



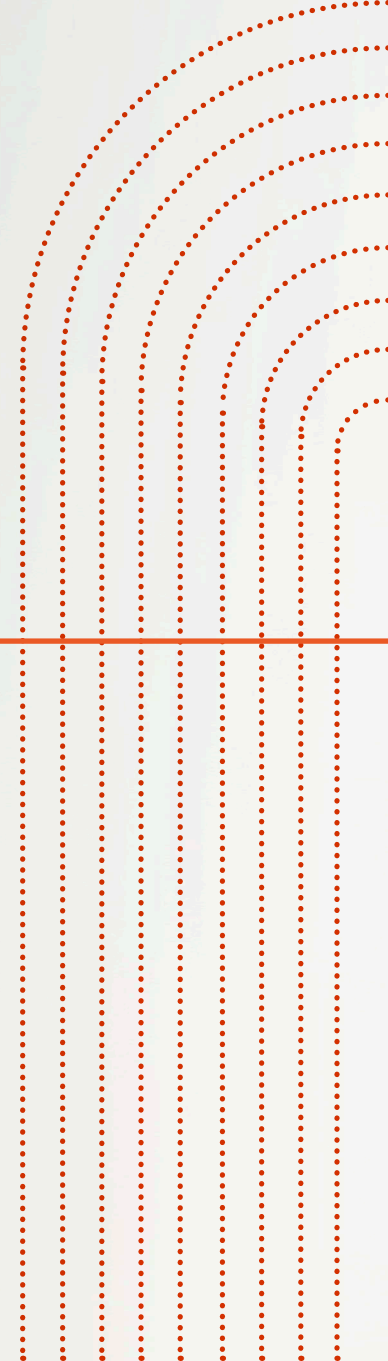
Study of Inclusive Sport and Physical Education

Joanne Mampaso Desbrow

Bruno García-Tardón

(Eds.)

 **uhu.es**
PUBLICACIONES



EDITA

© Servicio de Publicaciones
Universidad de Huelva

COLECCIÓN

Manuel Siurot 33

© Joanne Mampaso Desbrow (Ed.)

ISBN

© Bruno García-Tardón (Ed.)

978-84-19397-22-5

MAQUETACIÓN

Art&maña Publicitaria (artimana.com)

Obra sometida al proceso de evaluación de calidad editorial por el sistema de revisión por pares.

Publicaciones de la Universidad de Huelva es miembro de UNE

Reservados todos los derechos. Ni la totalidad ni parte de este libro puede reproducirse o transmitirse por ningún procedimiento electrónico o mecánico, incluyendo fotocopia, grabación magnética o cualquier almacenamiento de información y sistema de recuperación, sin permiso escrito del editor. La infracción de los derechos mencionados puede ser constitutivo de delito contra la propiedad intelectual.



Citar el libro



Navegar por marcadores e hipervínculos



Realizar notas y búsquedas internas



Volver al índice pulsando el pie de la página



Comparte
#LibrosUHU



Únete y
comenta



Novedades a
golpe de clic



Nuestras
publicaciones
en movimiento



Susíbete
a nuestras
novedades

Study of Inclusive Sport and Physical Education

Joanne Mampaso Desbrow

Bruno García-Tardón

(Eds.)

 **uhu.es**
PUBLICACIONES

ÍNDICE

- 4 Prologue
Joanne Mampaso Desbrow
Bruno García-Tardón
- 6 The road to inclusive sport in Physical Education
Irma Lorenzo Capellá
- 9 Best practices in higher education and the implementation of inclusive training services: public information provided by universities in RIEDI
Diego Galán Casado
Ángel de Juanas Oliva
- 12 Training Physical Education teachers in France to address diversity. The case of Brittany
Noemi García-Arjona
Rodrigo Pardo
- 16 Shared perceptions on instruction in inclusive sport. Contributions by social agencies
Elisabet Moles López
Bruno García-Tardón
Joanne Mampaso Desbrow
- 20 Analysis of the issue of diversity in the Study Plans in the Specialisms of Physical Education on Degrees in Teaching Primary Education
Ángel Luis González Olivares
Adolfo Cangas Díaz
María del Mar García-Vita
María Jesús Lirola Manzano
- 25 Inclusive sport in the study plans for Physical Education and Sports Sciences
Rocío Illanes Segura
Bruno García-Tardón
Rodrigo Pardo
- 29 Physical exercise and ADHD, new horizons for inclusive education?
Elisabet Moles López
Francisco López-Muñoz
Joaquina Castillo Algarra
Bruno García-Tardón
- 34 Best practices in initial instruction. Inclusive sport or inclusion in sport?
Rocío Illanes Segura



Prologue

Joanne Mampaso Desbrow

Principal investigator and project coordinator

Bruno García-Tardón

Project coordinator

00

‘ This research network responds to the professional and scholarly interest of a group of fourteen researchers from nine universities (eight in Spain and one in France)

The study of inclusive sport calls for shared moments and spaces for reflecting upon the current state of affairs and future challenges. This is the approach that has given rise to RIEDI - Red Interuniversitaria de Educación Interculturalidad - Interuniversity Network for Education and Interculturality, financed by Spain's Higher Sports Council - Consejo Superior de Deportes through its call for research networks (2022).

This research network responds to the professional and scholarly interest of a group of fourteen researchers from nine universities (eight in Spain and one in France). Furthermore, with a view to undertaking the important and necessary task of transferral, from the start the project has included five social agents, six sports entities, and a city council. In other words, this research has the clear remit to include the praxis and expertise of stakeholders whose direct involvement will help us to achieve the target transferral.

The different activities programmed for the Network's development have included an international scientific symposium at which data and findings have been shared, paving the way for discussions and conversations related to the subject of inclusive sport from an educational perspective; or to put it another way, how sport can contribute to the teaching of such important values in a society that is diverse by nature.

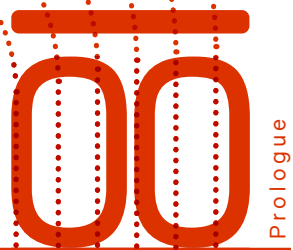
An initial approach to the study plans of the professional staff working in schools has provided several conclusions that are presented in the opening chapters. The findings reveal the need for more and better contributions on the application of practical tools

for a truly inclusive response and, therefore, with a direct impact on what inclusive sport should involve and how the professional staff trained in this field should proceed.

The initial chapters in this study provide the context and identify the best practices at different stages (Chapters 1 and 2). In addition, this perspective is complemented by an example from outside Spain, specifically from France (Chapter 3). Social agencies, which are such an important stakeholder in the Network, are the object of study, as they shed light on social needs, interests and realities. In turn, Chapters 6 and 7 consider the study plans of trainee teachers, and finally, the last two chapters reflect upon new horizons within the field of education and best practices, using sport as a vehicle for integration, collaboration and, by extension, inclusion.

We are therefore introducing this study that is the outcome of many hours of shared endeavour, seasoned with a major dose of enthusiasm and with a manifest intent to continue. Furthermore, and we should not conceal the fact, we have uncovered and described realities that we would rather not have addressed or studied, yet which, nonetheless, call for people that are dedicated and committed to improving our society. We should like to take this opportunity to express our most heartfelt gratitude to the research team and all those agencies that have contributed to this study. Without them, this study would not have seen the light of day.

Keywords: research, diversity, inclusive sport, higher education.





The road to inclusive sport in Physical Education

Irma Lorenzo Capellá

Camilo José Cela University

ilorenzo@ucjc.edu | <https://orcid.org/0000-0001-9203-108X>

01

A decorative graphic on the right side of the slide, consisting of several vertical dotted lines that curve at the top and bottom, creating a sense of movement or a path. The lines are arranged in a way that they appear to lead towards the top right corner.

The 2021 European Sports Charter, which states that there is real awareness of the importance of all-inclusive sport.

Inclusive sport in Physical Education is becoming an increasingly prevalent feature in schools, although it is still unfinished business in terms of its optimum development.

This study has sought to analyse the trend in inclusive education in Spain in general, and the region of La Comunidad de Madrid in particular, through two specific objectives: discovering the reality of inclusive sport in Spain and examining the tools applied in the Madrid region in the field of teacher training.

This has involved a review of the 2021 European Sports Charter, which states that there is real awareness of the importance of all-inclusive sport. It also defines the term sport, which is vitally important for the precise contextualisation of our contribution. A further major boost in pursuit of inclusion has been given by the implementation of the 2030 Agenda 2030 for Sustainable Development, which is more directly associated with education, and guarantees quality lifelong education.

An analysis has been conducted of Spain's draft bill on sport and its regulatory development through its article 5, which focuses on people with disability and inclusive sport.

