

PODIUM

Journal of Science and Technology in Physical Culture

EDITORIAL LIBERCIENCIA

Volume 18
Issue 3

2023

University of Pinar del Río "Hermanos Saíz Montes de Oca"



Translated from the original in spanish

Original article

Corrective influence of physical activity on the inclusion of students with behavioral disorders

*Influencia correctiva de la actividad física en la inclusión de los educandos con trastornos
de la conducta*

*Influência corretiva da atividade física na inclusão de alunos com distúrbios
comportamentais*

Sandra Ramírez Hernández^{1*}  , Modesta Moreno Iglesias²  , Olivia García Reyes²  ,
Yaimara Gómez Pozo³  , José Adolfo Frontela López¹ 

1Provincial Directorate of Education Pinar del Río. Pinar del Río, Cuba.

2University of Pinar del Río "Hermandos Saiz Montes de Oca". Pinar del Río, Cuba.

3Center for Evaluation, Care and Guidance for Minors (CEAOM-MININT). Pinar del Río, Cuba.

*Corresponding author: sandrarh435@gmail.com

Received: 04/18/2023.

Approved: 09/16/2023.



ABSTRACT

Physical Education, sports and recreation constitute effective tools in education to correct or compensate for the behavior of students with behavioral disorders, manifestations that are often a reason for exclusion by the group of peers, teachers and/or or the community where you reside. Given the current demands to create schools that are truly inclusive in their operation, competent professionals who guarantee quality and equity education, capable of taking advantage of the benefits of physical activity and sport, both in social development and in the classrooms, are not always found in the classrooms. as in the psychological; Due to its impact on the construction of individual and collective identities, students feel the need for their participation, satisfaction with the task carried out and can value their results, which allows the formation of positive attitudes and values towards the different spheres of social life. That is why the following article aims to design a system of workshops that contribute to the preparation of teachers for the inclusion of schoolchildren with behavioral disorders through physical activity and sports. To do this, methods such as historical-logical, documentary analysis, interviews and scientific observation were used, which made it possible to verify the current state of the preparation of these professionals and propose, from a scientific perspective, a solution response that promotes new ways of professional performance.

Keywords: physical activity, sport, teachers, inclusion, behavioral disorders

RESUMEN

La Educación Física, el deporte y la recreación constituyen herramientas efectivas en la educación para corregir o compensar los modos de actuación de los educandos con trastornos en la conducta, manifestaciones que muchas veces son motivo de exclusión por parte del grupo de coetáneos, docentes y/o la comunidad donde reside. Ante las exigencias actuales de crear escuelas verdaderamente inclusivas en su funcionamiento, no siempre se encuentran en las aulas los profesionales competentes que garanticen una educación de calidad y equidad, capaz de aprovechar los beneficios de la actividad física y el deporte, tanto en el desarrollo social como en el psicológico; debido a su impacto en la construcción



de las identidades individuales y colectivas, los educandos sienten la necesidad de su participación, la satisfacción con la tarea desarrollada y pueden valorar sus resultados, lo que permite la formación de actitudes y valores positivos hacia las diferentes esferas de la vida social. Es por ello que el siguiente artículo tiene como objetivo diseñar un sistema de talleres que contribuyan a la preparación de los docentes para la inclusión de escolares con trastornos de la conducta desde la actividad física y deportes. Para ello se utilizaron métodos como el histórico-lógico, el análisis documental, la entrevista y la observación científica, los que permitieron constatar el estado actual de la preparación de dichos profesionales y plantear desde la vía científica una respuesta de solución que promueva nuevos modos de actuación profesional.

Palabras clave: actividad física, deporte, docentes, inclusión, trastornos de la conducta

RESUMO

A Educação Física, o esporte e a recreação constituem ferramentas eficazes na educação para corrigir ou compensar o comportamento dos alunos com distúrbios comportamentais, manifestações que muitas vezes são motivo de exclusão por parte do grupo de pares, professores e/ou da comunidade onde reside. Dadas as atuais exigências de criação de escolas verdadeiramente inclusivas no seu funcionamento, nem sempre se encontram profissionais competentes que garantam uma educação de qualidade e equidade, capazes de aproveitar os benefícios da atividade física e do desporto, tanto no desenvolvimento social como nas salas de aula. nas salas de aula, como no psicológico; Pelo seu impacto na construção de identidades individuais e coletivas, os alunos sentem necessidade da sua participação, satisfação com a tarefa realizada e podem valorizar os seus resultados, o que permite a formação de atitudes e valores positivos perante as diferentes esferas da vida social. É por isso que o artigo a seguir tem como objetivo desenhar um sistema de oficinas que contribua para a preparação de professores para a inclusão de escolares com distúrbios comportamentais por meio da atividade física e esportiva. Para isso, foram utilizados métodos como histórico-lógico, análise documental, entrevistas e observação científica, que permitiram verificar o estado atual da preparação destes profissionais e



propor, numa perspectiva científica, uma resposta de solução que promova novas formas de atuação profissional.

