

***Inclusion in the Secondary Level Physical Education classes at the Bobby
Salamanca Sports Center
Inclusión en las clases de Educación Física del Nivel Secundario del Centro
Deportivo Bobby Salamanca***

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ABSTRACT

With this work you want; Using both theoretical and scientific-practical means developed in today's society, create a link between students with intellectual disabilities at the secondary level and students at the general level. The objective: Develop a plan of methodological actions aimed at enhancing teacher development to work on inclusion between Educational Institutions at the Special and General Secondary level belonging to the "La Corea" district in transformation of the "Bobby Salamanca" Community Sports Center in the Municipality of San Miguel del Padrón.

Keywords

Intellectual disability; Physical education; Special Secondary Level; Inclusion; General Secondary Level.

RESUMEN

Con este trabajo se quiere; utilizando los medios tanto teóricos como científico-prácticos desarrollados en la sociedad de hoy, crear un vínculo entre educandos con discapacidad intelectual de nivel secundario y los educandos de nivel general. El objetivo: Elaborar un plan de acciones metodológicas encaminadas a potenciar el desarrollo profesoral para trabajar la inclusión entre las Instituciones Educativas de nivel. Secundario Especial y General pertenecientes al reparto en transformación "La Corea" del Centro Deportivo Comunitario "Bobby Salamanca" en el Municipio San Miguel del Padrón.

Palabras clave

Discapacidad intelectual; Educación física; Nivel Secundario Especial; Inclusión; Nivel Secundario General.

INTRODUCTION

Physical education is an effective way to develop physical skills and capabilities in addition to maintaining a healthy life, which is why it acquires greater importance when it is imparted to students with intellectual disabilities. During methodological visits carried out to the institutions of the Community Sports Center where we work, we found ourselves with weaknesses when it came to establishing an inter-school relationship that provides a modern, enriching and inclusive class both in general and special education centers. The investigation was carried out in general and special secondary educational institutions belonging to the Centro Deportivo Comunitario “Bobby Salamanca” of the Municipality of San Miguel del Padrón, which is staffed by physical education teachers. Specifically in institutions Alejandro Herrera; General Secondary Level and Solidarity with the Pueblos; Special secondary level school, which are located in the transformation department “La Coreia.

JUSTIFICATION

At the “Bobby Salamanca” Community Sports Center in the Municipality of San Miguel del Padrón. Insufficiencies are present when working on inclusion in physical education classes, which is why this investigation is necessary; supported by both theoretical and scientific-practical means defined by scholars of the subject and who are developing in today's society, to professionally prepare specialists, based on detailed work, so that they achieve success through their classes, create a link between students with intellectual disabilities at the Special and General Secondary Level.

PROBLEM: ¿How to enhance teacher development to work on inclusion between Special and General Secondary Educational Institutions in the “Bobby Salamanca” Community Sports Center of the Municipality of San Miguel del Padrón?

Reorganizing the National Education System, Reinoso and Ramírez (2020) continued, thinking about education for outdated teenagers and young people and for students of different ages who were not accepted in educational centers due to intellectual, sensory or physical disabilities.

Several actions are carried out, which, as if implicit in this work, assume the objective of guiding educational professionals towards educational inclusion that acquires its maximum expression in the quality of education and towards diversity; from attention to special educational needs and in particular to individual differences. (Reinoso and Ramírez 2020, introduction).

IMPORTANCE: Creating a link between students with intellectual disabilities at secondary level and those at the general level, based on the lack of work on the part of Physical Education teachers at these Institutions, aimed at promoting Inclusion. To identify educational inclusion in the context of

Cuban Education and define dimensions and indicators, which allow showing an approach to the reality that is being investigated, the researcher also relies on the criteria issued by the Ministry of National Education in 2022, in it concerns Special Educational Needs cited in the Update of the legislative schedule; Education Law, scheduled for 2023 and for Intellectual Disability, is based on the new conception that presents the American Association of Intellectual Disability (2023).

