



Information about the course

Degree: Bachelor of Sciences of Physical Activity and Sport

Faculty: Faculty of Physical Activity and Sport Sciences

Code: 280215 **Name:** Adapted Sport and Inclusive Physical Activity

Credits: 6,00 ECTS **Year:** 2 **Semester:** 2

Module: 2) Obligatory Formation module

Subject Matter: Sports Fundamentals **Type:** Obligatoria

Branch of knowledge: Health Sciences

Department: Physical-Sports Disciplines and Activities

Type of learning: Classroom-based learning

Language/-s in which it is given: Spanish

Teachers:

1164DT	<u>Maria Laura Jimenez Monteagudo</u> (Profesor responsable)	laura.jimenez@ucv.es
282A	<u>Maria Laura Jimenez Monteagudo</u> (Profesor responsable)	laura.jimenez@ucv.es
282B	<u>Maria Laura Jimenez Monteagudo</u> (Profesor responsable)	laura.jimenez@ucv.es
282C	<u>Maria Laura Jimenez Monteagudo</u> (Profesor responsable)	laura.jimenez@ucv.es
282D	<u>Maria Laura Jimenez Monteagudo</u> (Profesor responsable)	laura.jimenez@ucv.es
282X	<u>Jose Manuel Puchalt Hernandez</u> (Profesor responsable)	jm.puchalt@ucv.es



Module organization

2) Obligatory Formation module

Subject Matter	ECTS	Subject	ECTS	Year/semester
Manifestations of human motor skills	18	Body Language	6	1/1
		Perceptual Motor Skills	6	1/2
		Physical Activity in Nature	6	2/2
Sports Fundamentals	42	Adapted Sport and Inclusive Physical Activity	6	2/2
		Adversary Sports	6	2/1
		Individual Sports	6	2/1
		Motor Learning and Development	6	1/1
		Native Sports and Games	6	1/2
		Team Sports	6	2/2
		Training Theory and Practice in PA	6	2/2



Learning outcomes

Al finalizar la asignatura, el estudiante deberá demostrar haber adquirido los siguientes resultados de aprendizaje:

R1 - Actively participate in physical and sports activities, demonstrating favorable and supportive attitudes toward people with disabilities.

Learning outcomes of the specified title

Type of AR: Habilidades o Destrezas

- Design and apply the methodological process integrated by observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sports.
- Know how to promote, advise, design, apply and technically-scientifically evaluate physical activity, physical exercise and sport programs that are appropriate and varied, adapted to the needs, demands and individual and group characteristics of the entire population, and with emphasis on older people. (seniors), the female gender and diversity, schoolchildren, people with disabilities and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor).
- Respect and put into practice the ethical principles and action proposals derived from the objectives for sustainable development, transferring them to all academic and professional activities.
- Understand, develop and know how to apply the procedures, strategies, activities, resources, techniques and methods that intervene in the teaching-learning process efficiently, developing the entire course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports).
- Understand, know how to explain and disseminate the functions, responsibilities and importance of a good professional Graduate in Physical Activity and Sports Sciences as well as analyze, understand, identify and reflect critically and autonomously on their identity, training and professional performance to achieve the purposes and benefits of physical activity and sport in an adequate, safe, healthy and efficient manner in all physical-sports services offered and provided and in any professional sector of physical activity and sport.

Type of AR: Competencias



- Know and know how to apply ethical and deontological principles and social justice in professional performance and involvement, as well as have habits of scientific and professional rigor and a constant attitude of service to citizens in the exercise of their professional practice with which improvement, excellence, quality and efficiency are intended.

R2 - Identify different types of disabilities, discerning the most suitable physical-sports activities for each person based on their characteristics and context.