Palavras-chave: atividade física, esporte, professores, inclusão, transtornos comportamentais.

INTRODUCTION

Sports practice constitutes a key element in the search for a higher quality of life in schoolchildren and entails the achievement of a series of indicators related, to a certain extent, to the practice of physical and/or sports activity, among these the health, education, leisure, social relationships, physical and personal security and subjective well-being; therefore, this practice of physical activity can be understood as a fundamental element to achieve the present and future quality of life (Molina, 2018).

Bernate, et al. (2019) state that social sport and physical education provide benefits during childhood and adolescence, including physical growth, healthy development of the cardiorespiratory and musculoskeletal systems, maintenance of caloric balance, healthy weight gain, the prevention of risk factors for cardiovascular diseases, the development of social interactions, feelings of personal satisfaction and its impact on mental well-being and self-esteem.

According to Becali (2017), sports policy highlights the objective of contributing to the comprehensive training of children, adolescents and young people, as well as that of the entire people, from the physical, intellectual, moral and social point of view, through the development, improvement and maintenance of their physical and ethical qualities; which at the same time encourages recreation, the healthy use of free time, and trains young people for understanding, mutual respect and the consolidation of values such as the sense of responsibility, friendship, the spirit of improvement, coexistence social, fraternal competitiveness, tenacity and self-esteem, among others.



Sport in its school role is recognized for its transcendental function in various edifying areas of the human being that assume it as a means in comprehensive formative education, based on axiological factors and immersed in a complex society in need of thoughts and ideas that generate capable tools. to form habits and customs. This achievement materializes in behaviors capable of influencing a culture that gives identity to a society, that is, observing the sporting event as a constitutive part of the social system and its relationship with other instances such as the economic, political, ideological and cultural (Gutiérrez, *et al.*, 2017).

There are many recreational variants, many countries like Cuba use them to guarantee widespread work in the communities and thus prevent behavioral problems of their members, a task that is monitored by different social factors, which prioritize attention to diversity (Suárez, 2020).

For a student with behavioral disorders, the relationship with his or her peer group is affected. According to Soler and Colás (2020), these students are characterized by ignoring or arbitrarily rejecting the opinions and criteria of others and have little capacity to control their impulses and make decisions for themselves, they show insufficiencies in the evaluation and assessment of their own actions, compliance with demands and poor recognition of the consequences of their behavior.

The results of Pineda *et al.* (2019) indicate that in educational care for schoolchildren with behavioral disorders, the central point is the role that teaching has for psychological, cognitive, social, evaluative and behavioral development where physical sports activities have incalculable potential. It is possible to observe the multiple benefits that sport and physical activity bring to health, both in social and psychological development.

Physical Education, sports, recreation and therapeutic physical culture play an important role (Hernández and Reinoso, 2022), since their adequate and systematic practice favors the reduction of levels of aggressiveness, especially in schools where they are implemented.

Physical, recreational and sports activities as lifestyles can help channel aggression and reduce violence (Pino, *et al.*, 2019). These activities constitute the ideal means to overcome the deficiencies of schoolchildren, since through them the integration process is essentially



facilitated (Peña and Cáceres, 2020). Likewise, carrying out cooperative physical activity can involve participants not only in achieving motor objectives, but also affective and social ones, which results in improvements in self-concept. (Navarro, *et al.*, 2018)

In this sense, it is necessary to see social sport and physical education as spaces for the construction of new ways of making society, from the perspective of those who are and/or have been victims of the conflict; in this sense, it is necessary to reflect on the way in which the teacher prepares to take on this challenge, which demands a transformation of education (Merino and Mora, 2022).

