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Actividades físico-recreativas para la participación comunitaria de niños con necesidades educativas especiales

Physical-recreational activities for the community participation of children with special educational needs

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Resumen

La investigación da respuesta a una problemática comunitaria relacionada con la integración social a través de actividades físicas recreativas para alumnos con necesidades educativas especiales, a tono con las posiciones actuales de inclusión social. Se declara como objetivo proponer un programa de actividades físico-recreativas con enfoque inclusivo, para la participación comunitaria de niños con necesidades educativas especiales de la Circunscripción 291, del Consejo Popular Camacho Libertad del municipio de Santa Clara. La propuesta se concibe desde el diagnóstico del grupo elegido, donde se tuvo en cuenta las posibilidades reales de los seleccionados. Entre los métodos utilizados: la observación científica, la entrevista, estadísticos matemáticos como la distribución empírica de frecuencia. Se constata el estado de la participación de los niños con necesidades educativas especiales en las actividades de la comunidad, se fundamentan e implementan estas actividades desde una concepción inclusiva. En la propuesta se exponen actividades concebidas creadoramente con iniciativas y cambios en las prácticas tradicionales de las actividades comunitarias. El mérito de las mismas radica en su contextualización, su ajuste a los intereses y necesidades de la muestra, su carácter práctico fundamentado en las teorías pedagógicas actuales, que facilitan en los niños la elevación de su autoestima y la aceptación en los grupos de la comunidad. Los principales resultados

tras la aplicación de la propuesta es que se incrementa este indicador y la relación con los adultos, por lo que se puede afirmar la efectividad y el grado de inclusión social alcanzado.

Palabras clave: actividades físico-recreativas, inclusión educativa, participación comunitaria, necesidades educativas especiales

Abstract

The research responds to a community problem related to social integration through recreational physical activities for students with special educational needs, dealing with current positions of social inclusion. The objective is to propose a program of physical-recreational activities with an inclusive approach, for the community participation of children with special educational needs of Circumscription 291, of the Popular Council Camacho Libertad of the municipality of Santa Clara. The proposal is conceived from the diagnosis of the selected group, where the real possibilities of the elected group were taken into account. Among the methods used: scientific observation, interview, mathematical statistics such as empirical frequency distribution. The status of the participation of children with special educational needs community activities is verified, these activities are founded and implemented from an inclusive conception. The proposal sets out creatively conceived activities with initiatives and changes in traditional practices of community activities. The merit of these lies in its contextualization, adjustment to the interests and needs of the sample, practical character based on current pedagogical theories, that facilitate in children the elevation of their self-esteem and acceptance in community groups. The main result after the application of the proposal is that this indicator and the relationship with adults increases, so that the effectiveness and degree of social inclusion achieved can be affirmed.

Keywords: *physical-recreational activities, educational inclusion, Community participation special educational needs*

Introduction

The conception and practice of physical recreational activities is an integral part of many educational and sports systems in the world, in many cases, with the intention of expressing and fulfilling the right to recreation and to the use of citizens' free time.

Several authors have directed their studies to Physical Recreation in the international context, among them: Munné, F. (1984), Waichman, P. (1993) and Hidalgo Ariza. M. (2008); their researches were aimed at analyzing, understanding and to influence the social practices of free time for recreation, as

a complex subject that must be limited to ideas that can be described, compared and generalized in order to generate ordered, hierarchical knowledge, with coherent and demonstrable positions.

In the national context, specialists such as Sosa, D. A. (2000); Pérez, A. (2006); González, A. and Velasco M. E. (2015); Rodríguez del Rey C. R. and Rodríguez-Rodríguez J. F. (2017); Rodríguez Martínez U .; Domínguez Ventura A. and Rodríguez Domínguez M. (2017) and Rodríguez Galindo E. J. and Díaz Rodríguez del Rey C. R. (2018), approach the contextualized theme to Cuban reality, this is how from the conception of Sosa, D. A. (2000):

“Recreation implies an attitude or state of mind that makes notable differences in the perception of the recreational event; because it changes from person to person according to their interests and motivations; however, recreational programs involving neighborhoods and communities and different age groups have been conceived and executed practically since the birth of the Revolution, with the aim that recreational offerings come out the framework of individual motivation to integrate human groups with that aim and promote the true development of man in his interaction with the community, also led, in many cases by science” (p.33).