As regards the children this involves, the key date is 1985, as it opened the doors for their normal schooling in ordinary schools; in other words, the advent of inclusion. Five years later, the enactment of Spain's Organic Law 1/1990, of 3 October, on the General Organisation of the Education System (referred to in Spanish by the acronym LOGSE), saw the introduction for the first time of the concept of students with special educational needs. This prompted

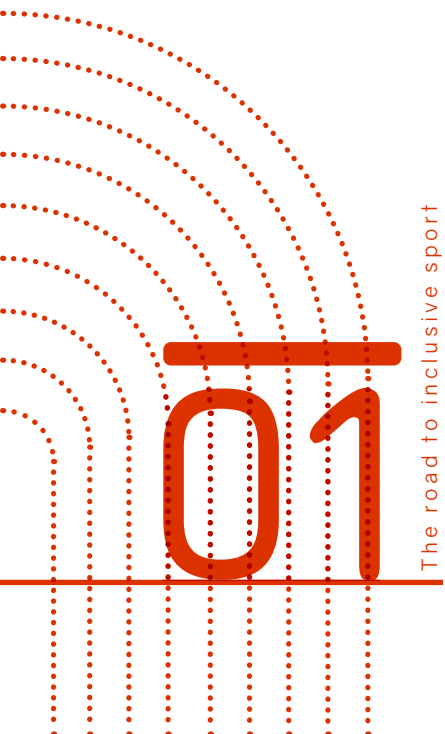
a major change, as to this day this definition has remained a feature of each and every piece of legislation on education. The concept may have been extended, but such inclusion means that all teachers have a duty toward and for disabled students, and are therefore required to adapt all their syllabuses.

The current Organic Law 3/2020, of 29 December, which amends Organic Law 2/2006, of 3 May, on Education (LOMLOE in its Spanish acronym), provides for the need to address inclusion as part of the educational system.

The LOE-LOMLOE introduces the need, within a ten-year horizon, to guarantee inclusive, equitable and quality education, and promote lifelong learning opportunities for all, as proclaimed by Goal 4 in the 2030 Agenda for Sustainable Development. An analysis has also been conducted of the major changes in said Law affecting inclusion.

Finally, an analysis has been made of the tools available to teachers for their instruction in matters of inclusive sport and physical education, focusing on the programme for Inclusive Sport in Schools (Deporte Inclusivo en la Escuela – DIE, n.d.), whose main objectives are promoting sport for all in schools, spreading the word about the different adapted and paralympic sports, and raising awareness about the situation.

To conclude, it should be stressed that there needs to be an improvement both in education in general and in the subject of physical education in particular, as well as the promotion of teacher training in this field.



REFERENCES

- Pérez-Pueyo, Ángel, Hortigüela Alcalá, D., Casado Berrocal, O., Heras Bernardino, C., & Herrán Álvarez, I. (2022). Análisis y reflexión sobre el nuevo currículo de educación física. *Revista Española de Educación Física y Deportes*, 463(3).
[https://doi.org/10.55166/reefd.vi463\(3\).1073](https://doi.org/10.55166/reefd.vi463(3).1073)
- **Programa Deporte Inclusivo en la Escuela** (no date). Fundación Sanita y Cátedra Fundación Sanitas de Estudios sobre Deporte Inclusivo.
<http://www.deporteinclusivoescuela.com/>

SPANISH LEGISLATION

- **Organic Law 1/1990, of 3 October**, on the General Organisation of the Educational System [Ordenación General del Sistema Educativo].
- **Organic Law 3/2020, of 29 December**, amending Organic Law 2/2006, of 3 May, on Education.





Best practices in higher education and the implementation of inclusive training services: public information provided by universities in RIEDI

02

Diego Galán Casado

Universidad Nacional de Educación a Distancia, UNED
diegog@edu.uned.es | <https://orcid.org/0000-0001-9836-1426>

Ángel de Juanas Oliva

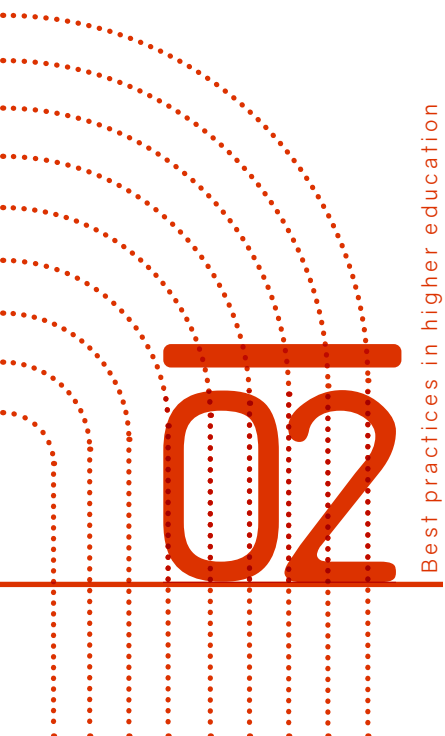
Universidad Nacional de Educación a Distancia, UNED
adejuanas@edu.uned.es | <https://orcid.org/0000-0003-0103-7860>

Highlights the major role played by UNED, Spain's Open University, when catering for those students with restricted mobility or aged over 55 through the UNED Senior programme

Programmes, activities, schemes and projects of an inclusive nature are crucial for enabling universities to create realistic environments for engagement in which the entire student body feels included, and which may actively converge in each one of the options provided by higher education institutions. Accordingly, an analysis of the information on the websites of eight universities regarding the inclusion processes available highlights the major role played by UNED, Spain's Open University, when catering for those students with restricted mobility or aged over 55 through the UNED Senior programme. Furthermore, the UNED's UNIDIS¹ programme had led to the removal of access barriers and prompted the engagement and education of all those with a disability. For its part, the University of Almería has launched its Unidad de Atención a la Diversidad Funcional [Care Unit for Functional Diversity], which clearly and concisely outlines the process for requesting information or some form of adaptation according to the needs required. Along these same lines, the University of Granada provides disabled students with a comprehensive care service that clearly specifies the types of support available. The Politécnica University of Madrid has a Disability Care Unit whose mission is to guarantee equal opportunities and non-discrimination in students' access, attendance and progress at the university. There is also a network of volunteers and a well-structured equality service. The University of Huelva has its Oficina de Atención a Personas con Discapacidad [Office for the Care of Persons with Disability]

¹ Centro de Atención a Universitarios con Discapacidad – Care Centre for Disabled University Students

and seeks to foster awareness and remove social prejudices in pursuit of true inclusion. A highlight at the University of Castilla La Mancha is its Servicio de Apoyo al Estudiantado con Discapacidad [Support Service for Disabled Students], a handbook for services for personalised care, and the Unidad de Igualdad y Diversidad [Equality and Diversity Unit], which issues reports, regulations, institutional information, etc. The Camilo José Cela University has its Servicio de Atención al Estudiante con Discapacidad [Care Service for Disabled Students], as well as a psychopedagogical service and numerous induction schemes for creating a healthy physical and psychosocial environment. A highlight outside Spain is the Universidad of Rennes 2, which has its Relais Handicap service for guaranteeing the reception and monitoring of students with a permanent or temporary disability. This service is closely linked to the Student Healthcare Service, staffed by a team of professionals (doctors, psychiatrists, psychologists, dieticians, social workers, nurses, and reception personnel), who cater for students' needs. To conclude, it should be stressed that all the universities analysed provide services for addressing diversity; there are, nonetheless, universities that are more competent and better organised at supplying this information. There are also universities whose information involves more or less standardised guides and a contact service by phone or email. Finally, not all universities provide a service for addressing other forms of diversity -gender, cultural, etc.