Learning outcomes of the specified title

Type of AR: Habilidades o Destrezas

- Communicate and interact appropriately and efficiently, in physical and sports activity, in diverse intervention contexts, demonstrating teaching skills in a conscious, natural and continuous way.
- Design and apply the methodological process integrated by observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sports.
- Identify, organize, direct, plan, coordinate, implement, and carry out technical-scientific evaluation of the various types of physical and sports activities adapted to the development, characteristics and needs of individuals and the typology of the activity, space and entity, in all types of physical activity and sport services, including sporting events, and in any type of organization, population, context, environment and population and with emphasis on special populations such as: older people (senior citizens), schoolchildren, people with disabilities and people with pathologies, health problems or similar (diagnosed and/or prescribed by a doctor) and in any sector of professional intervention in physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports) guaranteeing safety, efficiency and professionalism in the activity carried out in compliance with current regulations.
- Know how to promote, advise, design, apply and technically-scientifically evaluate physical activity, physical exercise and sport programs that are appropriate and varied, adapted to the needs, demands and individual and group characteristics of the entire population, and with emphasis on older people (seniors), the female gender and diversity, schoolchildren, people with disabilities and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor).
- Know how to readapt, retrain and/or reeducate people, groups or teams with injuries and pathologies (diagnosed and/or prescribed by a doctor), whether they compete or not, through physical-sports activities and physical exercises appropriate to their characteristics and needs.



- Understand, develop and know how to apply the procedures, strategies, activities, resources, techniques and methods that intervene in the teaching-learning process efficiently, developing the entire course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports).

- Understand, know how to explain and disseminate the functions, responsibilities and importance of a good professional Graduate in Physical Activity and Sports Sciences as well as analyze, understand, identify and reflect critically and autonomously on their identity, training and professional performance to achieve the purposes and benefits of physical activity and sport in an adequate, safe, healthy and efficient manner in all physical-sports services offered and provided and in any professional sector of physical activity and sport.

Type of AR: Competencias

- Fluently develop procedures and protocols to solve unstructured, unpredictable and increasingly complex problems, articulating and displaying mastery of the elements, methods, processes, activities, resources and techniques that make up basic motor skills, physical activities, sports skills, play, expressive bodily and dance activities, and activities in nature in an appropriate, efficient, systematic, varied and methodologically integrated way for the entire population and with emphasis on special populations such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or similar (diagnosed and/or prescribed by a doctor), taking into account gender and diversity and in any sector of professional intervention of physical activity and sport (formal and informal physical education -sports; physical and sports training; physical exercise for health; direction of physical activity and sports).

R3 - Differentiate and implement various physical-sports modalities for people with disabilities, considering both material and personnel support.

Learning outcomes of the specified title

Type of AR: Habilidades o Destrezas

- Adapt the educational intervention to the individual characteristics and needs for the entire population and with emphasis on special populations such as: schoolchildren, older people (seniors), people with reduced mobility and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), taking into account gender and diversity.

- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.



- Communicate and interact appropriately and efficiently, in physical and sports activity, in diverse intervention contexts, demonstrating teaching skills in a conscious, natural and continuous way.
- Design and apply the methodological process integrated by observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sports.
- Identify, organize, direct, plan, coordinate, implement, and carry out technical-scientific evaluation of the various types of physical and sports activities adapted to the development, characteristics and needs of individuals and the typology of the activity, space and entity, in all types of physical activity and sport services, including sporting events, and in any type of organization, population, context, environment and population and with emphasis on special populations such as: older people (senior citizens), schoolchildren, people with disabilities and people with pathologies, health problems or similar (diagnosed and/or prescribed by a doctor) and in any sector of professional intervention in physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports) guaranteeing safety, efficiency and professionalism in the activity carried out in compliance with current regulations.
- Know how to promote, advise, design, apply and technically-scientifically evaluate physical activity, physical exercise and sport programs that are appropriate and varied, adapted to the needs, demands and individual and group characteristics of the entire population, and with emphasis on older people. (seniors), the female gender and diversity, schoolchildren, people with disabilities and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor).
- Understand, develop and know how to apply the procedures, strategies, activities, resources, techniques and methods that intervene in the teaching-learning process efficiently, developing the entire course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports).