METHODOLOGY: Based on a longitudinal descriptive investigation, the means and methods necessary to obtain a better result in Inclusive work, which must be carried out by teachers and personnel assigned in educational institutions of Special and General Secondary Level, belonging to the department in transformation of “La Corea” into the “Bobby Salamanca” Community Sports Center in the Municipality of San Miguel del Padrón.

OBJECTIVE: To develop a plan of methodological actions aimed at enhancing teacher development to work on inclusion between Special Secondary and General Educational Institutions belonging to the “La Corea” transformation department of the “Bobby Salamanca” Community Sports Center in the San Miguel Municipality del Padrón.

SAMPLE AND METHODOLOGY

Characterization of the sample: The selected teachers are four who impart the Physical Education award in the secondary educational institutions of the Community Sports Center; Two in the Basic Secondary School General Alejandro Herrera and four in the Secondary School Special Solidarity with the Pueblos, belonging to the division in transformation “La Corea”, they are specialists, Graduates in Physical Culture. To validate the investigation across the class, 7th grade students will be used. General Secondary Level Grade of 9th grade. Special Secondary Level Grade.

Methods and procedures used in research: To approach and study the scientific problem in question are related to the continuation of the methods used:

Theoretical methods

Historical-Logical: It is used to understand works related to inclusion, educational inclusion, intellectual disability and special educational needs, facilitating the study of theoretical concepts, real analysis of the phenomenon in study, its evolution and current trends. Its results appear in chapter I.

Analytical-synthetic: Allows you to analyze the study of different research elements in its relative independence and subsequently the integration and interaction of different elements related to the theme to be investigated, the foundations that support the inclusion project in the physical education class.

Empirical methods Observation: To detect the problem that concerns us; This method was used, through visits to the class with a methodological nature, to obtain a clear vision of the state in which the population is found, corroborated by the analysis of the behavior of students in the classes.

Conceptualization of Inclusion: In today's world, special attention is being paid to inclusive work in all areas of the human environment, scientists are investigating all antecedents to thus facilitate the development of the skills necessary to perfect the work in the current environment, this process is complex and multidimensional, therefore it must be interpreted from a dialectical perspective. There are many effects that can be generated in an individual, when through the use of reason, he discovers that part of his natural physiological state is not normal among what is considered a person with all his stable physical faculties. It is important that the individual has full control of the reasons that originate the disability, as previously specified in this investigation, the disability can be congenital or acquired. It depends on what originates that the person poses acceptance for the same and overcoming. From the perspective of Vigotsky (1988) special importance is attributed to the social environment, to interaction with the environment and language. It revalues stimulation, learning and the ductility of intelligence. This contribution can be valuable from psychological intervention, providing an environment that facilitates the development of self-determination, and having a positive impact on the quality of life of those affected.

Conceptualization of Educational Inclusion: According to UNESCO (2020), it is to ensure that each individual has access to and benefits from equal educational opportunities to advance in their learning process. There is no official definition of inclusive education in Cuba contained within the legal framework, however. Since 2009, UNESCO has considered inclusive education as a key strategy to achieve Education for All (a declaration that has been adopted since 1990), based on the belief that education is a basic and fundamental human right of a fairer and more equal society UNESCO (2009). Plancarte (2017) explains that when we hear or read educational inclusion words, the majority of people instantly relate to special education or disability. Considering this, if we started from the medical model with a pathological vision of the difference, mainly from the cognitive aspects, and therefore, people with special educational needs were seen as disabled whose difficulty was intrinsic, to be sure, if they had a static conception I respect the naturalness of individual differences which caused them to be segregated in special schools. Educational inclusion is related to access, participation and achievements of all students, with special emphasis on those who are at risk of being excluded or marginalized. It implies transforming the culture, policies and practices of

schools to meet the diversity of educational needs of all students (Ainscow, 2001; Arnaiz, 2003; Blanco, 2006; Booth, 2006; Ecehita, 2006).