REFERENCES

- **University of Almería** (2022, October). *Unidad de Atención a la Diversidad Funcional*.
<https://www.ual.es/vida-universitaria/diversidad-funcional>
- **Camilo José Cela University** (2022, October). *Atención psicopedagógica al Estudiante*.
<https://www.ucjc.edu/alumnos/departamento-de-orientacion-asesoramiento-psicologico-y-atencion-a-la-diversidad/>
- (2022, October). *Servicio de Atención al Estudiante con Discapacidad*.
<https://www.ucjc.edu/alumnos/departamento-de-orientacion-asesoramiento-psicologico-y-atencion-a-la-diversidad/>
- **University of Castilla La Mancha** (2022, October). *Servicio de Apoyo al Estudiantado con Discapacidad*.
<https://www.uclm.es/misiones/laucm/campus/vidacampus/saed>
- **University of Castilla La Mancha** (2022, October). *Unidad de igualdad y Diversidad*.
https://www.uclm.es/misiones/laucm/institucional/igualdad/unidad_igualdad
- **UNED - Spain's Open University** (2022, October). *Centro de Estudios de Género*.
<https://www.uned.es/universidad/inicio/en/unidad/centro-estudios-genero.html>
- (2022, October). *El Programa de Estudios Universitarios en Centros Penitenciarios*.
https://portal.uned.es/portal/page?_pageid=93,556385&_dad=portal&_schema=PORTAL
- (2022, October). *UNED Senior*.
<https://unedmadrid.es/uned-senior/>
- (2022, October). *UNIDIS*.
<https://www.uned.es/universidad/inicio/institucional/unidis.html>
- **University of Granada** (2022, October). *Atención al Alumnado con discapacidad*.
https://internacional.ugr.es/pages/perfiles/estudiantes/discapacidad#__doku_atencion_al_alumnado_con_discapacidad
- **University of Huelva** (2022, October). *Atención a Personas con Discapacidad*.
<https://www.uhu.es/atencion-personas-discapacidad/contacto>
- (2022, October) *Oficina de Atención a la Diversidad*.
<https://www.uhu.es/atencion-diversidad/>
- **Politécnica University of Madrid** (2022, October). *Unidad de Accesibilidad y Atención a la Discapacidad*.
<https://www.upm.es/UPM/CompromisoSocial/UAD>
- (2022, October) *Unidad de Igualdad*.
<https://www.upm.es/UPM/Politicaisigualdad>
- **Université Rennes 2** (2022, October). *Relais Handicap*.
<https://intranet.univ-rennes2.fr/devu/relais-handicap>



Training Physical Education teachers in France to address diversity. The case of Brittany

Noemi García-Arjona

Laboratoire VIPS2, Université Rennes 2
noemi.garcia-arjona@univ-rennes2.fr | <https://orcid.org/0000-0002-7269-6524>

Rodrigo Pardo

Universidad Politécnica de Madrid
rodrigo.pardo@upm.es | <https://orcid.org/0000-0002-6558-9915>

03

The specific exam for EPS teachers is the second written exam in which a candidate is expected to master the competences involved in inclusive pedagogy

The acronym **BEP** (*Besoins Éducatifs Particuliers*, Special Educational Needs) is used in France as a generic term that encompasses all those schoolchildren with significantly greater learning difficulties than most of their peers because of specific circumstances or disabilities. This applies to those children with the following functional disorders: cognitive, developmental (including autism), motor, auditive, visual, language, and learning, as well as those that do not speak French.

Teacher instruction in Physical and Sports Education (EPS) in France follows a centralised training model through the orchestration of three main agencies: INSPE, the higher national college for teachers and education (*Institut National Supérieur du Professorat et de l'Éducation*), the Education Boards, or *Académies*, which provide the regional structure for national education policies, and the faculties for Physical Education and Sports Sciences - *Licence science technique des activités physiques et sportives (STAPS)*.

To teach EPS, and besides a three-year degree, students need to complete a two-year master's, referred to as MEEF (*Métiers de l'Enseignement, de l'Éducation et de la Formation*). The block of general competences includes: "awareness of student diversity". Diversity in this case is understood to be a broad concept of the term BEP, as noted above, not just focusing on students with a physical or mental disability.

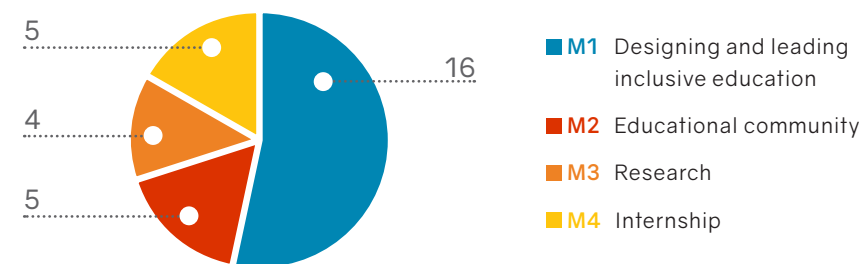
This training, designed at the same time both at the INSPE for common blocks and at STAPS faculties for the EPS specialism, is firmly focused on the preparation of national competitive exams

for state employees that are common to the whole of France. The specific exam for EPS teachers is the second written exam in which a candidate is expected to master the competences involved in inclusive pedagogy.

The specific case of training to address diversity at the INSPE in Brittany

Our analysis has been informed by the study plan put forward by the INSPE in Brittany.¹ This plan reveals how an inclusive education is a key topic in the INSPE's common training blocks. So

Figure 1 | Academic load per semester (30 ECTS)



¹ <https://formations.univ-rennes2.fr/fr/formations/master-37/master-mention-metiers-de-l-enseignement-de-l-education-et-de-la-formation-meeef-parcours-education-physique-et-sportive-JFV7FX1L.html>

‘ Contends that the training ends up being overly theoretical, rather than involve a didactic and pedagogical choice that adapts to student diversity

much so, in fact, that this content is the first and most important in terms of the time dedicated to it in the four main training blocks (Figure 1).

This first training block, in turn, is divided into four study units, which include the subject “Fundamentals and teaching of EPS for guaranteeing the success of all students”, which includes the objective of “the design and implementation of inclusive learning contexts that are meaningful and attractive in the five fields of learning”.

In pedagogical terms, these are dedicated courses that take the form of symposia (*Challenges of inclusive schooling*), followed by other courses that address the consideration of students’ needs, differentiation, straightforward teaching, etc. The specific training provided by the EPS also involves the organisation of content around the issues facing inclusive schooling: to ensure that each pupil learns and is successful. There is no systematic focus a priori on situations of disability, but instead they are addressed largely according to the trainee teachers’ classroom practices if and when the circumstances arise during their internship.

Conclusions

According to the scholars that have studied the issue of addressing diversity in EPS, there is no uniformity in initial teacher training. Garel (2006), moreover, contends that the training ends up being overly theoretical, rather than involve a didactic and pedagogical

choice that adapts to student diversity. In the end, many of a trainee teacher’s needs in EPS are resolved through the lifelong instruction of teachers provided by the *Académies*, which publish and share best practices with the educational community.²

As Garel (2015) has noted, the multidisciplinary nature of teacher training study plans is generally hindered by a compartmentalisation of knowledge, both within them and in their lack of articulation with the issues involved in a practical course; therein lies the difficulty, for the teacher, of orchestrating this fragmented knowledge in their everyday work. Along these same lines, Mencacci et al. (2011) analyse training blocks in terms of diversity within the MEEF master’s degree. For these scholars, the “acculturation” of MEEF students toward BEP pupils can be developed by building “a network of knowledge from different disciplines” (p. 88), with mainstream modules articulated between them and based on progressive assessment, from more general to more specific:

1. Learning and development
2. Special needs students
3. Disabled students

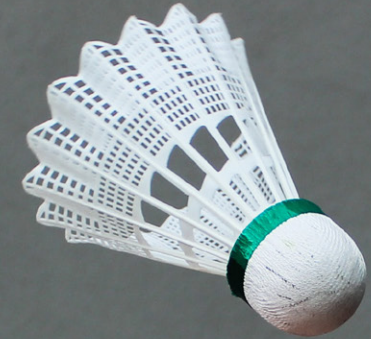
² Certain examples are *Vadémecun EPS adapté* (Adapted physical education) published by the *Académie* in Dijon (<http://eps.ac-dijon.fr/spip.php?article380>), the specific websites for EPS adapted by the *Académie* in Lille (<http://eps.discipline.ac-lille.fr/eps-adaptee/comment-adapter>) and the EPS Commission adapted by the *Académie* in Versailles (<https://view.genial.ly/5ea4286eda73ac0d8be9f44c>).

There are resources for EPS teachers yet some scholars consider it insufficient, too theoretical and barely transferable

We may conclude by affirming that diversity is addressed in the competences expected of a prospective EPS teacher, although such consideration does not particularly focus on disability. There are resources for EPS teachers, above all in lifelong training, yet some scholars consider it insufficient, too theoretical (especially during initial training), and barely transferable.