It is necessary to recognize then that the education professional is today obliged to constantly search for new methods, new ways of educational work that allow action and influence in a positive mode on a generationally different student who lives in a different world and context. For this reason, it is necessary to improve the corrective and/or compensatory work carried out with these students with behavioral disorders, so that the system of educational influences is more effective.

However, pedagogical practice shows that teachers who teach Physical Education are not prepared to face this diversity within the educational institution, it is very difficult for them to control the order in the group and not affect the quality of the teaching-learning process, in addition to forming a student capable of facing the challenges of current Cuban society and being able to regulate their behavior in the different contexts of action. Therefore, the objective is to propose a system of workshops that contributes to the preparation of teachers to care for students with behavioral disorders through the practice of physical activities and sports.

MATERIALS AND METHODS

The research took place in the period between May 2022 and January 2023. The study was carried out with an intentionally selected sample, made up of 21 teachers integrated into the primary, secondary and Technical and Professional Education levels of the Pinar del Río municipality, who work directly with students with behavioral disorders; graduates from



behavioral schools or who have a measure of individualized attention at school, dictated by the Juvenile Care Council of the MINED (Ministry of Education) or the MININT (Ministry of Interior).

The materialist dialectic was assumed as the general research method, this allowed going from the identification of the problem to the solution in pedagogical practice and to carry out an analysis of the object in development, which makes the research have a more objective and scientist.

Other methods such as historical-logical methods were used to understand the different educational and philosophical conceptions of inclusion in its historical development and its educational influences, as well as the different approaches to date about behavioral disorders and their relationship with sport. The analytical-synthetic and inductive-deductive methods were used in the decomposition of the different theories to base the conceptual theoretical framework of the research.

The modeling made it possible to create a mental representation that offers information about the structure and relationships that occur in the proposed workshop system that contributes to the preparation of teachers to care for students with behavioral disorders from the practice of sports.

Scientific observation was used with the objective of verifying the treatment provided to students with behavioral disorders and verifying the main difficulties in preparing teachers for their treatment through physical activity and sports. The interview with teachers who directly care for these students was used to collect information on the mastery of the theoretical-methodological aspects that they have on the subject and to verify the level of knowledge about the benefits of sport and physical activity in the enhancement of interpersonal relationships and self-regulation, as well as the level of willingness to plan these activities. The documentary analysis allowed the study of the educational attention strategies, the group and institutional project and the training and improvement plans of the teachers.



RESULTS

The analysis, interpretation and integration of the results was carried out from a qualitative and quantitative point of view.

During the analysis of documents, it was found that in the characterizations of students with behavioral disorders, emphasis is placed on the manifestations of aggressiveness and hyperactivity as the main expressions of behavior. They are essentially caused by the incidence of external factors, among which are dysfunctional homes, parental abandonment, domestic violence, illicit economic activities and the excessive consumption of alcoholic beverages by the adults who live with the student.

In addition, poor interpersonal relationships, mistreatment of social property, non-compliance with assigned tasks, low level of self-esteem and high level of anxiety were highlighted; however, their interests in practicing sports are not reflected, even when they express it.

In a few cases, actions that linked these students with physical exercise were planned, from the educational care strategies, but these did not materialize. This situation meant that no actions were planned that linked students with behavioral disorders to the practice of sports, from group and institutional projects. In the training and improvement plans for teachers, there were insufficiencies in the methodological guidelines to include students with behavioral disorders in the practice of sports, even though it has been a problem that has been manifested for several years.

34 activities, 21 classes of different subjects and 13 methodological preparations were observed. The main difficulties detected were that the behavioral manifestations of the students in the classrooms were not managed adequately; the teachers focused on the behavior of the students during the teaching-learning process, so that they ignored the other contexts of action, for example, what students mask their behavior.

In the Physical Education classes, the instructional dimension was enhanced, which limited the follow-up from an educational point of view to students with behavioral disorders; theoretical-methodological limitations predominated on the part of Physical Education



teachers to pay attention in a differentiated way to these learners; largely due to the lack of preparation to take advantage of the opportunities that physical activities provide to correct and/or compensate for these behavioral manifestations.

The interview carried out with 100 % of the sample showed the need for preparation on this topic. The teachers claimed not to know what activities to design and execute to include students with behavioral disorders in physical activity (Table 1).