Educational inclusion in the context of Cuban education: Reinoso and Ramírez (2020) plan that Cuban education, based on the achievements achieved since the 1960s, from the past siglo, to the current status of the right, the equality and justice of all and all citizens, as the dimension of the legal and political project, established in the country, therefore I first explain that, in Cuba, education is inclusive. However, there are deficiencies that have their origin in the preparation of teachers and in social conduct, to the detriment of contemporary rights and obligations. In view of this situation, a study is carried out on the contributions of investigations related to attention to diversity, special educational needs and educational inclusion; for this, methods at a theoretical level (analytical-synthetic, inductive-deductive, among others) will be applied, in order to determine actions that favor educational inclusion, with the objective of guiding educational professionals towards educational inclusion that acquires their maximum expression in the quality of education and for diversity. Doctors in science Reinoso and Ramírez (2020) explained that educational centers also pass through the prism of diversity, their differences are evident at the educational level; organization, planning and direction of educational work; preparation of the pedagogical collective and its type and constructive state, among others.

Conceptualization of Special Educational Needs (SEN): According to the Ministry of Education of the Republic of Cuba, the universe of Special Education is conceived as a system of educational institutions, types of care, resources, special services, professional support and extension routes in the role of children, girls, teenagers and young people with SEN, their families, educators and other educational agents. Special Education is also conceived as “a way of teaching, enriched by the use of all necessary resources, support, the creativity that each case requires, and enriching because it leads and transforms, unfolds at the peculiar rhythm of each student, but permanent way. The number of students with disabilities who are attended in regular contexts is increasing.

Cuba ratified the Convention on the Rights of People with Disability in 2007. In the country, there is no specific law that regulates the access of people with disabilities to regular education and accounts for decrees, provisions and regulations that regulate exercise of the rights of people with disabilities. In terms of education, it is worth highlighting Resolution no. 247 of 1980 that approves and puts into force the school regulations of the teaching centers of the special education subsystem; la Resolution no. 160 of 1991 that establishes correct normative documents for the perfection of the special education subsystem; la Resolution 141 of 2001 that establishes the preparation of students with SEN

with a transitional character for the continuity of studies from the moment they are educated in general education centers and in special education centers and the Joint Circular of the MES-MINED of 2003 that stipulates differentiated treatment that facilitates access to higher education for young people with disabilities who aspire to continue studies at this level. In 2006, with Resolution 48 of 2006, the MINED authorized the admission of students with a diagnosis of mental retardation to the study plan of the Schools of Offices, with the prior evaluation of the Diagnostic and Guidance Center

Conceptualization of psychological processes in the stage from 12 to 15 years: The World Health Organization, defines adolescence as the stage that takes place between 10 and 19 years. Normally there is a division between phases; early adolescence from 12 to 14 years and late adolescence from 15 to 19 years. Herminia Watson Brown in her book *Teoría y Práctica de los Juegos* (2000), expresses that the study group that comprises the school stage from 12 to 14 years old, the adolescent stage, is marked by many physical, mental, emotional and social changes. At the beginning of puberty, hormonal changes occur. In the majority of men, the pubic and facial skin begins to appear, and their voice becomes more serious, in young girls the pubic skin appears, their sinuses grow and they begin to menstruate. By adolescence we understand the stage that extends from the age of 12, 13 to approximately 20. It is a stage of transition in which you are not a child, but also have adult status. However, adolescence as we know it in the Western world is something bad. The delay of teenagers to adult status has been delayed, forming a new group that develops their habits and manners, and that faces peculiar problems. We distinguish between puberty and adolescence: Puberty is the set of physical changes that throughout the second decade of life transform the child's body into an adult. Adolescence is the psychosociological period that lasts several years and is characterized by the transition between childhood and adulthood. It is a hecho that is not necessarily universal and that does not adopt in all cultures the patron of characteristics that it adopts in our country.