REFERENCES

- Garel, J.-P. (2006). EPS et élèves en situation de handicap: l'émancipation de la didactique. *La nouvelle revue de l'adaptation et de la scolarisation*, 33, 49-62.
<https://doi.org/10.3917/nras.033.0049>
- (2015). La formation des enseignants à l'épreuve du handicap. En *EPS, sport et handicap* [dossier]. Contrepied [Hors série n° 12].
<http://www.epsetsociete.fr/La-formation-des-enseignants-d-EPS>
- Mencacci, N., Harma, K., Gombert, A., Barbier, M., Chnane-Davin, F., and Tsao, R. (2011). La formation des étudiants de Master Éducation et Formation à la prise en compte des besoins éducatifs particuliers: L'exemple de l'IUFM d'Aix-Marseille. *La nouvelle revue de l'adaptation et de la scolarisation*, 55, 75-91.
<https://doi.org/10.3917/nras.055.0075>





Shared perceptions on instruction in inclusive sport. Contributions by social agencies

04

Elisabet Moles López

University of Granada
elisabethmoles@ugr.es | <https://orcid.org/0000-0001-6586-2654>

Bruno García-Tardón

Camilo José Cela University
btardon@ucjc.edu | <https://orcid.org/0000-0002-9427-0671>

Joanne Mampaso Desbrow

Camilo José Cela University
jmampaso@ucjc.edu | <https://orcid.org/0000-0002-7689-574X>

Promoting the participation and integration of an individual that is marginalised for whatsoever reason

The sector of social agencies made up of charities, social enterprises and NGOs has found sport to be an educational and inclusive space. It involves actions that should be seen as a present and future challenge. The research approach adopted here is of a descriptive and interpretative nature based on a multimethod design, with a combination of both qualitative and quantitative methods depending on the coherence and depth of the issue in question (Bericat, 1998; Ruiz, 2008).

Data have been gathered through the use of an ad hoc instrument (Lamata, 2016; Spain's Ministry of Sport, 2020; Pérez et al., 2011). It is a questionnaire containing ten open-ended questions designed to explore the following: what is understood by inclusion, the opinion on action undertaken nationwide in the field of inclusive sport, and the various schemes for improvement that may be considered. The overriding aim is to establish goals in educational research, study and innovation regarding the actions being undertaken within the framework of these undertakings through an analysis of shared perceptions of inclusive sport from the perspective of social agencies.

The sampling used is of an intentional nature. The questionnaire has therefore been uploaded to the Microsoft Forms digital platform, with its subsequent delivery by post to sundry stakeholders in this services sector. As regards the sample, the six entities that took part returned a total of four questionnaires anonymously and voluntarily. They are social multiservice agencies whose remit is to work in favour of enhancing quality of life. The

analysis of the results has involved the coding and categorisation of the answers obtained by studying their content, reflecting the reality observed in the best possible way. The coding of these answers has subsequently led to their operationalisation for the triangulation of the data (Pérez, 2007).

The first step calls for a definition of inclusion. The following are the words used by the agents involved:

Promoting the participation and integration of an individual that is marginalised for whatsoever reason

Inclusion means implementing mechanisms that ensure an individual's access and participation on equal terms through the application as necessary of equity

Inclusion of all kinds of collectives regardless of their characteristics and gender

Egalitarian

04

Shared perceptions on instruction

Ensuring everyone can enjoy any sport

In turn, and considering this project's study purpose, **the definition of "inclusive sport"** contains sundry nuances that need to be highlighted. For example, it is defined as an activity that promotes equal opportunities among its participants, differing slightly from the activities for social inclusion and integration, which applies to half of the sample. One entity specifies that it is a *sports activity that is tailored to needs*. This sport is considered inclusive under the following conditions:

Training and know-how on functional diversity. Promoting equal opportunities considering the participants' needs

Responding to each person's specific needs through adaptation

Incorporating these collectives into the world of everyday sport, as well as their visualisation

Ensuring everyone can enjoy any sport

Finally, it is worth mentioning that the entities surveyed have identified **aspects/activities that they consider should be highlighted or improved in the field of inclusive sport in Spain**. The participants coincide in singling out visibility as a differentiating factor, together with accessibility in the following terms "Accessibility and adapted sport. Visibility of the collective of disabled individuals". They also perceive a growing trend toward the inclusion of different capabilities in professional sport". As regards areas for improvement, they mainly indicate more and better resources, stressing the shortcomings in resources and accessibility:

There are few resources for arranging any sports activity, including specific instruction in the context

The facilities and equipment are not always accessible

Visualisation and importance of the same. A lack of awareness

Scant attention is paid to certain pathologies

Therefore seems to be a general agreement on the need to increase resources and improve accessibility to make inclusive sport a reality

There therefore seems to be a general agreement on the need to increase resources and improve accessibility to make inclusive sport a reality. In turn, there is a total consensus on the need for suitable instruction for professionals, focusing on social skills as a differentiating trait for technical staff. Accordingly, the Red Interuniversitaria de Educación e Interculturalidad [Interuniversity Network for Education and Interculturality (RIEDI)] has involved social agencies that have used their experience to seek to identify the keys to consider in pursuit of greater social engagement, in the general interest. Access, participation, equality/equity, instruction, and resources for promoting inclusive sport seem to be factors that could favour the necessary inclusion now and in the future.

REFERENCES

- Bericat, E. (1998). *La integración de los métodos cuantitativos y cualitativos*. Ariel.
- Lamata, C. (2016). *Deporte inclusivo en la escuela: propuesta de adecuación a la LOMCE* (Tesis Máster). Instituto de Ciencias de la Educación (ICE), Universidad Politécnica de Madrid.
https://oa.upm.es/43748/1/TFM_Carmen_Lamata_Moreno.pdf

- Spanish Ministry of Sport (2020). *II Estudio Nacional de hábitos de actividad física y deporte en población con discapacidad*.
https://sigi-s3.s3.amazonaws.com/sigi/files/20606_resumen_ejecutivo_ii_estudio_nacional_de_hbitos_de_actividad_f_sica_y_deporte_en_poblaci_n_con_discapacidad_.pdf
- Pérez, G. (2007). *Desafíos de la investigación cualitativa*. UNED
<https://docplayer.es/29599802-Desafios-de-la-investigacion-cualitativa.html>
- Pérez, J., Alonso, J., García, J.J., y Coterón, J. (2011). Encuesta sobre hábitos deportivos de personas con discapacidad. En *Actas II Conferencia Nacional de Deporte Adaptado*. Universidad de Valencia.
https://www.munideporte.com/imagenes/documentacion/ficheros/20110316160245javier_perez.pdf
- Ruiz, C. (2008). El enfoque multimétodo en la investigación social y educativa: una mirada desde el paradigma de la complejidad. *Revista de Filosofía y Socio Política de la Educación*, 8, 13-28.

04



Analysis of the issue of diversity in the Study Plans in the Specialisms of Physical Education on Degrees in Teaching Primary Education

Ángel Luis González Olivares

University of Castilla La Mancha
ALuis.Gonzalez@uclm.es | <https://orcid.org/0000-0003-0443-5127>

Adolfo Cangas Díaz

University of Almería
ajcangas@ual.es | <https://orcid.org/0000-0002-5646-5582>

María del Mar García-Vita

University of Granada
margvita@ugr.es | <https://orcid.org/0000-0002-1710-5592>

María Jesús Lirola Manzano

University of Almería
mlm455@ual.es | <https://orcid.org/0000-0002-5766-6458>

05

‘ This study has focused on the study plans for the aforementioned degree courses held at the Spanish universities of Almería, Castilla – La Mancha, and Granada

An analysis conducted from the perspective of diversity in the study plans at a group of universities that offer a Degree in Teaching Primary Education requires referring to Spain's Royal Decree 822/2021, of 28 September, on the organisation of university courses and the procedure for ensuring their quality, and to the basic principles underpinning the European Higher Education Area (EHEA), democratic principles and values, the Sustainable Development Goals (SDGs) and, in particular, respect for human rights and basic rights and democratic values. Furthermore, consideration needs to be given to the principles of universal accessibility and design for all, pursuant to the provision of final provision two of the revised text of Spain's General Law on the rights of disabled persons and their social inclusion, passed by Royal Legislative Decree 1/2013, of 29 November.

This study has focused on the study plans for the aforementioned degree courses held at the Spanish universities of Almería, Castilla – La Mancha, and Granada. Identification has been made of the inclusive trends described in the general, specific and mainstream competences that deal with or address primary education.

Study Plans for the Specialisms of Physical Education on the Degrees in Teaching Primary Education

Study plans provide the structure for the teaching goals on an official university degree course, the knowledge and content

set to be taught, the competences and skills informing them and which are to be mastered, outside academic internships that reinforce the learning process, and the system for assessing student progress.

Regarding the diversity described in the Specialism in the Degree in Primary Education (Resolution of 25 May 2021, passed by the University of Almería, on the correction of errors made in the one dated 11 September 2015, which published the amendment of the study plan for the Degree in Primary Education), the university in question does not provide for general competences in matters of inclusive education, but does so for specific and mainstream ones. It highlights the identification and planning of the resolution of academic circumstances that affect students with different learning capabilities and speeds, understanding and addressing school situations in multicultural contexts, and prioritising cooperation and teamwork.

