

Physical-educational intervention in students with Attention Deficit Hyperactivity

Disorder

Intervención físico-educativa en educandos con Trastorno por Déficit de Atención con Hiperactividad

Jeonny Nariño-Cuello¹, Luis Bertot-Ortega², Yoel Ortiz-Hernández³

¹*M. Sc. Profesor Auxiliar. Facultad de Cultura Física, Universidad de Guantánamo. Cuba*

²*Dr.C. Profesor Titular. Facultad de Cultura Física, Universidad de Guantánamo. Cuba*

³*Dr.C. Profesor Titular. Facultad de Cultura Física, Universidad de Holguín. Cuba.*

Email:

jeonnync@cug.co.cu

luisbo@cug.co.cu

jortiz@uho.edu.cu

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ABSTRACT

The objective of this article is to develop motor tasks for physical-educational intervention for students with Attention Deficit Hyperactivity Disorder from Physical Education in primary educational level institutions of “San Justo” Popular Council in the Guantánamo municipality. Consequently, methods and techniques of the theoretical and empirical level were used, such as the inductive-deductive, hypothetical-deductive, observation, interview, survey, among others, which allowed corroborating the limitations that originated the problem under study, as well as making motor tasks necessary to fulfill the purpose of the study carried out.

Keywords

Motor tasks; Physical-educational intervention; Physical education; Attention deficit disorder; Hyperactivity

RESUMEN

El presente artículo tiene como objetivo elaborar tareas motrices para la intervención físico-educativa a educandos con Trastorno por Déficit de Atención por hiperactividad desde la Educación Física en las instituciones del nivel educativo primaria del Consejo Popular “San Justo” en el municipio Guantánamo. En consecuencia, se utilizaron métodos y técnicas del nivel teórico y del empírico tales como el inductivo-deductivo, hipotético-deductivo, observación, entrevista, encuesta entre otros, los cuales permitieron corroborar las limitaciones que originaron la problemática que se estudia, así como confeccionar las tareas motrices necesarias para dar cumplimiento al propósito del estudio realizado.

Palabras clave

Tareas motrices; Intervención físico-educativa; Educación física; Trastorno por déficit de atención; Hiperactividad

INTRODUCTION

Cuban Physical Education has become a priority for the comprehensive training of schoolchildren, an aspect that has caused a resizing of existing conceptions at all educational levels. This demand imposes new challenges on teachers from the teaching-learning process, so that the student becomes the center of the pedagogical work.

In this sense, in the International Charter of Physical Education and Sport of UNESCO of 2004, it is suggested that the teacher must select the contents, methods, means and forms of teaching in correspondence with the needs and potentialities of the students, to achieve in them basic requirements such as: the preservation and development of physical, intellectual and moral aptitudes; and in turn, improve their quality of life.

In our context, these considerations are taken into account in the area of current Physical Education, which forces us to redesign inclusive work and stop considering it exclusive to special education teachers, to turn it into a useful work tool in the performance of all professionals in general and in particular of those who work at the primary educational level.

Physical Education in its legal documents denotes the inclusive nature of it for students with special educational needs, in order to make possible the integral development of their personality.

About (Perez & Arteaga, 2015) who match (Ruiz, 2010) define physical education as

“pedagogical process that is carried out in schools aimed at the development of the physical performance capacities of the individual, based on the morphological and functional improvement of their organism, the formation and improvement of motor skills, the acquisition of knowledge and the development of moral and volitional qualities, in such a way that he is in a position to fulfill all the tasks that society assigns him from the labor, military and social point of view”. (p.2)

Consequently, the most current conceptions is to achieve diversity in conditions of educational inclusion, which reaches different nuances from the insertion of students with special educational needs in regular environments; In correspondence with this trend, in primary education in Cuba educational strategies are designed to provide them with the opportunity and support in order to achieve the objectives of the level studied,(INDER, 2017). Thus, the regular school that incorporates students identified with attention deficit hyperactivity disorder (ADHD), must generally demand a new scenario to develop the teaching-learning process and in particular physical education.