On the other hand, Pérez, A. (2006) reports that:

Recreational activity, as a social phenomenon, encompasses activities with a physical - sports - recreational content, to which the human being dedicates himself for his spontaneous will in their free time, for rest, fun and individual development, which has the aim to satisfy the needs of exercise to obtain a higher quality of life and well-being, taking into account the balance of the community environment where it takes place , being, a prophylactic method of great importance (p. 12).

How recreation remains immersed in communities is seen according to the concept that the community has of recreation and the degree of benefit it achieves from it. Therefore, recreation has a different and very particular valuation in each human group, depending on how each person

understands and uses it. Regarding the recreation-community pairing, González, A. and Velasco M. E. (2015) stated:

Every time the use of recreation by people and communities becomes more conscious, it is taking more criteria to rank on the scale of values that are managed in the community, gaining acceptance space and creating the need to be operationalized through activities that promote, maintain and develop personal, family and community well-being. (p. 52)

The social and cultural reality is reflected in the communities and the complexity of this context is increasingly nowadays, making it evident and necessary to opt for a more inclusive and open intervention, "in and for diversity", revealing a thought with multidimensional level, that contemplates the differences accepting and valuing its heterogeneity.

The authors of the article frequently with Munné, F. (1984) consider that there is not a homogeneous and uniform community, but diverse and therefore implies complexity. In regard with this, different alternatives must be sought to address it, which are translated into concrete actions, based on the understanding that there are no unique and pre-established proposals.

Disability in the recreational field has been addressed by Arráez Martínez, J. M. (2000); Toro Bueno, S. and Zarco Resa, J.A. (2005); Hidalgo Ariza. M. (2008); Rosales Posadas P. J. (2010); Sailema Torres A. A. (2017) and Sanz Labrador M. Y. (2018); authors who agree on some points of their theories, that recreational offerings for this population sector, historically have been permeated with the therapeutic intention on recreational on one hand, on the other hand, do not consider recreational likes and preferences as an starting point to conceive the activities to be offered; which evidently constitutes a barrier for the participation of these people in community recreational activities.

In the daily practice of the Circumscription 291, of the Camacho Libertad Popular Council, of the municipality of Santa Clara, the aforementioned elements were evidenced on a certain scale, the low incorporation into community activities of people with disabilities, mainly children and above all, children with special educational needs (SEN), for whom participation in recreational physical

activities would constitute an inclusive space, a space for socialization with their peers, hence the need and importance of practicing physical activities in social and cultural life of these people.

In line with the insufficient recreational offerings aimed at the referred population and the urgency of influencing an inclusive culture in this community, the following scientific problem looms: how to promote recreation with an inclusive approach in children with SEN in the Circumscription community 291, from the Camacho Libertad Popular Council of the municipality of Santa Clara?, in order to solve the problem, the objective is to propose a program of physical-recreational activities with an inclusive approach (AFRI), for the community participation of children with SEN from the Circumscription 291, of the Camacho Libertad Popular Council of the municipality of Santa Clara.

In essence, the incorporation of people with disabilities into recreational activities in the community, with an inclusive approach, is a necessary topic; It is a process that must involve the purpose of participating to change reality, of sharing, feeling part of the group, to solve common problems in a climate of close communication, respect and mutual help. Hence its importance for child-age populations with disabilities, who demand socializing recreational spaces, as compensation for prolonged hospitalization and / or home experiences, making it of great importance and relevance this research.

Materials and methods

In regard with the research individuals, out of a total of 34 children of both sexes with special educational needs that make up the population of the Camacho Libertad Popular Council in the municipality of Santa Clara, six from the Circumscription 291 community were selected. This is a sample intentional or non-probabilistic, which represents 17.6% of the population.