Conceptualization of Intellectual Disability: Much is the concept that scientists have about disability. In relation to ID specifically, the first multidimensional plant was presented in 1992 by the American Association on Mental Retardation (AAMR), with the intention of confronting reductionism and the primacy of the application of intelligence measurement tests. Emphasis is placed on the ecological perspective and the use of support with classification and intervention objectives. In 2002, the tenth edition of the AAMR was published, which included the end of mental delay, defining it as: “a disability characterized by significant limitations in intellectual functioning and adaptive behavior that is manifested in conceptual, social and practical adaptive skills. This disability began before the age of 18” (Luckasson et al., 2002, p. 9). It is a model that takes into

consideration all aspects of the individual, “their intellectual capabilities, adaptive behavior, health and how the person interacts with others in their environment” (Luckasson et al., 2002, p.9.). Focus on the way the person works as a whole, taking into account their family, culture, surroundings and community. It is based on the presence of five dimensions that are necessary to fully understand the definition of mental retardation, which “must be considered taking into account personal and environmental factors, and the need for individualized support. (...) Disability must be seen within the structure of the individual’s entire life and not in isolation.” The five dimensions it presents are: intelligence, adaptive behavior, participation and social roles, health, and context. These tasks contemplate different aspects of the person and the environment, which together with support, seek improvements in individual functioning in social contexts. As of 2006, the International Convention on the Rights of Persons with Disability (CDPD) recognizes disability as a concept that is constantly evolving and resulting from the interaction between people who have disabilities and barriers that prevent their participation full in society.

Characteristics of a child with intellectual disability and the educational implications of his thinking: Intellectual disability can present in a human being before birth, during childbirth or during the first five years of life, as a result of high temperatures that produce meningitis and convulsions, That is, violent and involuntary contractions that affect the functioning of the brain; also due to trauma resulting from a severe blow to the brain, which causes different forms and characteristics of intellectual disability. The most common intellectual disabilities are:

Down's syndrome. It is a genetic alteration caused by the presence of an extra chromosome in pair 21, and occurs during cell division at the time of pregnancy, without one of the parents being responsible for what happens. Children with Down syndrome have similar physical characteristics, so that they look very similar to each other, and face a different life condition, not an illness. Three characteristics distinguish children: low muscle tone, intellectual disability and language retardation. The chromosomal alterations lead to the surname of the doctor who discovered them, in this case the doctor John Langdon Down (in 1866); Other syndromes, including Klinefelter and Turner, which are less common, also cause intellectual disability. Syndrome means set of characteristics.

Hydrocephalus (too large skull) or microcephaly (small skull). They are more visible and also cause intellectual disability; However, it is only a small percentage in which they are present.

There are children who in their physical appearance do not appear to suffer problems, but manifest a severe, moderate or mild intellectual disability in their learning, language, way of relating, attention, understanding and retention, which translates into special educational needs that require adequate

satisfaction at the level of these needs. Children with intellectual disabilities manifest limitations in the cognitive process: they are easily distracted and experience brief periods of attention, as attention requires concentration and retention. The memory has how it functions, first, the record of experiences, and later its evocation; Here there are also limitations to remembering recorded information. Three characteristics distinguish the thinking of children with intellectual disabilities:

Egocentrism. It is typical of childish thinking. Let the child center his actions on himself; He feels that objects and the world of others revolve around him, and seem selfish because he appropriates materials and toys and does not share them. But the child becomes less focused on his own activity when he enters preschool education, as he plays, socializes, participates, asks questions and then gradually abandons egocentrism to achieve objectivity. Egocentrism continues into childhood with intellectual disability, sometimes leaving it to be maintained during adolescence, which represents an obstacle for people to be interested in learning letters, numbers and other concepts, which makes it difficult to center their actions on themselves. modifies his point of view to use another criterion that allows him to solve a problem; This makes the boy seem testudo.

Waterproof. It derives from egocentrism and defines the ways in which children with intellectual disabilities face learning. Asimismo, reveals its difficulty in incorporating new information about the object of knowledge and having mobility in its thinking.