The study plan at the University of Castilla – La Mancha - UCLM (Resolution of 5 June 2018, which publishes the amendment of the study plan for the Degree in Teaching Primary Education), focuses on general competences in the field of inclusive education. Some of these, such as the design and organisation of learning spaces in contexts of diversity, pay particular attention to gender equality, equity, and respect for human rights that constitute the values of citizenship. Furthermore, they foster coexistence inside and outside the classroom, resolving issues of discipline and contributing to the peaceful resolution of conflicts. They also

The study plan for the Degree in Primary Education at the University of Granada, it develops inclusive education through general competences and adopts different approaches to focus on it, under the main auspices of support for diversity and respect for human rights

stimulate and reward students' efforts, constancy and personal discipline. In terms of specific competences, it singles out and provides for the resolution of school situations that affect pupils with different capabilities and different learning speeds, as well as cases of schooling in multicultural contexts.

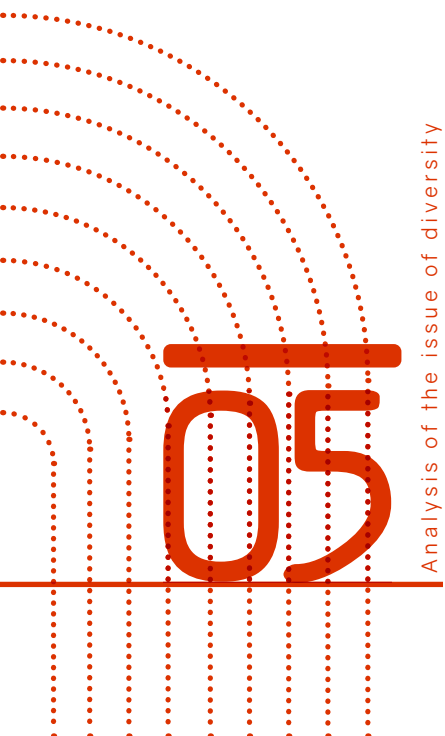
As regards the study plan for the Degree in Primary Education at the University of Granada (Resolution of 18 July 2014), it develops inclusive education through general competences and adopts different approaches to focus on it, under the main auspices of support for diversity and respect for human rights. It also contemplates personal competences (attitudes towards diversity and non-discrimination) and curricular and professional competences (identification, planning and assessment based on students' educational needs, as well as the development of classroom practices through respect for diversity, social responsibility, and the promotion of coexistence). The specific competences focus on the development of those pertaining to particular didactics, without paying any special attention to the inclusive aspect. Solely those specific competences on basic education focus on tackling learning difficulties and generating a positive learning atmosphere.

The study plans for a Degree in Teaching account for a total of 240 ECTS (European Credit Transfer and Accumulation System). Table 1 shows the credits awarded by the subjects taught at the universities in the sample:

Table 1 | Distribution in ECTS of the study plan for the Degree in Teaching Primary Education according to the type of subject (Universities of Almería, Castilla - La Mancha, and Granada).

TYPE OF SUBJECT	ECTS		
	University of Almería	University of Castilla – La Mancha	University of Granada
Basic instruction	60	60	60
Compulsory	100	102	100
Optative	30	24	30
Internship	44	48	44
Final dissertation	6	6	6
	240	240	240

All three universities cater for a major in Physical Education linked to their optional subjects. At the UCLM, this major involves two parts: one linked to the practicum called “Theoretical-Practical Instruction linked to the major”, accounting for six ECTS, and a second part, called “Electives”, with 24 ECTS.



6 In terms of specific competences, it singles out and provides for the resolution of school situations that affect pupils with different capabilities and different learning speeds, as well as cases of schooling in multicultural contexts

According to each one of these universities, the Major in Physical Education comprises the following subjects (see Table 2):

Table 2 | *Distribution of the Subjects for the Major in Physical Education on the Degree in Primary Education in terms of ECTS by type of subject (Universities of Almería, Castilla - La Mancha, and Granada).*

SUBJECTS AT THE UNIVERSITY OF ALMERÍA

- Physical exercise, healthy lifestyles and quality of life
- Education for leisure through physical exercise and sport
- Education through motor activities and school sport
- Body and motricity: expression and communication
- Rhythmical and expressive activities

SUBJECTS AT THE UNIVERSITY OF CASTILLA – LA MANCHA

- Games, leisure and recreation
- Perception, movement and expression
- Training physical education teachers
- Physical fitness and health
- Introduction to sport

SUBJECTS AT THE UNIVERSITY OF GRANADA

- Basics of Physical Education in Primary Schooling
- Content and Resources for Teaching Physical Education in Primary Schools
- Didactics of Physical Education in Primary Schools
- Basic Physical Education
- Biological and Physiological Underpinnings of Physical Exercise/ Health
- Didactics of Health and the Introduction to Sport
- Physical Exercise for Leisure and Free Time
- Learning and Motor Development
- Didactics of Physical Education
- Corporal Expression and Games
- School Sport and Physical Performance

Preventive action and early care from an educational perspective constitute a major issue that needs to be addressed

Conclusions

The study plans at the universities of Almería, Castilla – La Mancha, and Granada consider it important to provide a general education on addressing diversity, but they do not delve further in a specific or determinant manner that guarantees specialised instruction in this field. Their students, prospective teachers specialising in Physical Education, will receive a didactic education, which within the scope of caring for schoolchildren with special educational needs will always depend on the unique competences of the subjects in their specialism. Nevertheless, it may be affirmed that the instruction and preparation they receive will involve a theoretical understanding of a good predisposition, mindfulness and awareness regarding their pupils' diversity, but a far-reaching conversation is required to ensure the didactic development of the methods and planning of educational interventions, as well as assessment procedures and the adaptation of curricular content. Finally, preventive action and early care from an educational perspective constitute a major issue that needs to be addressed.

REFERENCES

- **Royal Legislative Decree 1/2013**, of 29 November, approving the Revised Text of the General Law on the rights of disabled people and their social inclusion. Spain's Official State Gazette (BOE) no. 289, of 3 December 2013.
<https://www.boe.es/eli/es/rdlg/2013/11/29/1>
- **Royal Decree 822/2021**, of 28 September, establishing the organisation of courses in higher education and the procedure for guaranteeing their quality. Spain's Official State Gazette (BOE) no. 233, of 29 September 2021.
<https://www.boe.es/eli/es/rd/2021/09/28/822>
- **Resolution of 18 July 2014**, of the University of Granada, publishing the study plan for the Degree in Primary Education. Spain's Official State Gazette (BOE) no. 188, of 4 August 2014.
https://www.boe.es/diario_boe/txt.php?id=BOE-A-2014-8443
- **Resolution of 5 June 2018**, of the University of Castilla-La Mancha, publishing the study plan for the Degree in Teaching Primary Education. Spain's Official State Gazette (BOE) no. 159, of 2 July 2018.
https://www.boe.es/diario_boe/txt.php?id=BOE-A-2018-9220
- **Resolution of 25 May 2021**, of the University of Almería, correcting the errors made in the one dated 11 September 2015, publishing the amendment of the study plan for the Degree in Primary Education. Spain's Official State Gazette (BOE) no. 143, of 16 June 2021.
https://www.boe.es/diario_boe/txt.php?id=BOE-A-2021-10087



Inclusive sport in the study plans for Physical Education and Sports Sciences

06

Rocío Illanes Segura

University of Huelva

rocio.illanes@dedu.uhu.es | <https://orcid.org/0000-0002-5687-5434>

Bruno García-Tardón

Camilo José Cela University

btardon@ucjc.edu | <https://orcid.org/0000-0002-9427-0671>

Rodrigo Pardo

Politécnica University of Madrid

rodrigo.pardo@upm.es | <https://orcid.org/0000-0002-6558-9915>

It is therefore of interest to analyse the different syllabus and discover the initial instruction and the syllabus each university provides for acquiring the competences related to addressing diversity and inclusion

The career of a graduate in Physical Education and Sports Sciences involves, among other professional openings, being responsible for physical-sports activities, with a vital component being the provision of instruction in matters of inclusion in the corresponding syllabus. It is therefore of interest to analyse the different syllabus and discover the initial instruction and the syllabus each university provides for acquiring the competences related to addressing diversity and inclusion.

This has involved an analysis of the different syllabus at those universities whose autonomous communities, or regions of Spain, are members of the RIEDI network and which teach a Degree in Physical Education and Sports Sciences. This applies to a total of 19 universities (10 in Madrid, 9 in Andalusia, and 1 in Castilla-La Mancha). The analysis has consisted of a review of the syllabus published on each university's website.