Theoretical methods such as analytical-synthetic, inductive-deductive, were used, which allowed to reach own considerations during the bibliographic review; for determining the theoretical assumptions assumed and structuring the information to reach conclusions.

Also, methods and techniques such as observation were used to verify the behavior of the subjects during the application of physical and recreational activities; the survey: in order to determine likes and preferences in relation to children's recreation; the interview: aimed at parents with the aim of carrying out the psychosocial characterization of the selected sample. The empirical distribution of frequency in the presentation of statistical data that enabled the interpretation of research results.

The investigation went through three stages; in the first, the initial diagnosis of participation was reached. In the second, the activities were designed and implemented and in the third stage, the effectiveness of the proposal was measured, empirical methods were used, which facilitated an evaluation of participation in each activity categorized as good, fair and poor. In the category of good, the children who participate in a systematic way in the activities were placed in a more cheerful and safe way with the support of the friends from the neighborhood who have joined, they demonstrated their potential to carry out physical activities in the community.

Those who participated little or indirectly in the activities indicated and remained passive, were evaluated of regular and those who did not participate were poorly categorized.

Results and Discussion

In the survey of the six children, 100% state that they like recreational physical activities. Two children answered that always, for 33.3%, one says that sometimes for 16.6%, three that never for 50%. Two, for 33.3% express that they have attended street games, two, for 33.3% indicate that came to the street game just a day, two for 33.3% state that they have not attended. 83.3% state that they would like to play hide and seek, play ball, run, but 16.6% state that they like to color, play Parcheesi, puzzles, among others. 100% report that they participate every week.

In the interview carried out with the parents, among other aspects, it was evident that only two of them, for 33.3%, take their children to activities, four for 66.6% state that these activities are for healthy children. One of them for 16.6% allows his child to relate to others, in general in the group of parents negativity was reflected in the child's participation, for reasons of overprotection, ignorance of the advantages of community participation in activities recreational, among other reasons.

Observation of the activities in the community resulted in their insufficient participation in the activity, since despite being children who can run, play, talk; they remain isolated within the activity.

As a regularity of the instruments applied in the initial diagnosis, it showed the following elements:

- Little realization of physical recreational activities in the community.
- The activities they carry out do not encourage the participation of children with special educational needs.
- Parents do not encourage the inclusion of children by not facilitating their participation.

Proposal for inclusive physical-recreational activities for the incorporation of children with special educational needs from Circumscription 291, from the Camacho Libertad Popular Council of the municipality of Santa Clara

Support of the activities

The activities consider an integrative individual analysis of each individual, taking into account that different factors influence their formation: biological (physiological, disease), social (family, education and social environment) and psychological (cognitive, emotional, personality and behavior aspects), which will be present for the intervention.

In this sense, the practice of recreational physical activities was proposed, taking into account the didactic functions when preparing the preconditions, guiding towards the objective, to work the content, based on the diagnosis, the means, the evaluation and evaluation of each activity, involving all the factors. The unity of the cognitive and the affective, its expression in the behavioral plane, was taken into account, along with social, physical and recreational education is embodied in the variety of activities.

The proposal contains a wide range of activities that enable the skills and capacities necessary for socialization. Therefore, it is required to coordinate with all the factors of the community about the work that is to be done and its participation and behavior in its development.

A document is provided that contains the explanation to each factor, of the support that they will carry out in the activity to stimulate the bio-psycho-social development of the particular child. An overview of the socialization work that must be carried out in the community, and the role the activities can play in this regard and the way in which they will be carried out.

All these elements must be taken into account when preparing and executing the activity, the different contents are also integrated in the form of a game, in a dynamic way, which will be enjoyable and interesting for everyone.

Children with special educational needs need to carry out these activities frequently, individually and mostly collectively, taking into account the person's profile, with means that contain the necessary adaptation, since the acquisition of the required gesture will be carried out progressively.

The design of the activities responds in a balanced and adjusted way to the special educational needs of the investigated group:

- The activities are organized according to their abilities to promote the child's spontaneous participation and gradually become more complex to promote his development.
- The duration, at least at the beginning, is designed not to exceed one hour to prevent fatigue, which may be produced by the effort, the time will increase as the progress and the like of children to stay in it.
- Allow the participation of other people: helpers who hold their hands and help them with tasks such as tearing the paper, support teachers, parents, other children, among others.