Perseverance. It is related to egocentrism. It results from the obsessive insistence on repeating behaviors and leads the child to a mechanical and repetitive activity, that is, unthought out; For example, take pieces of paper, confetti, soups or semillas in a drawing or on letters or figures, bring scraps, pseudographs with the same model everywhere. Mechanical and repetitive work refuels egocentric structures.

The thinking characteristics of children with intellectual disabilities represent a disadvantage in accessing school learning. However, collaborative work with an integrative approach between the educational promoter, the instructor, the family and the community can reduce disadvantages and prevent them from becoming barriers to their inclusion. Differences are seen positively to strengthen learning, even between children and adults. Inclusion is related to identifying and eliminating barriers to learning, which means collecting, collating and evaluating information from a wide variety of resources for planning The improvements in policies and practices, inclusion refers to the presence, participation and achievements of all students.

RESULTS

Contextualization of the investigation: The investigation is carried out in educational institutions of Secondary General and Special level belonging to the Centro Deportivo Comunitario “Bobby Salamanca” of the Municipality of San Miguel del Padrón which has 12 physical education teachers. Specifically in the institutions Alejandro Herrera (General Secondary level) and Solidarity with the Pueblos (Special Secondary level), which are located in the “La Corea” transformation department. In the present investigation, the criteria of the authors Reinoso and Ramírez (2020) are assumed to identify educational inclusion in the context of Cuban Education and define the dimensions and indicators, which allow showing an approach to the reality that is being investigated, in addition to researcher relies on the criteria issued by the Ministry of Education National in 2022, regarding Special Educational Needs cited in the Update of the legislative schedule (Ley de Educación, scheduled for 2023) and for Intellectual Disability, it is supported by new conception that presents the American Intellectual Disability Association (2023).

Investigative Stages: The investigative strategy depends to a large extent on the methodology used, because the same is based on methods, theories and laws. Without a doubt, it would not be possible to approach reality, or study phenomena, society and thought, without a good methodological strategy that allows the researcher to collect the necessary information, without this being able to fulfill the objective that has been set. The investigation carried out is made up of three:

The first was the Conceptual Theoretical Framework in which there is a journey through the world of inclusion, educational inclusion, the distinct disabilities and its processes, in addition to advances in physical education, through theories, investigative methods and planning, which scholars have been exposing since stages as long as 1969, but sustaining us in the update proposed by researchers of these times. Different theoretical and methodological foundations support the study and investigation of inclusion between general and special secondary level institutions in physical education.

The second stage comprises the methodology and procedures applied for investigation in each case, the diagnosis of physical education teachers who work in the selected institutions, the observation and analysis of the results of surveys applied to these professionals to give continuity In the investigative work, and moving on to the third stage, the design and elaboration of the methodological action plan aimed at enhancing teacher development to work on inclusion between special and general secondary level educational institutions with which satisfactory results are expected to be obtained.

The third stage has two moments, firstly, focusing on the plan of methodological actions aimed at enhancing teacher development to work on inclusion between special and general secondary level educational institutions, for which analysis and synthesis are used. user discretion. At this moment, work is being done on the basis of bibliographic studies and investigations that precede this work, to be able to establish the terms and definitions that are intended to be achieved by professionals, carrying out joint work with specialists in the matters to be imparted. The second moment comprises the value of the level of satisfaction achieved with the methodological action plan implemented through analytical-synthetic methods and user criteria.

Methodological actions for inclusion between General and Special Secondary Educational

Institutions: The set of methodological actions aimed at enhancing teacher development to work on inclusion between secondary and special level educational institutions is presented, to the six teachers who impart the Education designation Physics in educational institutions, pertaining to the transformation of “La Corea” in the Centro Deportivo Comunitario “Bobby Salamanca” in the Municipality of San Miguel del Padrón, and demonstrating the results of the evaluation of this proposal.

From the determined design, the actions to be taken are established, detailed below:

Methodological Preparation 1: Students with Intellectual Disability

Theme: Psychopedagogical and psychomotor characteristics of students with Intellectual Disability.