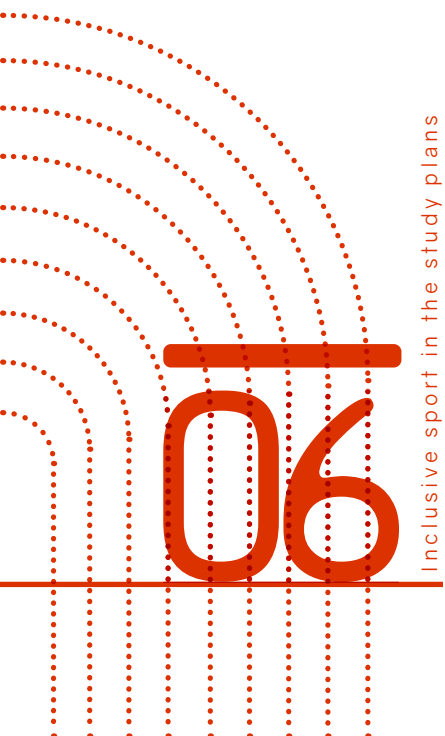
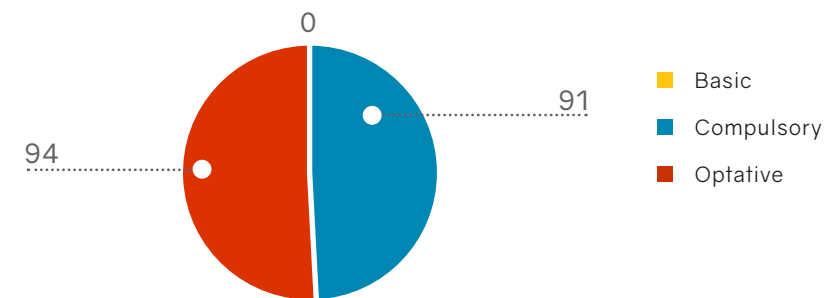
A further analysis has involved the mainstream competences of the different degree courses, reviewing Spain's Registro de Universidades, Centros y Títulos – RUCT (Registry of Universities, Centres and Courses)), which has not found any directly related to the purpose of this study.

The distribution by credits and type of subjects is presented in Figure 1. It shows that there are no core or basic subjects with inclusive sport as their main focus. In the case of compulsory subjects, there are five universities that do not even have any related credits in their syllabus.

There are two universities with the most credits in compulsory subjects that are directly related (12 credits in each case) and three with the highest number of overall credits (18).

It stands to reason that there are other subjects whose name is not directly related that may contain content associated with inclusion, although this analysis should consider the different teaching handbooks, and therefore review each subject's objectives and competences. Hence the reason that this approach has certain shortcomings and limitations, although it provides an understanding of the effective training of future graduates in Physical Education and Sports Sciences.

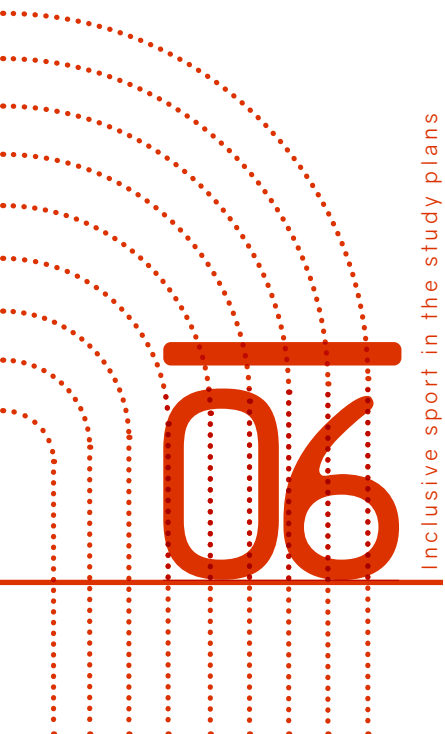
Figure 1 | Distribution of credits by type of subject whose core content is directly related to inclusive sport, within those Spanish regions, its autonomous communities, with representation in the network



A further analysis has involved the mainstream competences of the different degree courses, reviewing Spain's Registro de Universidades, Centros y Títulos (RUCT)

REFERENCES

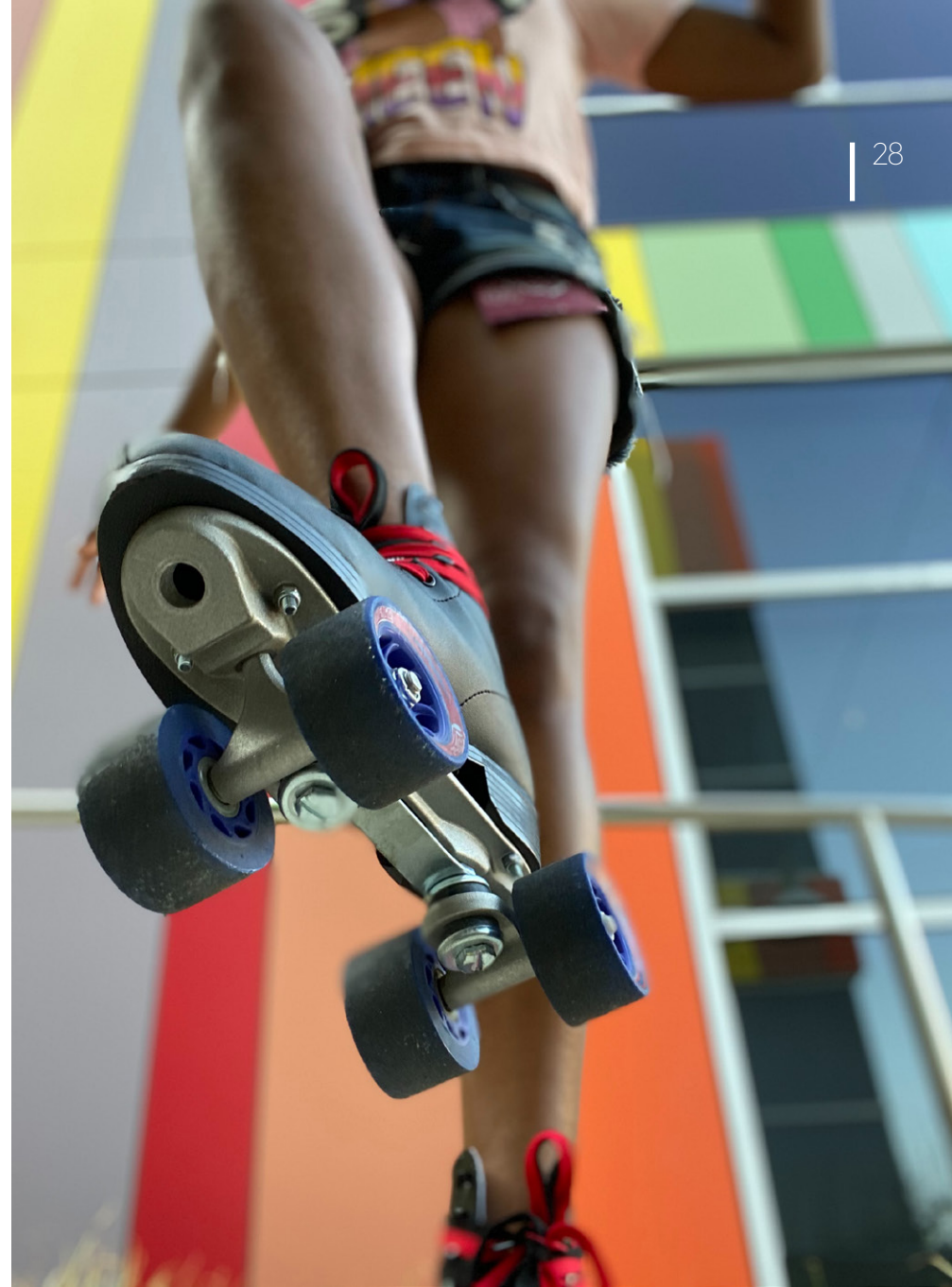
- **Alfonso X El Sabio University**
<https://www.uax.com/titulaciones/grado-en-ciencias-de-la-actividad-fisica-y-del-deporte>
- **Antonio de Nebrija University**
<https://www.nebrija.com/carreras-universitarias/grado-en-ciencias-del-deporte/#planEstudios>
- **Autónoma University of Madrid**
<https://www.uam.es/uam/media/doc/1606849690884/grado-act-fisica-deporte-2022-23-definitivo.pdf>
- **Camilo José Cela University**
<https://www.ucjc.edu/estudio/grado-ciencias-de-la-actividad-fisica-y-del-deporte/>
- **European University of Madrid**
<https://universidadeuropea.com/grado-ciencias-actividad-fisica-deporte-madrid/#plan-de-estudios>
- **Francisco de Vitoria University**
<https://www.ufv.es/plan-de-estudios-grado-en-ciencias-de-la-actividad-fisica-y-del-deporte/>
- **Loyola University**
<https://www.uloyla.es/grados/grado-ciencias-actividad-fisica-deporte>
- **Pablo de Olavide University**
<https://www.upo.es/facultad-ciencias-deporte/es/estudiantes/asignaturas/>
- **Politécnica de Madrid University**
https://www.inef.upm.es/sfs/INEF/Estudiantes/Estudios/GRADO/plan_estudios/2022_2023/PlanEstudios_Grado11AF_Curso22_23.pdf
- **Pontificia de Comillas University**
<https://www.comillas.edu/es/grados/grado-en-ciencias-de-la-actividad-fisica-y-del-deporte>
- **Rey Juan Carlos University**
<https://www.urjc.es/universidad/calidad/2448-ciencias-de-la-actividad-fisica-y-del-deporte#itinerario-formativo>
- **University of Alcalá**
https://www.uah.es/export/sites/uah/es/estudios/.galleries/Archivos-estudios/GR/Unico/AG770_2_6_1_E_G770.pdf
- **University of Almería**
<https://www.ual.es/estudios/grados/presentacion/plandeestudios/asignatura/6912/69122210>
- **University of Cádiz**
<https://educacion.uca.es/grado-en-cc-actividad-fisica-y-del-deporte/estructura-del-plan-de-estudios-ccafyd/>
- **University of Castilla-La Mancha**
<https://www.uclm.es/es/toledo/cdeporte/Grado/PlanEstudio>