Some adaptations to inclusive physical-recreational activities

2. Use of lighter media (example: deflated balls, rags, paper, crayons, tearing).
3. Variation of the distance to launch or receive.
4. Reduction of fears and difficulties in carrying out tasks, inspiring confidence and security in children.

5. Inclusion of tutors or relatives as emotional support.

The inclusion of the family responds to:

- a. Listen and comment when necessary.
- b. Intervene together with the children in carrying out the activities.
- c. Exchange ideas, opinions, with the teacher.
- d. Support in the understanding of children's vocabulary and establish affective communication.
- e. Provide security to the child.
- f. Offer suggestions for teacher feedback in the next activity.

The importance of the proposal of inclusive physical-recreational activities for children with special educational needs is evident since it constitutes a means that facilitates and enhances the process of "normalization" of these children, at the same time provide them with their integration in the social context.

Elements that conform the structure of inclusive recreational activities

- Type of activity.
- Title.
- Objectives.
- Methodology.
- Materials.
- Forms of organization.
- Time.
- Site conditions.

- Assessment.

List of inclusive recreational activities

- "Fill shapes".
- "Voluntary work".
- "Watering my plants in the garden".
- "Tearing of figures".
- "Relay with flags".
- "Hidden treasure".
- "Playing we all learn".
- "Magnetic catcher".
- "Let's play with the ball".
- "Jumping kangaroo".
- "The shapes of my environment".
- "The fruits of my country".
- "Ball through the tunnel".

Presentation of an inclusive physical-recreational activity

Activity type: construction.

Title: "My favorite toy".

Objective: share in group the elaboration of paper balls, kneading it before throwing it.

Methodology: the teacher will begin by asking, do you know what sport Cubans like the most? Do you know the name of any player from the Cuba team? What instruments are used to carry out this

game? Would you like to make a ball to perform the warm-up exercise of the pitcher? Do any of you know what the pitcher does? They are directed to perform the movement with both hands.

A piece of newspaper is given to each one, it is indicated to make their ball with their hands, they will squeeze it hard, trying to make it very round and small according to the possibility of grip of each one. After molding the paper, the recreation teacher gives them the threads and demonstrates how to do it, so that the ball is ready to play. Later couples will be selected to perform the ball pass

Materials: scraps of newsprint, thick threads.

Forms of organization: individual, in pairs, by teams.

Time: one hour.

Site conditions: clean, fresh, pleasant (doctor office area 19-2).

Assessment of the activity: It was analyzed if the children participated with enthusiasm, if they showed independence and knowledge, if they were happy during the activity, if the development of fine motor skills could be worked out, and especially if all of them participated equally.

Implementation of inclusive physical-recreational activities in the community of Circumscription 291, of the Camacho Libertad People's Council of the municipality of Santa Clara

The activities were carried out in the areas of the community with good conditions, including the lateral space of the 19-2 doctor office, a block they call the Track, was selected, in which there is no danger of vehicles due to having no exit over another side. They were held on weekends to encourage the participation of all children and community factors who actively participated.

Coordinated with the community factors to make a contribution with the implementation and carrying out the proposal, creating the support conditions such as: cleaning, drinking water, elimination of dangers and barriers, the presence of all elements of the community who guaranteed

their success.

They were carried out for three months, with a weekly frequency and 30 minutes of duration each one, some were extended by the children motivation.

When observing the inclusive recreational physical activities in the third stage, it was found that of the 13 activities that were implemented, the most accepted were the active movement games, nine, for 69.2%. Of the total parents, 5, for 83.3% they encouraged the participation of their children in the activities since they felt confident about the support provided by everyone in the community, including healthy children. Five of the children, for 83.3% actively participated in the activities, playing with the others, doing the activities first with help, later they became more independent and sometimes they showed rebellion when feeling overprotected by the elderly, one for one 16.6% attend the activities only a few time, his participation was limited. The six children, 100% relate to others with limitations or not, seek each other to play, perform tasks together, such as distributing materials and others.