Objective: to understand everything regarding the characteristics of students with intellectual disabilities.

Fulfillment period and time: (20-03-2023 / 2 hours “first moment”) (23-06-2023 / 2 hours “second moment”).

Content:

- ✓ Conceptualization.
- ✓ Differences between conventional and alternative materials.
- ✓ Functions of alternative teaching materials in Physical Education classes.
- ✓ Aspects to keep in mind for your selection.

Methods: explanatory.

Media: video beam, laptop.

Development: Health and presentation of the responsible, designated specialist and the participants, exposition in plenary of the specialist and finally asking the participants about their expectations. A

socialization of the topic covered will be carried out and alternative materials will be selected at the level that will be used.

Conclusions and evaluation: it will be recommended that conference participants continue studying the themes which will remain open seeking the possibility of enriching it and verifying the achievement of the objective of the preparation and a synthesis of what has been accomplished will be carried out, in the same way it will be asked valuation of what was learned during the conference.

The facilitator or moderator: project manager / designated specialist.

Participants: General Secondary Physical Education teachers.

Taller I. Inclusion

Theme: Concept of Inclusion. Educational Inclusion in Cuba.

Objective: Show everything regarding inclusion and educational inclusion in Cuba from the new statutes established according to the national program.

Compliance time and time: 2 hours.

Content:

- ✓ Conceptualization.
- ✓ Aspects to be considered for working with individual differences at different secondary levels of teaching.

Methods: explanatory and expository.

Media: video beam, laptop.

Development: greeting and presentation of the person responsible, designated specialist and the participants, presentation in plenary of the specialist, presentation of the guest and questions to the participants about the meeting.

Conclusions and evaluation: it will be recommended to the participants of the meeting the study of the constant changes that occur in the scientific world with reference to the theme and the achievement of the objective of the meeting will be verified through questions, to value what was learned during it.

Facilitator or moderator: project manager / invited specialist.

Participants: General and Special Secondary Physical Education teachers.

Bibliography: Plancarte Cansino, Dña. Patricia A. (2017). Educational inclusion and inclusive culture. National and International Magazine of Inclusive Education. UNESCO (2020). La Inclusión Educativa. Taken May 10, 2023. UNESCO (2021). Inclusion in Cuba. Taken May 10, 2023. Reinoso

and Ramirez (2020). Educational Inclusion in the context of Cuban education. Revista de Investigación, Formación y Desarrollo: Generando Productividad Institucional, Vol. 8 No. 3.

Taller II. Psychological processes in secondary school students

Theme: Concept of psychological processes between 12 and 15 years old

Objective: Conceptualize psychological processes in the age group selected for research.

Compliance time and time: 1 hour

Content:

- ✓ Conceptualization.
- ✓ Aspects to be considered for working with the students who constitute this sector at different secondary levels of education. Métodos: explicativo y expositivo.

Media: video beam, laptop.

Development: greeting and presentation of the person responsible, designated specialist and the participants, presentation in plenary of the specialist, presentation of the guest and questions to the participants about the meeting.

Conclusions and evaluation: the study will recommend to the participants of the workshop the constant changes that occur in the scientific world with reference to this theme and the achievement of the objective of the workshop will be verified through questions, to value what was learned during it.

Facilitator or moderator: project manager / invited specialist.

Participants: General and Special Secondary Physical Education teachers.

Taller III. Special Educational Needs (SEN)

Theme: Concept of Special Educational Needs (SEN).

Objective: Conceptualize Special Educational Needs (SEN) in the context of Cuban education based on new guidelines generated by the Ministry of Education.

Compliance time and deadline: (20-10-2023/ 1 hours)

Content:

- ✓ Conceptualization.
- ✓ Aspects to be considered for working with the students who constitute this sector at different secondary levels of education.

Methods: explanatory and expository.

Media: video beam, laptop.

Development: greeting and presentation of the person responsible, designated specialist and the participants, presentation in plenary of the specialist, presentation of the guest and questions to the participants about the meeting.