Regarding the teaching-learning of Physical Education as a process(Lopez, 2006)Submits that

“is to highlight the different aspects that materialize in it, through the pedagogical interaction of its personal components: the teacher and the schoolchildren; as well as its non-personal components: objective, content, methods, means and evaluation. This process has been colored by various conceptions, some more focused on the external (the movement), and others on the internal (the being that moves)”.

According to the DSM-V Drafting Committee in 2013, of the American Psychiatric Association, it defines ADHD as the

“persistent pattern of inattention and/or impulsivity-hyperactivity, which interferes with functioning or development. Subtypes are presented to specify the predominant symptom presentation: predominantly inattentive type, predominantly hyperactive-impulsive type, and combined type.” This disorder is included within “neurodevelopmental disorders.” (Santos, 2013) cited by (Sáez, 2015, p.12)

There is an educational need for ADHD intervention since it is currently present and as time passes students are diagnosed, this need implies the knowledge, planning, organization and implementation of different action strategies that favor the development of the learner with ADHD. On the other hand, experienced teachers are perceived who spontaneously make modifications and adjustments in some of the components of the ordinary program in their physical-educational intervention; but in a non-explicit way, with little systematicity, devoid of a consistent methodology; in short, lacking a theoretical-methodological argumentation.

From the physical-educational approach, it is to contemplate as contents, objectives, learning activities and evaluation activities, not only the development of capacities and abilities, but also ensuring the learning of concepts and modes of reference together with the formation of attitudes, norms and values and integrating the new knowledge to the previous knowledge or antecedents of the students to give a meaning and personal sense to the learning. (López, 2006)

To offer an education based on equality and the individuality of each of the students. Clarity should be given to the importance of physical activity in the development of students with ADHD, since it not only favors their physical development, but also helps them in other areas such as education and affective-social.

According to (Rangel, 2014), ADHD is among the most common neurodevelopmental disorders in the school-age population; they experience affectations in the cognitive-affective sphere, as well as difficulties to respond flexibly to changes that lead to a negative repercussion in the social sphere motivated by different causes that make them feel rejected at times.

Other studies that stand out are the investigations carried out by (Delgado and Palma, 2005; Barrios, 2006; Balbuena, 2014; Marvassio, 2014 and Estévez, 2015) that emphasize the behavioral symptoms of the disorder in the family and school setting, provide guidelines and strategies for teachers, inclusive activities and inclusive work.

These contributions are relevant to take into account in this research because they are based on the participation of the school as a socializing agent in the treatment of students with ADHD, however, it is necessary to recognize how to favor corrective-compensatory work in the teaching-learning process. of physical education.

Primary schools are ideal for giving attention to students with ADHD, and special schools will only attend those who really require it. These students are diagnosed and evaluated by the Center for Diagnosis and Guidance (CDO), which means, then, that the physical education teacher, as part of the pedagogical group, must possess the pedagogical skills and tools for corrective-compensatory work linked to physical development. educational, which becomes a challenge in raising awareness and in the search for solutions for the work of individual differences and performing with devotion, tolerance, understanding, solidarity, cooperation and mutual aid.

The teaching task in the context of the Physical Education class does not stop fulfilling its function as the basic nucleus of the teaching-learning process, expressed in the basic content through which the achievement of the various objectives that are proposed to the students is sought. for their comprehensive physical development and is identified by specialists as a motor task.

About, (del Canto, 2000), considers that the motor task is the generalized demand that is posed to the motor action or pattern of what does not exist, specified in advance in terms of general achievement.

Thus, one of the problems presented by Physical Culture professionals, in their vast majority, do not pay due differentiated attention to students with ADHD included in a regular teaching environment at the primary educational level.

The elements exposed above constitute the theoretical basis for developing the motor tasks that favor the physical-educational intervention for students with ADHD from Physical Education in the institutions of the primary educational level of “San Justo” Popular Council in Guantánamo municipality, which is the essential objective of this research study.

METHODS

To carry out this research, the studied sample consisted of nine students from the first cycle of primary education, from the three educational institutions of “San Justo” Popular Council in Guantánamo municipality, in addition to eight teachers with degrees in Physical Culture.

