

Articles

Benefits of adapted physical activity and its relationship with parental satisfaction in children with special educational needs

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Abstract: Introduction: Adapted physical activity has become a crucial element for the comprehensive development of children with special educational needs. Objective: To analyze the relationship between the benefits of adapted physical activity and the level of parental satisfaction in children with special educational needs. Methodology: A non-experimental correlational study was conducted with a sample of 127 fathers, mothers, and guardians of children with special educational needs (SEN) who participated in a holiday program of adapted physical activity. A Likert-type survey was applied to analyze the variables and the perceived benefits of the physical activity developed during the program, as well as parental satisfaction with the outcomes of the experiences. The analysis included descriptive statistics and Spearman correlations using SPSS. Results: The results show an almost perfect correlation between the perceived benefits of adapted physical activity and parental satisfaction ($\rho = 0.996$, $p < 0.01$), indicating a strong monotonic relationship between both variables: as parents perceive more benefits in the program, their satisfaction also increases. Discussion: The almost perfect correlation observed between the variables suggests that as parents recognize more benefits from their children's participation in physical activities, their satisfaction also increases proportionally. Conclusions: The significant correlation observed suggests that improving communication about the benefits of these activities could be a key strategy to increase motivation and participation of children with special educational needs in Adapted Physical Activity programs.

Keywords: Adapted Physical Activity; inclusion; parental satisfaction.

Introduction

Adapted physical activity (APA) has become an essential element for the comprehensive development of children with special educational needs. Various studies have confirmed that participation in adapted physical activities not only helps improve the physical condition of these children but also has positive repercussions on their emotional and social well-being. These activities, for example, have been noted to foster self-esteem, improve social skills, and contribute to social inclusion.

Including in the educational environment implies adopting attitudes of great respect for differences and the responsibility of turning these particularities into opportunities for development, participation, and learning (Clavijo & Bautista, 2020). Adapted physical activity has many benefits. Firstly, it has been proven to aid in the development of motor and psychomotor skills, which are fundamental for daily life. Adapted physical activity also helps create healthy habits, so important in childhood, and prevent problems such as obesity, which is increasingly frequent in the child population.

The integration of adapted sports activities allows for fostering the participation of all students, regardless of their physical abilities, which contributes to the creation of an inclusive environment (Hernández et al., 2024). Rubiana and Hamid (2025) affirm that physical education must be approached inclusively, allowing all students, regardless of their abilities, to participate fully.

The evidence analyzed underscores the importance of implementing comprehensive strategies that include adapted physical activity, nutritional education, and the reduction of sedentary time in the prevention and treatment of childhood and adolescent obesity (González et al., 2025). These strategies are fundamental to promoting the healthy development of children with special educational needs and improving their overall well-being, as well as the satisfaction of their parents. By combining these elements, effective learning opportunities and participation for children in an inclusive environment can be created.

Exercise is beneficial for individuals with Down syndrome, provided it is carried out within an appropriate program and involves the family and social environment, in order to create inclusive spaces. Achieving this requires working on the attitudes of professionals and the perception of peers and family members (Silva et al., 2020, p. 92).

Parental satisfaction decisively influences the participation of their children in adapted physical activities from a parental perspective. Parents often report that their children are happier and more satisfied when they participate in these activities, which is reflected in greater family well-being. By incorporating their children into adapted physical activity contexts, parents can observe the progress they are making, which frequently generates a feeling of pride and satisfaction. The family as a central element, along with its environment, and the early stimulation given to children with special educational needs from an early age are the most outstanding facilitators in a variety of studies (Lagos et al., 2022).

In the implementation of adapted physical activity programs, it is necessary to consider both the specific needs and capabilities of each child. This not only makes them enjoy the activity more but is also fundamental to creating an inclusive environment that benefits all children. Therefore, it is essential to train educators and create adapted recreational activities for these programs to be successful.