06

Inclusive sport in the study plans

- **University of Granada**
<https://www.ugr.es/estudiantes/grados/grado-ciencias-actividad-fisica-deporte>
- **University of Huelva**
<https://www.uhu.es/fedu/?q=iacademica-gracief&op=guiasdocentes2223>
- **University of Málaga**
<https://www.uma.es/grado-en-ciencias-de-la-actividad-fisica-y-del-deporte/info/135917/plan-de-estudios-docente-ciencias-actividad-fisica-deporte/>
- **University of Sevilla**
<https://www.us.es/estudiar/que-estudiar/oferta-de-grados/grado-en-ciencias-de-la-actividad-fisica-y-del-deporte>





Physical exercise and ADHD, new horizons for inclusive education?

07

Elisabet Moles López

University of Granada
elisabethmoles@ugr.es | <https://orcid.org/0000-0001-6586-2654>

Francisco López-Muñoz

Camilo José Cela University
flopez@ucjc.edu | <https://orcid.org/0000-0002-5188-6038>

Joaquina Castillo Algarra

University of Huelva
joaquina@uhu.es | <http://orcid.org/0000-0001-6015-2207>

Bruno García-Tardón

Camilo José Cela University
btardon@ucjc.edu | <https://orcid.org/0000-0002-9427-0671>

Hence the reason that this disorder can and should be addressed through the Health Sciences, although it is necessary, obvious, and essential to coordinate with teaching staff at schools

Attention deficit hyperactivity disorder (ADHD) is one of the most common complaints in childhood and adolescence (Prieto et al., 2022). It may appear with a prevalence of either inattention or hyperactivity/impulsivity, or both subtypes at the same time (Cerrillo-Urbina et al., 2018).

A study conducted in the Spanish region of Castilla y León has concluded that this prevalence records rates of 6-7% (López-Villalobos, 2017), although the nationwide study by the team led by Cerrillo-Urbina (2018) reduces this figure to 5.4%.

Considering the ratios in Early Childhood and Primary Education (20-25 pupils per class), these data show that it is highly likely there will be at least one child diagnosed with ADHD in each group.

It should be noted that Spain's Organic Law on Improving the Quality of Education (LOMCE, 2013) includes ADHD within the section focusing on pupils with special learning difficulties. The current Organic Law on Improving the LOE¹ (LOMLOE, 2021), which revoked the preceding one, caters in general for attention disorders, undoubtedly having a major role to play in favouring equal opportunities, regardless of the Spanish region, or autonomous community, in which the pupils are being schooled.

In spite of this, and according to the Cantabria Foundation in Support of ADHD (CADAH in its Spanish acronym, 2022), there are in fact numerous obstacles and difficulties facing the detection, diagnosis and treatment of ADHD, such as the following:

¹ Spain's Organic Law on Education

Little social awareness of the disorder

Lack of training for teaching and healthcare staff

Unawareness of the steps to be taken in the diagnostic process

Hence the reason that this disorder can and should be addressed through the Health Sciences (in particular Child-Infant Psychiatry and Psychology), although it is necessary, obvious, and essential to coordinate with teaching staff at schools (both specific ones –counselling teams – and those involved in everyday classroom duties – tutors, assistants, etc.–).

Physical Education, pupils with ADHD and stigma

According to the OED, a stigma is “A mark made upon the skin by burning with a hot iron (rarely, by cutting or pricking), as a token of infamy or subjection; a brand”; a second definition reads “A mark of disgrace or infamy; a sign of severe censure or condemnation,

That children with special needs in terms of educational support are shunned by the rest of the group and become the targets of aggressive behaviour

regarded as impressed on a person or thing". A stigma is therefore a personal trait that prompts negative responses or unwanted effects towards those stigmatised. In his book "Stigma. Notes on the Management of Spoiled Identity" (1963) Goffman addresses the cognitive, affective and behavioural responses to the stigmatised through such concepts as social and personal identity, feelings of ambivalence, and strategies of self-representation among stigmatised individuals" (Marichal and Quiles, 2000, pp. 459). All cases of stigma present the same sociological characteristics: "an individual who might have been received easily in ordinary social intercourse possesses a trait that can obtrude itself upon attention and turn those of us whom he meets away from us" (Goffman, 1998, p. 3). Nevertheless, according to Goffman, these responses are unlikely to be the same for all groups.

Rodríguez-Hidalgo et al. (2021) report that children with special needs in terms of educational support are shunned by the rest of the group and become the targets of aggressive behaviour. "In fact, those pupils with a learning difficulty that requires a special teaching provision are more involved in traditional or personal bullying than any other classmates" (Rodríguez-Hidalgo et al., 2021, p. 188). Along these same lines, a study conducted by Bowling et al. (2022) states that children with this diagnosis do not receive the necessary attention, which means that both they and their parents suffer a greater stigma, receive less support and opportunities than other children, and face obstacles in their access to sporting activities. This situation is aggravated in secondary education. (Taneja, 2021). There are, nonetheless,

numerous studies that report that the inclusion in sports of children and adolescents with ADHD significantly improves their behavioural and emotional development, reducing their symptoms, and complementing their medication (Bowling et al., 2022; Montalva-Valenzuela, Andrades-Ramírez, and Castillo-Paredes, 2022; Pagani et al., 2020; Palma et al., 2021; Taneja, 2021; Verma and Bagchi, 2020; Yahya and Abdullah, 2020).

New horizons

There are numerous pathologies and disorders appearing in the early stages of development that are an inexorable part of everyday life for a whole raft of children. It is not our aim here to silence or conceal any of them, but instead to use the example of ADHD to shed light on the pertinence and importance of attending to the diversity of a group of individuals, which is an inherent need in the classroom.

The importance of this approach involves highlighting the pressing need to analyse the circumstances of this population, as well as putting forward options to complement their medication. The overall objective is therefore to provide different strategies that may mitigate the stigma they are exposed to.

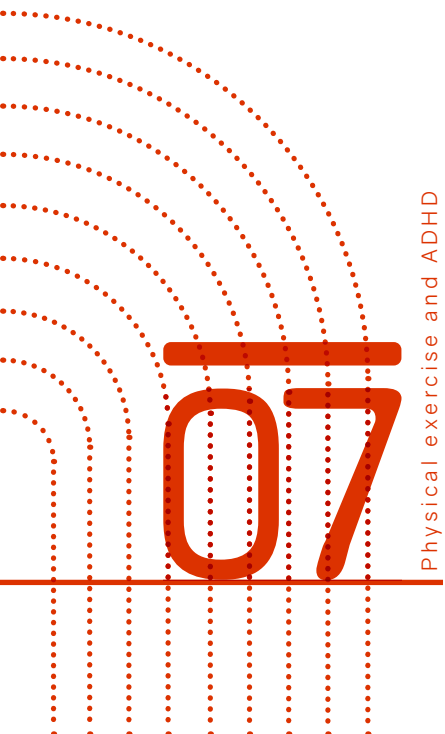
As regards the title of this study, the aim is to continue working on an analysis of physical exercise as a complementary option in the treatment of various different pathologies that may affect the population, putting the stress accordingly on inclusive education. This explains the emphasis placed on the importance of training

The emphasis placed on the importance of training future professionals in matters of inclusion, as this instruction is part of the foundations upon which this inclusive education is to be built

future professionals in matters of inclusion, as this instruction is part of the foundations upon which this inclusive education is to be built, not only for this sector, but for the entire population as a whole.