Table 1. - Teachers' knowledge of physical and sports activities to be carried out with students with behavioral disorders

Total	Teachers' knowledge level					
	High	%	Medium	%	Low	%
21	6	28.6	eleven	54.4	4	19

The group declared the need to delve into theoretical-methodological aspects related to this topic, based on the insufficient conception of teacher training and improvement that provides theoretical, procedural and practical elements on the potential of physical activity to achieve the behavioral evolution of the students, lack of knowledge was shown about the characteristics of subjects with behavioral disorders and the inclusive conception of their educational care.

Once the results of the instruments were analyzed and triangulated, deficiencies were identified in theoretical, methodological and procedural aspects that make it difficult to include students with behavioral disorders in sports activities. In this way, the need to provide an effective response was evident, based on the design of a workshop system with the objective of contributing to the preparation of teachers for the inclusion of students with behavioral disorders in the practice of sports.

The workshops are oriented from the systematization of philosophical, pedagogical and psychological principles:



- Unity of the affective, the cognitive and the behavioral: the dialectical relationship that must be maintained between knowledge, affection and behavior expressed in the teachers' modes of action guarantees adequate learning and development, hence the special connotation that the affective processes in the implementation of the workshops.
- Teaching guides development: teaching guides and produces development, intentionally and properly organized developmental teaching is capable of becoming a source that guides and develops students with behavioral disorders that creates and conquers zones of proximal development, at the same time, it facilitates the mechanism of knowledge appropriation, under the influence of the teacher as mediator, thereby establishing the conditions for successful behavioral evolution.
- Principle of the ecological approach to prevention: reveals the importance of approaching and paying attention to needs in the emotional-volitional area, taking into account the role of the environment in its emergence and development, so that preventive actions are aimed at achieving positive transformations in the contexts where the learner is inserted.
- Principle of the systemic nature of intervention and monitoring: this principle highlights the need to develop preventive work, control and evaluation of its effectiveness, through actions carried out by different elements integrated into a joint decision-making process, it is highlighted as an essential element the inclusion of students with behavioral disorders in the practice of sports.
- Principle of integration and systematization of educational influences: reinforces the unity, coherence and monitoring in the preventive action of the system of educational influences: school, family and community that promote the participation and leading role of the teacher in the formation of a healthy personality, mature and efficient.



- Principle of objectivity: This principle ensures that in the process of preparing teachers, the instruments used, to be truly scientific, must be objective and based on the recognition of the process of change and transformation.
- Methodological flexibility: the structure and functionality of this principle allows teachers to be prepared for the inclusion of students with behavioral disorders in the practice of sports; this facilitates the creative selection of the methods, ways and means that are suitable for this preparation, so that the specific conditions for carrying out the workshops are taken into account. This study also considers the possibilities of enriching them and of making variations, in accordance with the needs that arise.
- Systematization of teaching: this principle allows the workshops to be conceived, through a group of actions that contribute to preparing teachers to become stimulators of the behavior of their students in the practice of sports and avoid situations of exclusion.

To organize the workshops, the following algorithm was applied: title, objective, motivation, introduction, development, guidelines for teachers and evaluation. The title depended on the content of the activity. The objective was developed in a simple way and responded to the development of the problem to be addressed; in the introduction, the topic was briefly presented, participatory techniques were applied, the objective was presented and argued, and the teachers were motivated to carry out the activity.

On the other hand, the development took the most time, different means that responded to the needs of the workshop were used. Each of these activities had specific instructions for its implementation. The evaluation was carried out on a procedural basis (diagnostic and interventional evaluation).

The main themes were related to:

1. Workshop 1: model actions that promote the implementation of the main postulates of the historical-cultural approach and their relationship with the diagnosis of students with behavioral disorders, in their contexts of action.



2. Workshop 2: model actions that demonstrate the positive relationships between body practices and psychological health of students with behavioral disorders.
3. Workshop 3: model actions that allow intervention for students with behavioral disorders, from sports practices aimed at increasing the development of skills to resolve their behavioral manifestations and promote social communication.
4. Workshop 4: model physical-sports-recreational actions as suitable means to promote the correction and/or compensation of modes of action.
5. Workshop 5: model activities that, from the group and institutional project, provide the student, from the practice of sports, an environment of interaction and assertive social communication.
6. Workshop 6: model training actions that can create a culture towards the inclusion of schoolchildren with cultural disorders through sports practice.