Physical education (PE) and physical activity (PA) have demonstrated great benefits in various health variables in people with disabilities, such as improvements in balance, muscle strength, aerobic capacity, and body weight control. These practices favor increased muscle mass and bone health strengthening, which are fundamental to avoid complications derived from inactivity. Thus, by promoting the development of these capacities, autonomy and quality of life for people with disabilities are favored. Therefore, it is important to incorporate PE and PA into their daily routine to promote an optimal health status and overall well-being (Álvarez-Pitti et al., 2020).

According to Bermeosolo (2014), inclusion is defined by the RAE as the action of including something within another thing or within its limits, and also as the connection or friendship between people, which highlights its physical and social dimension. Adapted physical activity is any exercise or movement that has been modified or adapted to meet the individual needs of people with disabilities or special educational needs. This approach seeks to ensure that all people, regardless of their physical abilities, can participate in physical activities safely and effectively.

The activities can be endurance, flexibility, coordination, and motor skills exercises, and are aimed at promoting health, well-being, and social inclusion, thus facilitating the improvement in the quality of life of the participants. Participating in inclusive sports programs helps to improve the physical condition of people with intellectual disabilities and strengthens their sense of autonomy and decision-making capacity. This highlights the importance of sport as a tool for comprehensive development and social inclusion (Calle-Molina & Sanz-Arribas, 2024).

The objective of analyzing the attitudes of physical education students, with respect to variables such as gender, disability, and competitiveness, is to determine how these factors influence students' perceptions. It is suggested that more positive attitudes may be more common in girls, students with disabilities, and those who value competitiveness less, highlighting the importance of recognizing diversity in the educational environment to foster a more inclusive space (Martínez-Morales et al., 2024).

Physical Activity should be considered an essential pillar to promote inclusive civic participation throughout life, in order to develop young people who are physically literate and who have the skills, confidence, and understanding necessary to continue engaging in physical activity over time (Romero García & Clavijo Gutierrez,

2019).

According to Rubinstein and Franco (2021), adapted physical activity (APA) is a body of knowledge that brings together knowledge from physical education, sport, recreation, rehabilitation, and health. Adapted physical activity does not only refer to adapting activities to make them accessible but implies an inclusive vision that promotes the participation of all individuals. This type of activity starts from understanding the capacities and limitations of each subject, which allows for setting realistic and achievable goals.

Adapted physical activity favors the development of motor skills, the improvement of physical condition, and the strengthening of self-esteem, which contributes to greater social and emotional integration of children with special educational needs. Parental participation in these activities can also generate greater parental satisfaction, by observing how their children thrive and develop in an inclusive and supportive environment. The pedagogical approach that integrates physical activity in the context of adapted physical education allows students to meet their educational needs, while simultaneously improving their physical skills and fostering self-confidence (Ben Rakaa & Bassin, 2025).

Montiel et al. (2025) affirm that the inclusion of pedagogical strategies in physical activity favored the participation, social interaction, and adaptation of students with Autism Spectrum Disorder (ASD). Special educational needs (SEN) are those conditions that affect the learning and participation of children in the educational environment, including their access to physical activity.

Various studies have confirmed the effectiveness of programs aimed at modifying attitudes towards disability in the field of Physical Education. These programs contribute significantly to the creation of more inclusive, empathetic, and respectful educational

environments (Abellán et al., 2018). Inclusive education should be an essential pillar of the educational system, enabling a welcoming and valuing environment for each child and young person, attending to their differences and personal qualities (Molina, 2015).

Children with SEN, who may have physical disabilities, developmental disorders, or emotional conditions, often face particular challenges that require specific adaptations in their physical education programs. Adapted physical activity is shown to be an effective response that not only stimulates the physical health of these children but also favors their social integration and the development of their motor skills. By engaging in adapted physical activities, they can increase their self-esteem and foster a sense of belonging in an inclusive context, which is fundamental for their comprehensive well-being.