Conclusions and evaluation: the study will recommend to the participants of the workshop the constant changes that occur in the scientific world with reference to this theme and the achievement of the objective of the workshop will be verified through questions, to value what was learned during it.

Facilitator or moderator: project manager / invited specialist.

Participants: General and Special Secondary Physical Education teachers.

Methodological Preparation 2: Practical Class

Theme: Interactive practical class between educational institutions.

Objective: to highlight pertinent adjustments for demonstrating a developing class with an inclusive character.

Compliance time and time: 3 hours

Content: development of skills, curricular adaptations, capabilities, bonding, attention to individual differences based on concrete objectives that enhance the execution of a contemporary and effective class.

Methods: Explanatory. Demo

Measurements: terrain and alternative materials

Development: Health and presentation of the responsible, designated specialist and participants and execution of the class. A socialization of the activity carried out will be carried out, correcting errors and working together on the basis of class dynamics.

Conclusions and evaluation: class participants will be recommended to develop a theme for the following preparation, they will be guided on what basis should be designed and the degree of motivation that leads to completion through a written activity will be evaluated.

The facilitator or moderator: project manager / designated specialist.

Participants: General and Special Secondary Physical Education teachers.

After applying the set of methodological actions previously mentioned as a solution to the scientific problem, an instrument was again applied to validate the effectiveness of the same and thus allow reaching the conclusions of the investigation, the results of this evaluation are exposed to continuation:

- ✓ From the implementation of methodological actions, the six teachers responded positively to the first question of the survey carried out later, therefore it is so evident that the preparations and meetings received helped in improving their performance as teachers at the time of work on inclusion.
- ✓ Three of the teachers responded who found themselves applying the new forms of creative work, knowledge acquired through the preparation received, which is equivalent to 50% of the total of the sample, the other three plantean that more or less, which shows that delays persist on their part when it comes to carrying out their task; falling into weakness, to continue the investigation, which can be translated into the search for new ways of encouraging others.
- ✓ The six teachers consider that they must continue to feed themselves with new materials, through guided research, to raise their potential at the time of working in a developing class and with the new existing trends for the development of educational inclusion, which they represent 100% of the total.
- ✓ The six plant teachers who only worked together during the preparation period, put all conditions in place for themselves, but in these moments it becomes difficult (recognizing the weakness, to investigate the external factors that affect the affectation of the established relationship.

CONCLUSIONS

- ✓ This methodological action plan constitutes a useful instrument for developing the potential of Physical Education teachers, so that the project can flow effectively within the institution and thus contribute to the performance of a class, with quality, on the basis of new educational trends, encouraging students in any condition, as well as being an indispensable tool when helping the educational teaching process.
- ✓ The specialists, are the subjects who issue opinions on the scientific product that offers them the level of satisfaction that they experience with it and contributes both to the perfection of this product, and to complement criteria of feasibility, applicability or viability of the same.
- ✓ Through the methodological action plan designed, it was possible to eliminate the differences that affect the work carried out by Physical Education teachers at the General and Special Secondary Level, as well as creating a bond between students with intellectual disabilities at an adolescent age and those students of the general secondary level, which changed its

relationship from a new perspective. Shown through the value provided by both teachers and specialists.

Impact:

1. After identifying the methodological theoretical foundations, if possible
2. define Inclusion in the Physics Education class, in order to apply the proposed instruments in this investigation to teachers from both educational institutions.
3. The diagnosis made allows the determination of the current situation
4. which presents inclusion in Physical Education classes at the Secondary level, showing that the proposed action plan is the most feasible way to develop the potential of teachers.
5. Through the methodological action plan designed, it was possible to eliminate the differences that affect the work carried out by Physical Education teachers at Secondary General and Special Levels, as well as creating a bond between students with intellectual disabilities at an adolescent age and among them students at the general secondary level, which changed their relationship from a new perspective. Shown through the value provided by both teachers and specialists.

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