During the investigation, a bibliographic review was carried out that allowed the study of the teaching-learning process of physical education, as well as analyzing the constituent elements of the problem and synthesizing the fundamental theoretical components related to students with (ADHD).

A guide for content analysis was applied to assess the clinical and psycho-pedagogical characteristics of the student with (ADHD), as well as its manifestation in the study plans and programs at the primary educational level.

A survey was carried out on Physical Education teachers to verify if they have knowledge about ADHD and their preparation to perform compensatory corrective work that allows physical-educational intervention for students with ADHD from Physical Education in primary educational institutions. of “San Justo” Popular Council in the Guantanamo municipality.

An interview was also applied to the child and adolescent psychiatrist of the mental health center, to assess the specialist's criteria about the influence of physical education to favor compensatory corrective work in students with ADHD. As well as an interview with the physical education methodologist, which allowed us to assess the knowledge that methodologists have about (ADHD) and the preparation that is developed with physical education teachers.

An observation guide was applied to 20 classes, to corroborate the existence of the problem, its current state and specify the results from the practical application of motor tasks based on the physical-educational intervention.

From the data obtained in the instruments applied during the investigation, the motor tasks were elaborated in order to carry out the physical-educational intervention to students (ADHD) from the Physical Education of “San Justo” Popular Council in Guantánamo municipality, which are presented below.

RESULTS

Motor tasks for physical-educational intervention for students with Attention Deficit Disorder with Hyperactivity of “San Justo” Popular Council in Guantánamo municipality

The motor tasks are conceived during the teaching-learning process of the physical education class in order to achieve in a developer way the objective proposed for the investigation based on the importance that is given to each one of it for the integral development of the students. students with (ADHD), in the first cycle of the primary educational level; Through motor tasks, the teacher, in addition to teaching, transmits knowledge that develops habits, skills and cognitive processes, to achieve in his students a developer and significant learning of the contents addressed, which will

contribute to the development of a productive thought of these, through motor tasks during the physical-educational intervention.

The motor tasks lead to the integral development of the personality of the students, and have a didactic structure determined by an objective, content, methods, form of organization and evaluation, as essential elements to achieve the pedagogical impact that is required.

Distinctive elements that characterize elaborated motor tasks

Practical character: allows students to assume the essential qualities that characterize the practice of physical activity and act in correspondence with them in the school context, which can undoubtedly serve to improve their way of acting in other contexts of life.

Developer character: the students are given prominence, which leads to a transformation of the student's development, favoring a developer learning, where the student appropriates the basic knowledge to be able to transform what has been learned.

Systematic character: because it requires a constant practice in which different actions of a task or different tasks can be developed simultaneously, according to the individuality of each student.

Inclusive character: because it offers the opportunity to guide the teacher on the group intervention to achieve a developing pedagogical process, where the student with ADHD is not only present, but also participates and is the protagonist of their learning with the support of their peers.

Structure of motor tasks

The motor tasks were conceived in the form of games, using the didactic game method in which its rules respond to certain teaching-learning objectives and educational objectives, as well as the productive method, joint elaboration with the objective of achieving student participation. active in the process developing in them knowledge and attitudes from their motor skills.

Design of motor tasks

- Title
- didactic objective
- Contents: cognitive, procedural and attitudinal
- teaching media
- Organization (organizational form, organizational procedure)
- Dosage (volume and intensity)
- Actions to be carried out (presentation of the activity, questions from the teacher, possible answers from the students)
- Teaching method
- Demonstration

- Developing
- Graphic representation
- Rules
- educational value of the game
- Evaluation

Example of motor tasks

Motor task: 1

Title: jumping the swiss

Didactic goals:

- Jump in different ways the Swiss.
- Know the notions of basic concepts of jumps.

Cognitive contents: knowledge about the naming and execution of motor actions on displacements and jumps and basic topological notions (in front / behind, above / below, inside / outside, left / right).

Procedural contents: basic motor skills.