REFERENCES

- Bowling, A.B., Frazier, J.A., Staiano, A.E., Broder-Fingert, S. & Curtin, C. (2022). Presenting a New Framework to Improve Engagement in Physical Activity Programs for Children and Adolescents With Social, Emotional, and Behavioral Disabilities. *Frontiers in Psychiatry*, 13, 875181. <https://doi.org/10.3389/fpsyf.2022.875181>
- Cerrillo-Urbina, A. J., García-Hermoso, A., Martínez-Vizcaino, V., Pardo-Guijarro, M. J., Ruiz-Hermosa, A., & Sánchez-López, M. (2018). Prevalence of probable attention-deficit/hyperactivity disorder symptoms: result from a Spanish sample of children. *BMC Pediatrics*, 18 (1), 1-7.
- Fundación CADAH (2022). *Situación actual del TDAH en España*. <https://www.fundacioncadah.org/web/articulo/situacion-actual-del-tDAH-en-espana.html>
- Goffman, E. (1998). *Estigma: la identidad deteriorada*. Buenos Aires – Madrid: Amorrortu Editores. Original title: *Stigma. Notes on the Management of Spoiled Identity*.
- Montalva-Valenzuela, F., Andrades-Ramírez, O., & Castillo-Paredes, A. (2022). Effects of Physical Activity, Exercise and Sport on Executive Function in Young People with Attention Deficit Hyperactivity Disorder: A Systematic Review. *European Journal of Investigation in Health, Psychology and Education*, 12 (1), 61-76. DOI: <https://doi.org/10.3390/ejihpe12010006>
- Official State Gazette of the Government of Spain (BOE) no. 340, of 30 December 2020. Reference: BOE-A-2020-17264. Organic Law 3/2020, of 29 December, on the amendment of Organic Law 2/2006, of 3 May, on Education. <https://www.boe.es/eli/es/lo/2020/12/29/3>
- López-Villalobos, J. A., Andrés-De Llano, J., López-Sánchez, M. V., Rodríguez-Molinero, L., Garrido-Redondo, M., Sacristán-Martín, A. M., & Alberola-López, S. (2017). Criterion validity and clinical usefulness of Attention Deficit Hyperactivity Disorder Rating Scale IV in attention deficit hyperactivity disorder (ADHD) as a function of method and age. *Psicothema*, 29 (1), 103-110
- Marichal, F. & Quiles, M.N. (2000). La organización del estigma en categorías: actualización de la taxonomía de Goffman. *Psicología Educativa, Revista de los Psicólogos de la Educación*, 12 (3), 458-465
- Pagni, L.S., Harbec, M.-J., Fortin, G., & Barnett, T.A. (2020). Childhood exercise as medicine: Extracurricular sport diminishes subsequent ADHD symptoms. *Preventive Medicine*, 141, 106256. <https://doi.org/10.1016/j.ypmed.2020.106256>



- Palma, T., Carroza D., Torres, R., Poblete-Aro, C., Cadagan, C. & Castillo-Paredes, A. (2021). Changes in the symptoms of inattention, hyperactivity and impulsivity in children and adolescents with ADHD through Sports. A review. *Retos*, 41, 701-707. <https://doi.org/10.47197/retos.v41i0.78201>
- Prieto Antolín, B., Gutiérrez-Abejón, E., Alberola López, S., & Andrés de Llano, J.M. (2022). Tendencia del consumo de fármacos en el trastorno por déficit de atención e hiperactividad en niños y adolescentes (2010-2019). *Revista Española de Salud Pública*, 96 (1), e1-e15.
- Rodríguez-Hidalgo, A. J., Pincay, A. A., Payán, A. M., Herrera-López, M., & Ortega-Ruiz, R. (2021). Los Predictores Psicosociales del Bullying Discriminatorio Debido al Estigma Ligado a las Necesidades Educativas Especiales (NEE) y la Discapacidad Psicología Educativa. *Psicología Educativa, Revista de los Psicólogos de la Educación*, 27 (2): 187-197.
- Taneja, S. (2021). Looking back on compulsory school: narratives of young adults with ADHD in Sweden. *Emotional and Behavioural Difficulties*, 26 (2), 163-175. <https://doi.org/10.1080/13632752.2021.1930904>
- Verma, A. & Bagchi, A. (2020). Attention Deficit Hyperactivity Disorder (ADHD) and Sports – What Causes ADHD and How does Sport Help deal with it?. *Annals of Tropical Medicine and Public Health*, 23 (17), SP231707. <https://doi.org/10.36295/ASRO.2020.231707>
- Yahya, M.A. & Abdullah, M.F. (2020). Sport inclusion intervention towards attention deficit/hyperactivity disorder [ADHD] student. *Asia Pacific Journal of Educators and Education*, 35 (2), 131-143.





Best practices in initial teacher training. Inclusive sport or inclusion in sport?

Rocío Illanes Segura

University of Huelva

rocio.illanes@dedu.uhu.es | <https://orcid.org/0000-0002-5687-5434>

08

‘ Semantic network analyse the psychological meaning that this group assigns to “Attention to diversity”

As part of the Degree in Physical Education and Sport, the syllabus for the subject General Didactics includes basic notions for addressing diversity and inclusive sport. This has involved the design of activities in which students play the leading role and explore their own knowledge.



Firstly, the students' pre-conceived ideas are gathered through a methodological tool called a **semantic network** (Figuroa, González, and Solís, 1981; Illanes and Lucio-Villegas, 2019). This tool is used to analyse the psychological meaning that this group assigns to “Attention to diversity”. Each student uses an individual form to write down five words that define the concept in question. They are then asked to order them according to their semantic weight; in other words, the first word will be the one that best defines “Attention to diversity”. The results are presented below, with the original words in Spanish translated into English:

Table 1 | Results of the semantic network

	SEMANTIC WEIGHT
EMPATHY	[95]
EQUALITY	[75]
LEARNING	[65]
INCLUSION	[63]
EDUCATION	[63]
INTEGRATION	[62]
ADAPTATION	[51]
RESPECT	[35]
OBSERVATION	[32]
CAPABILITY	[31]

SOURCE: Author's own work.

This prompted a discussion about the design of the activities and how people sometimes prefer to conceal their differences

The second session involves explaining the core concepts:

ATTENTION TO DIVERSITY, FUNCTIONAL DIVERSITY, AND ITS CLASSIFICATION (physical, sensorial, intellectual, and cultural)

As propounded by Valencia-Peris, Mínguez-Alfaro, and Martos-García (2020), an experiential activity is held in the form of a simulation in which the participants include individuals with a clearly visible functional disability and others in which this is not at all apparent. To do so, we occupy an open space and divide the class into four teams, with two members of each team remaining in the classroom, where the teacher distributes brittle biscuits (symbolising weakness and fragility) in plastic bags with a string attached so that one member of each team can hang it around their neck in a visible position, while the other member conceals it inside their clothing.

Each team has to invent an inclusive game. The teacher introduces the students with the visible biscuit as individuals with functional diversity, and the game starts. The groups come up with games and adapt them to suit the person with the visible biscuit, although the latter tells them not to worry if the biscuit is broken, as they do not care at all about this. At the end of the activity and back in the classroom, it is revealed that all eight volunteers have brittle biscuits hanging around their necks, but not all of them are visible. This prompted a discussion about the design of the activities and how people sometimes prefer to conceal their differences.

When we ended the discussion, we used the Mentimeter interaction tool to find the most suitable word to reflect the concept of attention to diversity by creating a word cloud whose core term was "ADAPTATION".



‘ The conclusion was that there is a need to include and further explore this field to ensure sports inclusion becomes a reality in the future

This outcome enabled us to conclude that the participants adopted the role of a sports teacher, adapting the physical activity, but not providing an inclusive design in which anyone with different characteristics could take part under equal terms. The conclusion was that there is a need to include and further explore this field to ensure sports inclusion becomes a reality in the future.

REFERENCES

- **Figuroa, J. G., González, E. y Solís, V.** (1981) Una aproximación al problema del significado: las redes semánticas, *Revista Latinoamericana de Psicología*, 13, (3), 447-458.
- **Illanes, R. y Lucio-Villegas, E** (2019) Significado psicológico de participación social para la juventud en el movimiento asociativo de prevención de drogodependencias. *Laplage em Revista* 5 (2) 75-85.
- **Valencia-Peris, A.; Mínguez-Alfaro, P. y Martos-García, D.** (2020) Pre-service Physical Education Teacher Education: a view from attention to diversity. *Retos*, 37, 597-604.