Type of AR: Competencias

- Fluently develop procedures and protocols to solve unstructured, unpredictable and increasingly complex problems, articulating and displaying mastery of the elements, methods, processes, activities, resources and techniques that make up basic motor skills, physical activities, sports skills, play, expressive bodily and dance activities, and activities in nature in an appropriate, efficient, systematic, varied and methodologically integrated way for the entire population and with emphasis on special populations such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or similar (diagnosed and/or prescribed by a doctor), taking into account gender and diversity and in any sector of professional intervention of physical activity and sport (formal and informal physical education -sports; physical and sports training; physical exercise for health; direction of physical activity and sports).



R4 - Identify barriers to participation and learning, both environmental and personal, in physical-sports activities to ensure inclusivity.

Learning outcomes of the specified title

Type of AR: Habilidades o Destrezas

- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Design and apply the methodological process integrated by observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sports.
- Develop theoretical-practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being when faced with the great questions of life.
- Identify, organize, direct, plan, coordinate, implement and carry out technical-scientific evaluation of organizational resources and material resources and sports facilities, including their basic and functional design as well as adequate selection and use, for each type of activity, with the purpose of achieving safe, efficient and healthy physical and sports activities, adapted to the development, characteristics and needs of individuals and the typology of the activity, space and entity in any type of organization, population, context and in any sector of professional intervention of physical activity and sport and with emphasis on special populations and guaranteeing safety, efficiency and professionalism in the activity carried out in compliance with current regulations.
- Know how to readapt, retrain and/or reeducate people, groups or teams with injuries and pathologies (diagnosed and/or prescribed by a doctor), whether they compete or not, through physical-sports activities and physical exercises appropriate to their characteristics and needs.
- Know, prepare and know how to apply the ethical-deontological, structural-organizational conditions, professional performance and the regulations of professional practice of Graduates in Physical Activity and Sports Sciences, in any professional sector of physical activity and sport (teaching formal and informal physical-sports; physical and sports training; physical exercise for health; as well as being able to develop multidisciplinary work
- Respect and put into practice the ethical principles and action proposals derived from the objectives for sustainable development, transferring them to all academic and professional activities.
- Understand, know how to explain and disseminate the functions, responsibilities and importance of a good professional Graduate in Physical Activity and Sports Sciences as well as analyze, understand, identify and reflect critically and autonomously on their identity, training and professional performance to achieve the purposes and benefits of physical activity and sport in an adequate, safe, healthy and efficient manner in all physical-sports services offered and provided and in any professional sector of physical activity and sport.



Type of AR: Competencias

- Fluently develop procedures and protocols to solve unstructured, unpredictable and increasingly complex problems, articulating and displaying mastery of the elements, methods, processes, activities, resources and techniques that make up basic motor skills, physical activities, sports skills, play, expressive bodily and dance activities, and activities in nature in an appropriate, efficient, systematic, varied and methodologically integrated way for the entire population and with emphasis on special populations such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or similar (diagnosed and/or prescribed by a doctor), taking into account gender and diversity and in any sector of professional intervention of physical activity and sport (formal and informal physical education -sports; physical and sports training; physical exercise for health; direction of physical activity and sports).

R5 - Design, implement, and evaluate inclusive physical-sports activities in different environments and contexts.

Learning outcomes of the specified title

Type of AR: Habilidades o Destrezas

- Adapt the educational intervention to the individual characteristics and needs for the entire population and with emphasis on special populations such as: schoolchildren, older people (seniors), people with reduced mobility and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), taking into account gender and diversity.
- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Communicate and interact appropriately and efficiently, in physical and sports activity, in diverse intervention contexts, demonstrating teaching skills in a conscious, natural and continuous way.
- Design and apply the methodological process integrated by observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sports.
- Develop theoretical-practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being when faced with the great questions of life.



