation of the methodology.

Over a 10-week period, an adapted methodology for children with ADHD will be implemented in physical education classes, distributing various weekly activities. Each



week will focus on a specific type of game or activity that encourages participation, memory, and teamwork. Beginning with team memory games and progressing to activities with assigned roles, they will alternate between role-playing games, station circuits, and creative activities such as crafts and beading workshops. This weekly structure will not only help to maintain children's attention, but will also provide a predictable and stimulating environment, allowing each session to be tailored to their needs.

### **Effect of the set of play activities in order to solve the problems raised**

After the implementation of the set of playful activities, the ADHD student's score has improved to a 4 (Satisfactory). This indicates that the student now participates meaningfully in the activities, suggesting that the strategies implemented have removed barriers and promoted a more inclusive environment. The group dynamics have been transformed, allowing the student to actively engage and contribute.

### **Collaboration with Partners**

Using the same approach, collaboration with peers has advanced to a rating of 4 (Satisfactory). Peers have shown a more consistent commitment to including the student with ADHD in group activities. This has fostered an environment of support and empathy, strengthening group cohesion and improving interpersonal relationships.

### **Curricular Adaptations**

Curricular adaptations, which previously received a rating of 2 (Insufficient), have been significantly improved. With an appropriate approach and teacher training, this area now reflects a 4 (Satisfactory). The modifications made have facilitated the inclusion of all students, allowing each one to fully participate in the activities.

### **Using Specific Teaching Strategies**

After applying systematic and consistent techniques, the use of specific teaching strategies has reached a 4 (Satisfactory). The inclusion of visual resources and regular breaks has



proven to be effective, benefiting not only the student with ADHD, but the group as a whole. This has allowed for more dynamic and participatory learning.

### Social Interaction among Students

Social interaction has also improved significantly, reaching a rating of 4 (Satisfactory). Activities specifically designed to encourage interaction have created a sense of community and support among all students, promoting stronger relationships and a more welcoming environment.

Once these play activities or games have been implemented, it is necessary to determine the result obtained after the implementation of the proposal. For this reason, a second observation is applied by monitoring the indicators: motor play, sensory play, social play and intellectual play.

### Active Participation

### Validation

*Table 5. Results of the observation of a student with ADHD before and after the implementation of the proposal*

Analysis	Before implementation	After implementation
Active participation	With a score of 2 (Insufficient), it is evident that the student with ADHD does not participate significantly in the activities.	Participation in play activities, the grade of the student with ADHD has improved to a 4 (Satisfactory).
Collaboration with Partners	A rating of 3 (Acceptable) indicates that although there are efforts by some colleagues to include the student with ADHD, collaboration is not consistent.	With the same approach, collaboration with peers has advanced to a rating of 4 (Satisfactory)



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Curricular Adaptations	With a rating of 2 (Insufficient), this indicates that curricular adaptations are not being carried out effectively.	With proper focus and teacher training, this area now reflects a 4 (Satisfactory).
Using Specific Teaching Strategies	A rating of 3 (Acceptable) suggests that strategies are used, but inconsistently.	After applying systematic and consistent techniques, the use of specific teaching strategies has reached a 4 (Satisfactory)
Social Interaction between Students	With a rating of 3 (Acceptable), it is observed that there are some interactions, but they are not sufficient to guarantee effective inclusion.	Social interaction has also improved significantly, reaching a rating of 4 (Satisfactory).

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## DISCUSSION

In the results there is a similarity with the work of Cantor, (2021) who concluded that the playful form of learning, that is, games, allow students to be motivated and eager to learn; stating that, according to this proposal, playful activities should be implemented; which allow the improvement of students' self-esteem, as well as their own confidence. In addition, the theory of Vera et al. (2019) was supported, who mentions that playful strategies favor freedom of thought, creative imagination, and cognitive development; classifies playful learning strategies, taking into consideration that the student can make various changes in their behavior from the constant changes that affect their life and from different points of view. Castañeda, (2018) stated that playful activities are essential for the integral development of students, especially those with ADHD. Therefore, as a researcher, I maintain that the inclusion of playful activities in the educational curriculum is not only beneficial, but essential. These practices should be promoted and systematized in classrooms, since they effectively contribute to the comprehensive development of students, favoring more meaningful and lasting learning.

The result is similar to the research by Arcos (2019), who concluded that to achieve the concentration and attention of children who have scattered attention, playful activities, group activities, and clear rules in the activities should be encouraged; from that point, we



can mention that the research provides new knowledge on how to improve the learning, understanding, and attention of the child through playful strategies and with a constant work pace.

Núñez, (2021) mentions regarding ADHD, inattention is understood as the difficulty of staying attentive in activities that are carried out in a sustained manner, in the difficulty of following rules and instructions, as well as remembering them and also having a permanent distraction. Parents and teachers usually complain about these children, as it seems that they do not pay as much attention as other contemporary children, they fail in their tasks and change activities very frequently.

Monsiváis and Valles, (2018) who mention that the findings show that teachers' practical tools are necessary to identify pedagogical strategies for children with ADHD.

## CONCLUSIONS

The improvements observed in all areas indicate significant progress in inclusive processes within the physical education classroom. The implementation of the set of play activities, together with adequate training of the teaching staff, has made it possible to overcome the weaknesses previously identified. It is essential to maintain this proactive approach and continue strengthening inclusive practices, ensuring that all students, especially those with ADHD, have equal opportunities to participate in and benefit from their educational experience.

The observation carried out after the application of the play activities provides valuable information about the current situation of students with ADHD at the San Joaquín and Santa Ana Private Educational Unit regarding their motivation towards play activities and their participation in different types of games.

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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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