The aforementioned workshops were adjusted to the different spaces of the methodological work system with a monthly frequency and a duration of one hour. The use of an accessible language as well as the flexibility in its operation was taken into account as important elements in obtaining better guidance and awareness among teachers. Other experienced teachers, sports trainers who work with these students and specialists in the subject were invited during the development of the workshops; this facilitated the exchange and appropriation of truly inclusive modes of action.

DISCUSSION

Inclusion is not something that has to do with facilitating access to ordinary schools for students who have been previously excluded, it is the participation of all children, adolescents and young people, in addition, avoiding all exclusionary practices.



It is established that it is important to contextualize the term inclusive education, so that it is recognized that it is not only integrating or including learners and providing them with individual activities, but also satisfying learning needs with special emphasis on those who are vulnerable to marginality and social exclusion (Robles, 2020) , a criterion that is the theoretical basis from which to establish the workshop system.

In order to achieve quality education for all students with behavioral disorders in inclusive contexts, it is important that teachers have innovative attitudes, tempered with the characteristics of the educational system and its need to be truly inclusive.

It is considered necessary that there are tools built on the knowledge of all teachers that are capable of converting educational institutions into truly inclusive spaces for those students with behavioral disorders and guiding the processes of improving teaching and learning from the benefits that offers the practice of sports.

It must be taken into account that the preparation that teachers receive in their training is not enough to respond to the needs that arise, due to the evolution of societies and the changes that these produce in the formation of the personality of individuals; hence, the teaching staff is in constant search for professional improvement.

The process of educational inclusion is articulated by the institutional decisions and strategies that organize and structure the life of school groups, which sets the guidelines for the school experience.

The workshop system applied in educational practice enables the development of activities that favor the protagonism and independence of teachers in the search for solutions to the problems that arise in the educational process. For the feedback of this work, some works with coincident points were taken into account, such as those carried out by Hernández *et al.* (2021) who proposes corrective exercises to improve behavior in children with personality disorders.



Seen from the other side, it has also been useful to consult studies that apply psychological treatments in sports practice to overcome frustrations in the playing position. In general, the research works of Muñoz *et al.* (2021) and Piñeiro (2021) who address sports practice to regulate personality disorders were very guiding.

CONCLUSIONS

Cuban education, conceived as a right for everyone, shows evident results, even when it needs to perfect ways of acting in the search for the training of a competent professional, capable of facing the situations that arise in the daily work of the corrective process and/or compensatory that develops with students with behavioral disorders.

Teachers must receive preparation related to equity, educational inclusion and equal opportunities, which are applied to students with behavioral disorders, without establishing discrimination and from the assessment of the possibilities to join the practice of sports as a right.

The practice of physical and sports activities by schoolchildren with behavioral disorders made it possible to establish the dynamics between the categories of correction and/or compensation, based on considering in the activities the development of positive experiences, attitudes, values and behaviors based on skills, knowledge, interests and motivations.

REFERENCES

- Becali, A. (2017). Sistema deportivo cubano: ideología de un comandante. Conferencia magistral en el VII Convención Internacional de la Actividad Física y Deporte (AFIDE). La Habana: Editorial Deportes.
<https://www.jit.cu/NewsDetails.aspx?idnoticia=43015>



- Bernate, J., Fonseca, I., & Betancourt, M. (2020). Impacto de la actividad física y la práctica deportiva en el contexto social de la educación superior (Impact of physical activity and sports practice in the social context of higher education). *Retos*, 37, pp. 742-747. <https://doi.org/10.47197/retos.v37i37.67875>
- Gutiérrez-Díaz del Campo, D., García-López, L. M., Pastor-Vicedo, J. C., Romo-Pérez, V., Eirín-Nemiña, R., & Fernández-Bustos, J. G. (2017). Percepción del profesorado sobre la contribución, dificultades e importancia de la Educación Física en el enfoque por competencias. *Retos*, 31, pp. 34-39. <https://doi.org/10.47197/retos.v0i31.49090>
- Hernández, J. y Reinoso, I. (2022). Las concepciones morales de José Martí acerca de la Educación Física, el Deporte y la Recreación. *PODIUM - Revista de Ciencia y Tecnología en la Cultura Física*, 17(3), pp. 1255-1268. <https://podium.upr.edu.cu/index.php/podium/article/view/1031>
- Hernández, E., Rodríguez, G., Pereira, L., Iriannys, A., & D'Amico, A. (2021). PROGRAMA DE INTERVENCIÓN COGNITIVO- CONDUCTUAL PARA EL MANEJO DE LA FRUSTRACIÓN EN LA BIOMECÁNICA DE BATEO DE LOS PROSPECTOS PELOTEROS DE LA ACADEMIA ACH ACADEMY. ACTIVIDAD FÍSICA Y CIENCIAS / PHYSICAL ACTIVITY AND SCIENCE, 13(1), Article 1. <https://revistas-historico.upel.edu.ve/index.php/actividadfisicayciencias/article/view/9530>
- García-Merino, R., & Lizandra, J. (2022). La hibridación de los modelos pedagógicos de aprendizaje cooperativo y educación aventura como estrategia didáctica para la mejora de la convivencia y la gestión de conflictos en el aula: una experiencia práctica desde las clases de educación física y tú. *Retos*, 43, pp. 1037-1048. <https://doi.org/10.47197/retos.v43i0.86289>
- Molina, F. (2018). Educación Física, Calidad de Vida y la Nueva Sociología de la Infancia: Repensando la Metodología Mixta en Sociología (Physical Education, Quality of Life and New Sociology of Childhood: Rethinking about Mixed Methodology in Sociology). *Retos*, 33, pp. 69-73. <https://doi.org/10.47197/retos.v0i33.51510>