- Identify, organize, direct, plan, coordinate, implement, and carry out technical-scientific evaluation of the various types of physical and sports activities adapted to the development, characteristics and needs of individuals and the typology of the activity, space and entity, in all types of physical activity and sport services, including sporting events, and in any type of organization, population, context, environment and population and with emphasis on special populations such as: older people (senior citizens), schoolchildren, people with disabilities and people with pathologies, health problems or similar (diagnosed and/or prescribed by a doctor) and in any sector of professional intervention in physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports) guaranteeing safety, efficiency and professionalism in the activity carried out in compliance with current regulations.
- Know how to promote, advise, design, apply and technically-scientifically evaluate physical activity, physical exercise and sport programs that are appropriate and varied, adapted to the needs, demands and individual and group characteristics of the entire population, and with emphasis on older people (seniors), the female gender and diversity, schoolchildren, people with disabilities and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor).
- Know how to readapt, retrain and/or reeducate people, groups or teams with injuries and pathologies (diagnosed and/or prescribed by a doctor), whether they compete or not, through physical-sports activities and physical exercises appropriate to their characteristics and needs.
- Understand, develop and know how to apply the procedures, strategies, activities, resources, techniques and methods that intervene in the teaching-learning process efficiently, developing the entire course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports).

Type of AR: Competencias

- Fluently develop procedures and protocols to solve unstructured, unpredictable and increasingly complex problems, articulating and displaying mastery of the elements, methods, processes, activities, resources and techniques that make up basic motor skills, physical activities, sports skills, play, expressive bodily and dance activities, and activities in nature in an appropriate, efficient, systematic, varied and methodologically integrated way for the entire population and with emphasis on special populations such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or similar (diagnosed and/or prescribed by a doctor), taking into account gender and diversity and in any sector of professional intervention of physical activity and sport (formal and informal physical education -sports; physical and sports training; physical exercise for health; direction of physical activity and sports).



Assessment system

Modalidad presencial

Assessed learning outcomes	Granted percentage	Assessment tool
R1, R2, R3, R4, R5	40,00%	Written and/or practical tests.
R1, R2, R3, R5	30,00%	Individual or Group Work / Project.
R1, R2, R3, R4, R5	20,00%	Exercises and Practices in the Classroom.
R1, R2, R3, R4, R5	10,00%	Diary, Portfolio or Notebook.

Observations

- The student will be able to keep the evaluation instruments passed during the 3 years following the first enrollment.

-It is necessary to obtain a 50% in the following instruments:

-Written and/or practical tests

-Individual or group work/project.

- According to article 4.2. of the Guidelines for Evaluation at UCV, the limit of absences that may be due to eventualities (medical consultation, bureaucratic procedures...) that do not have to be justified, is 30%.

- If any of these criteria is not met, the student will be graded with a maximum of 4.5.

SPECIFICATIONS OF THE EVALUATION INSTRUMENTS



Individual/group work/project

The student will choose between two types of work:

For students choosing cooperative group work:

Written presentation, monitoring and exhibition of a cooperative work of a Paralympic or adapted sport, or any physical activity related to any field related to disability.

For students who choose APS work:

Intervention of at least 4 sessions in a center or association related to Physical Activity and disability. Presentation of the intervention report taking into account all the phases of the APS. Presentation and exposition to the group-theoretical class of the APS intervention carried out. A 50% must be obtained in both parts of any of the two types of work to pass this evaluation instrument.

Written and/or practical tests

The exam consists of a single final test on the dates of the official call and consists of two parts: Type test (30%): 30 questions with 3 answer options. Standard penalty system: 1 wrong answer subtracts 50%. Development (10%): question/s of development and practical application of knowledge.

Exercises and practices in the classroom

Assignments made during the practical and theoretical sessions. These tasks can only be done by the students attending the classes.

Journal, Portfolio or Notebook

It will be possible to add up to 10% of the grade by presenting the portfolio with the activities carried out and through the practice diary. The Portfolio will consist of all the activities performed: Presentation of completed document (from the platform) as a result of attendance at events and / or competitions related to the subject, accessibility, intervention in centers to student proposals accepted by the teacher. Practical applications of the subject in the student's immediate environment. Participation in seminars related to the subject and/or those activities proposed by the teacher and/or the students, susceptible to improve this section.

The detailed explanation (procedure of the tasks) as well as the evaluation instruments (cards or rubrics) of each section will be published in the platform of each group at the student's disposal.

Actividades formativas

The methodologies to be used so that the students reach the expected learning outcomes will be the following:

M3 Discussion in small groups.