In the interview made to the children of the sample under study after the proposal was applied, it was found that six children, 100% like to attend community activities, four attend all for 66.6%, two sometimes for 33.3%. All six have attended game activities. 100% of children comment that they feel good because they can play and be with their friends. Two of them assist with elderly people who accompany them for 33.3%. 66.6% reported going with their friends.

In the interview with teachers, it was found that of the six children, four have good behavior for 66.6%, the children behave with more discipline, responsibility, actively participate in the activities, although always carrying out activities that develop Their potential, two for 33.3%, manifests that they behave regularly, many times they are delated when carrying out the activities, but they are more communicative. Five, for 83.3% actively participate in the activities, only the teacher of one of them says that it is difficult to incorporate him for 16.6%.

The relationship with other children of five, for 83.3% is good, they share with their peers, they play.

Only one, for 16.6%, the teacher reports that it has improved a lot but must continue to insist on this aspect. The relationship with the adults of six, the teachers said that it is good, for 100% since they are related with respect and affectionate. The other children as they develop the activities increase their relationship with the children in the sample as they support them, give them confidence, invite them to play, to study circles.

In the interview carried out to the parents after the proposal was applied, it was found that all the parents know about the recreational physical activities that take place in the community, for 100%. Five of the fathers and mothers take their children to activities for 83.3% because they consider it to be a space of distraction for their children, one for 16.6%, is not take there because parents do not have time. The fathers and mothers of five children, 83.3% allow them to play, communicate and become familiar with the members of the community.

Only one, for 16.6%, does not allow child to play with other children. Five, 83.3% consider that these activities are very important since they have allowed their children to feel happier, independent, have confidence in themselves, one for 16.6% said that these activities are very active, that better they stay watching TV. Six, 100% know the physical culture and health programs for the rehabilitation of these children.

Five of the parents, 83.3% stated that the activities have made their child gain independence by feeling more secure, which improves relationships with adults both inside and outside the family context. Four of the fathers, for 66.6%, say that they often let them play with other children in the neighborhood. One, 16.6% says almost never. The same number does not allow child to play with other children because he does not have time to guard him.

The application of the instruments in this final stage showed as regularities:

- Four inclusive physical-recreational activities were carried out per week, from 20 to 25 a month. (total of 75 AFRI in the three months).
- Activities promote greater incorporation of children with special educational needs into

community life.

- Parents foster relationships with other children and adults by participating in activities.

Table #1. Comparing the results at the beginning and final phases

Indicators	Total	Beginning		Final	
		Quantity	%	Quantity	%
AFRI Quantity (per week)	12	4	33.31	12	100
Participation in AFRI	6	2	33.3	5	83.3
Relation with other girls and boys	6	2	33.3	6	83.3

As can be seen in table # 1, the change in the indicator number of activities, implied an increase of these for the children's free time budget, both in amount and type of activity. Participation, with its increase in the final stage, indirectly contributed to the correction of psychomotor indicators such as fine motor skills from the manipulation of scraps of newspaper, threads, and cords, among others. New interpersonal relationships, socializing experiences with other children emerged from the various forms of organization employed; A greater personal and family well-being was perceived, which allows corroborating the statements of González, A., and Velasco M. E., (2015). In summary, when comparing the results of the initial stage with the final one, it was found that the AFRI's satisfy the needs of the sample under study; for providing greater social inclusion.

Conclusions

Children with special educational needs, from Circumscription 291, from the Camacho Libertad People's Council of the municipality of Santa Clara, show little social incorporation to the recreational activities of the community, which manifests a limited process of social inclusion, in the initial phase of the investigation.

The foundations of the proposal are supported theoretically and methodologically, in the principles and functions of special pedagogy, physical recreation and social inclusion.

The results of the implementation of recreational physical activities for the social incorporation of

children with special educational needs led to greater social incorporation and relationship with adults, so it can be affirmed that the proposal has been effective due to the degree of social inclusion achieved.

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