- Locomotives: displacements and jumps.
- Non-locomotor: lean, sway, balance.
- From the body scheme: weight-height perception, influence on the lower body musculature, segmental independence, on coordination, relaxation and the perception of the possibilities of execution of the different body segments. Space-time structure, space-time perception, breathing.
- Physical capacities: general dynamic coordination. (Coordination of lower body actions (displacement and jumps) Spatial dynamic coordination, spatial orientation, coupling, balance.

Attitudinal contents:

- Interest in knowing different possibilities of movements.
- Assessment of the basic motor ability to jump, as a tool to be used in games.
- Effort to achieve the maximum result
- Interest in improving the quality of movement.

Media: Ropes

Organization:

- ✓ Organizational form: four seasons.
- ✓ Organizational procedure: circuit

Dosage: Volume 4-6 repetitions

Intensity: medium-high

Method: joint elaboration and didactic game.

Organization of the land: the group is divided into three subgroups and each group is located in a station, each station will have different implements and will be delimited. Station 1 Swiss, station 2 small ropes, station 3 big rope.

Developing:

At the teacher's signal, the students begin to work at each station with their preferred activities according to the corresponding implement, but always doing jumping exercises.

Variants Rope

- Jump on two feet with the Swiss forward.
- Jump on two feet with the Swiss backwards.
- Jump on one foot with the Swiss forward.
- Jump on one foot with the Swiss backwards.

DISCUSSION

The developed motor tasks constitute a methodological didactic instrument for the physical education teacher to execute a physical-educational intervention in students with (ADHD) of “San Justo” Popular Council in Guantánamo municipality. Which have as a novel element that they can be applied in the form of a game, both in the physical education class and in sports for all, because they present a didactic-methodological steps to be followed by the teacher, in addition to being supported by the theoretical foundations that govern the teaching-learning process of Physical Education today.

The postulates of UNESCO (2004) on the selection of non-personological components of the teaching-learning process were taken into account, which allowed establishing the necessary links between the contents to be constituted in the students, in such a way that a system is formed. coherent and, in this way, favor the assimilation of significant learning.

The elements related to the development of the physical and biological qualities of the students, as well as the process of instruction and education necessary for the elaboration of the proposed physical-educational intervention are assumed from the definition of Physical Education proposed by (Ruiz, 2010) as well as Pérez and Arteaga (2015).

The components of the teaching-learning process of Physical Education, revealed by (López, 2006), as well as the various conceptions on which this process is focused, are elements that allowed a better approach to the physical-educational intervention for students. with ADHD. In addition, this author

defines the physical-educational approach of Physical Education which allowed the development of motor tasks in such a way that they favored meaningful learning, the development of basic motor skills, as well as the formation of moral and social convictions in students. with ADHD in order to achieve their socio-educational inclusion.

Regarding the design of educational strategies oriented by the (INDER, 2017), they allow the actions to be developed to be accessible and affordable for both teachers and students from the theoretical and practical point of view, which allowed a better understanding of the elements. conceptual and procedural.

In summary, in his definition, del Canto (2000) reveals human movement as the essence of motor tasks and in the field of Physical Education it is the instrument through which the student develops his educational potential and the teacher achieves the physical-physical objectives. educational. In addition, he shows patterns to follow for the correct execution of motor tasks.

The studies carried out by (Rangel, 2014), allowed to know the most specific characteristics of ADHD in the students, which favored an adaptation of the motor tasks during the execution of the class, and thus they can develop habits and motor skills, assume positive attitudes. and strengthen the moral values acquired in the teaching activity for the development of their potentialities.

The characteristics of the predominant symptom of ADHD addressed in the definition offered in the DSM-V of 2013 are also assumed, which allow a better corrective-compensatory work to be carried out with the students who present this neurodevelopmental affectation from the motor tasks that are proposed in the elaborated physical-educational intervention.

Once this investigation is finished, it can be conclusively referred to that during the analysis of different investigations related to students with (ADHD), it allowed us to determine the theoretical foundations that support the motor tasks for students with Attention Deficit Hyperactivity Disorder since childhood. Physical Education in the first cycle of the primary educational level of “San Justo” Popular Council in Guantánamo municipality.

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