- M4 Practical laboratories.
- M5 Presentation of content by the teacher.
- M6 Practical lesson.
- M7 Group dynamics and activities.

IN-CLASS TRAINING ACTIVITIES

ACTIVITY	RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES	METHODOLOGY	HOURS	ECTS
THEORETICAL CLASS: Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom.	R2, R3	Practical laboratories. Presentation of content by the teacher. Group dynamics and activities.	7,50	0,30
PRACTICAL CLASS / SEMINAR: Group dynamics and activities. Resolution of problems and cases. Practical laboratories. Data search, computer classroom, library, etc. Meaningful construction of knowledge through student interaction and activity.	R1, R2, R3, R4, R5	Discussion in small groups. Practical laboratories. Practical lesson. Group dynamics and activities.	46,50	1,86
EVALUATION: Set of oral and/or written tests used in the evaluation of the student, including the oral presentation of the final degree project.	R1, R2, R3	Practical lesson. Group dynamics and activities.	4,00	0,16



TUTORING: Supervision of learning, evolution. Discussion in small groups. Resolution of problems and cases. Presentation of results before the teacher. Presentation of diagrams and indexes of the proposed works.	R1, R4	Presentation of content by the teacher.	2,00	0,08
---	--------	---	------	------

TOTAL			60,00	2,40
--------------	--	--	--------------	-------------

TRAINING ACTIVITIES OF AUTONOMOUS WORK

ACTIVITY	RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES	METHODOLOGY	HOURS	ECTS
----------	--	-------------	-------	------

GROUP WORK: Problem solving. Preparation of exercises, memoirs, to present or deliver in classes and/or in tutoring.	R1, R2, R3, R4, R5	Practical lesson. Group dynamics and activities.	40,00	1,60
--	--------------------	---	-------	------

SELF-EMPLOYED WORK: Study, Individual preparation of exercises, assignments, reports, to present or deliver in classes and/or in tutoring. Activities in platform or other virtual spaces.	R1, R2, R3	Practical lesson. Group dynamics and activities.	50,00	2,00
--	------------	---	-------	------

TOTAL			90,00	3,60
--------------	--	--	--------------	-------------



Description of contents

Descripción de contenidos necesarios para la adquisición de los resultados de aprendizaje.

Theoretical content:

Block of content	Contents
BLOCK 1	Introduction to the basic concepts surrounding disability from a historical perspective. Use of inclusive language.
BLOCK 2	Sensitization towards people with disabilities through different didactic resources and experimentation of their limitations with motor practices.
BLOCK 3	Description of the different types of disability from the competence paradigm.
BLOCK 4	Analysis and detection of the different barriers (architectural, urban, social, communication, etc.) that impede accessibility to spaces, services, relationships, rights or any other dimension of the person.
BLOCK 5	Historical evolution of the different paradigms in the field of disability: from exclusion to inclusion.
BLOCK 6	Strategies and design of activities for an inclusive Physical Education.
BLOCK 7	Sport and people with disabilities in different physical-sports environments.
BLOCK 8	Participation and experimentation of different physical-sports activities with and for people with disabilities in different environments.



Temporary organization of learning:

Block of content	Sessions	Hours
BLOCK 1	2	4,00
BLOCK 2	4	8,00
BLOCK 3	3	6,00
BLOCK 4	2	4,00
BLOCK 5	2	4,00
BLOCK 6	4	8,00
BLOCK 7	9	18,00
BLOCK 8	4	8,00