- Muñoz, I., Arduiz, N. y Johnson, F. (2021). Indisciplina y valores morales de alumnado escolar chileno destacado en deporte: Estudio de casos. *EmásF, Revista Digital de Educación Física*, 12(69).
<https://dialnet.unirioja.es/servlet/articulo?codigo=7800565>
- Navarro-Paton, R., Rego Ferreira, B., & García García, M. (2018). Incidencia de los juegos cooperativos en el autoconcepto físico de escolares de educación primaria (Impact of cooperative games on physical self-concept in elementary school students). *Retos*, 34, pp. 14-18. <https://doi.org/10.47197/retos.v0i34.58803>
- Peña, Y. y Cáceres, J. (2020). Adaptaciones curriculares para la prevención de trastornos de la conducta desde la Educación Física escolar. *OLIMPIA*. Publicación científica de la FCF, Universidad de Granma, Cuba. ISSN: 1817-9088. RNPS: 2067 17
<https://dialnet.unirioja.es/servlet/articulo?codigo=6210513>
- Pineda, D., Melián, G., y Echavarría, E (2019). Prácticas para la inclusión educativa de los escolares con trastornos de la conducta. *Revista Atlante: Cuadernos de Educación y Desarrollo* <https://www.eumed.net/rev/atlante/2019/10/inclusion-educativa-trastornos.html>
- Pino, M., Portela, I. y Soto, J. (2019). Análisis entre índice de agresividad y actividad física en edad escolar. *Journal of Sport and Health Research*. 11(1): 107-116.
<https://recyt.fecyt.es/index.php/JSHR/article/view/80852/0>
- Piñero, J., Fernández, A., Nuviala, A., y Pérez, R. (2021). Psychological wellbeing in physical education and school sports: A systematic review. *International Journal of Environmental Research and Public Health*, 18(3), 864.
<https://pubmed.ncbi.nlm.nih.gov/33498317/>
- Robles, A. (2020). Educación inclusiva, medio y propósito de la educación para todos. *Revista Boletín Redipe*, pp. 173-184.
<https://revista.redipe.org/index.php/1/article/view/1171>



Soler, R. y Colás, A. (2020). El tratamiento socioeducativo de los trastornos afectivos conductuales. Un imperativo para el logro de la inclusión social. *Revista Caribeña de Ciencias Sociales*, ISSN 2254-7630 (agosto 2020).
<https://www.eumed.net/rev/caribe/2020/08/trastornos-afectivos.html>

Suárez, C. (2020). Actividades recreativas para fomentar el humanismo en jóvenes con trastornos de conducta. *OLIMPIA*. Publicación científica de la FCF, Universidad de Granma, Cuba. ISSN: 1817-9088. 17 <https://1library.co/document/y9nwmjz-actividades-recreativas-fomentar-humanismo-jovenes-trastornos-conducta-original.html>

Conflict of interests:

The authors declare not to have any interest conflicts.

Authors' contribution:

The authors have participated in the writing of the work and analysis of the documents



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International license

Copyright (c) 2023 Sandra Ramírez Hernández, Modesta Moreno Iglesias, Olivia García Reyes, Yaimara Gómez Pozo, José Adolfo Frontela López