References

- Antolín, L., Mendoza, N., Reina, R., Sanz, D. y Pérez J. (2018). *Libro Blanco del deporte de personas con discapacidad en España*. CERMI.
- Arráez Martínez, J.M. (1998). *Teoría y praxis de las adaptaciones curriculares en la educación física*. Málaga: Aljibe.
- Bueno Martín, M. y Toro Bueno, S. (1994). *Deficiencia visual. Aspectos psicoevolutivos y educativos*. Málaga: Aljibe.
- Castellote Olivito, J.M. (2002). *Actividad física adaptada en alteraciones de aprendizaje*. Valencia: Universitat de València.
- Doll-Tepper, G. (1994). Deporte Adaptado. Perspectiva social. *Apunts*, 38.
- Escribá Fernández-Marcote, A. (1998). *Los juegos sensoriales y psicomotores en educación física*. Madrid: Gymnos.
- Gomendio, M. (2000). *Educación física para la integración de niños con necesidades educativas especiales*. Madrid: Gymnos.
- Jiménez-Monteagudo, L. y Esteve, H. (2022). *Experiencia en el ámbito Universitario para la Inclusión a través del deporte de orientación, el senderismo y la silla de montaña Joëlette*. En Esteve, H. y Casadó R. (coord.) *El Deporte de Orientación como recurso educativo* (pp.169-195). Editorial INDE.
- Jiménez-Monteagudo L. y Esteban, L. (2020) *Mountains as an inclusive way open to everyone: An analysis*. En Vidal, P. (coord.). *Hiking in European Mountains* (pp. 65-75). Editorial De Gruyter. DOI: 10.1515/9783110660715-00
- Hernández Vázquez, F.J. (2012). *Inclusión en Educación Física*. Barcelona: INDE
- Karkaletsis, F., Skordilis, E.K., Evaggelinos, C., Grammatopoulou, E. y Spanaki, E. (2012). Research trends in adapted physical activity on the base of APAQ journal (2006-2010). *European Journal of Adapted Physical Activity*, 5 (2), 45-64.
- McCubbin, J. (2014). Adapted Physical Activity: Influential Impacts to Establish a Field of Study. *Kinesiology Review*, 3, 53-58.
- Mendoza Laiz, N. (2009). *Propuestas prácticas de Educación Física inclusiva para la etapa de secundaria*. Barcelona: INDE
- Molina García, S. (1994). *Bases psicopedagógicas de la Educación Especial*. Alcoi: Marfil.
- Pérez Tejero, J. (2009). La investigación en Actividades Físicas y Deportes Adaptados: un camino aún por recorrer. RICYDE. *Revista Internacional de Ciencias del Deporte*, V (16), I-III.
- Reina Vaíllo, R. (2010). *La actividad física y deporte adaptado ante el espacio europeo de enseñanzas superior*. Sevilla: Wanceulen.
- Reina Vaíllo, R. Vivaracho, I. García-Alaguero, J.L. y Roldán, A. (2021). *Guía sobre la*



- clasificación en el deporte paralímpico*. Comité Paralímpico Español y Universitat Miguel Hernández.
- Ríos Hernández, M. (1994). Los juegos sensibilizadores: una herramienta de integración social. *Apunts*, 38.
- Ríos Hernández, M. (1998). *El juego y los alumnos con discapacidad*. Barcelona: Paidotribo.
- Ríos Hernández, M. (2003). *Manual de educación física adaptada al alumnado con discapacidad*. Barcelona: Paidotribo.
- Ríos Hernández, M. (2012) Inclusión del alumnado con discapacidad. *Tándem Didáctica de la Educación Física*, 38 (Enero), 7-18.
- Ríos Hernández, M. (2014). *Sumando capacidades: el reto de la inclusión*. XIV Jornadas de Intercambio de Experiencias de Educación Física. CEFIRE. Valencia.
- Ríos Hernández, M. (2014). *565 juegos y tareas de iniciación deportiva adaptada a las personas con discapacidad*. Barcelona: Paidotribo.
- Ruiz Pérez, L.M. (1994). *Desarrollo motor y actividades físicas*. Madrid: Gymnos.
- Sanz, D. y Reina, R. (2012). Actividades físicas y deportes adaptados para personas con discapacidad. Barcelona: Paidotribo.
- Simard, C., Caron, F. y Skrotzky, K. (2003). *Actividad física adaptada*. Barcelona: INDE
- Toro, S., Zarco, J. (1995). *Educación Física para niños y niñas con necesidades educativas especiales*. Málaga: Aljibe.
- Torralla Jordán, M.A. (2004). *Atletismo adaptado para personas ciegas y deficientes visuales*. Barcelona: Paidotribo.