Parental satisfaction is notably influenced by their participation in adapted physical activities. Parents of children with SEN often seek opportunities that promote the comprehensive development of their children, and adapted physical activity can provide a space where children not only exercise but also socialize and have fun. Seeing their children's achievements and progress in these activities helps increase the satisfaction and pride of the parents.

This family support is fundamental, as it promotes the continuity of participation in physical activity programs, which enriches the educational and life experience of children with SEN, and underscores the importance of an inclusive and adapted approach in physical education. In primary and secondary education, Physical Activity is a compulsory subject. Equestrian activities are an option for children with low-prevalence diseases, as long as they like animals and have no medical contraindications (García-Peña et al, 2020).

Adapted physical activity can be understood as a set of interdisciplinary knowledge focused on

recognizing and addressing individual differences in physical activity, adapting them to the context in which they are carried out, as pointed out by Pérez Tejero et al. (2012). However, there are significant challenges to ensuring that PE is accessible and inclusive for all students. Creating a supportive and welcoming environment, known as an Inclusive and Friendly Learning Environment, is essential to allow each student, regardless of their background or abilities, to participate meaningfully and benefit from physical education activities (Afridawati et al., 2025).

Exercise strengthens and increases muscular endurance, flexibility, posture, and movement, and also regulates circulation, cardiovascular endurance, bone mineralization, and metabolism. It has analgesic and anti-inflammatory properties, and helps improve mood, cognitive performance, and sleep quality. This comprehensive impact of exercise demonstrates its importance as a preventive and therapeutic strategy, promoting a healthy lifestyle and improving quality of life in different populations (Lillo, 2019).

Participating in adapted physical activities not only benefits the physical and emotional development of children but also has a significant impact on parental satisfaction. Parents feel a sense of pride and happiness when they see their children in physical activities tailored to their specific needs. By observing their children's achievements, whether in improving their motor skills or increasing their confidence, a positive emotional connection is established that strengthens the family relationship.

The majority of them agree that there is a strong desire to carry out inclusion actions in their schools and all agree on the importance of involving families and community members in these actions. This collaborative approach is essential to create an inclusive and sustainable environment, since community participation strengthens commitment and supports the success of inclusion initiatives (Yupanqui et al.,

2014).

According to Garavito and Fernando (2021), the fact that their children are in an inclusive and supportive context gives them peace of mind, as they are confident that they are receiving the attention and care they need to thrive in their development. Another facet in which parents are determinant in parental satisfaction is active participation in their children's physical activities. When parents participate, by attending activities, supporting their children in the process, or collaborating with educators and coaches, they feel more connected to their children's well-being (Montenegro-Rueda & Fernández-Cerero, 2024).

This commitment not only increases children's self-esteem but also allows parents to be part of the inclusion process, which in turn increases their satisfaction with their children's experiences in the field of physical activity. Parental involvement can generate a virtuous circle in which both children and their families benefit from an environment of support and mutual development.

Through the connection projects for physical activity for young people with special educational needs, the University of Guayaquil manifests itself on several fundamental levels. With these projects, the university generates spaces for inclusive participation where children and young people with special educational needs can develop their motor, emotional, and social skills through adapted physical activities. This approach not only contributes to the comprehensive well-being of the participants but also enhances the professional training of university students, training them in inclusive and adaptive methodologies.

According to López and Valenzuela (2015), the growing trend towards inclusion and the recognition of diverse conditions that impact learning explain the increase in the school population with special educational needs (SEN). Therefore, it is necessary to implement the physical activity programs proposed by the

different educational institutions in the city of Guayaquil.

The connection projects generate a positive impact on parental satisfaction, as they allow building a bridge between the university and families by observing the progress of their children in accessible sports and recreational environments. In this way, the university assumes an active role in promoting equity, inclusion, and the improvement of the quality of life of a historically vulnerable population, aligning its actions with the postulates of university social responsibility and contributing to the development of a healthier and fairer community.

With the introduction of systematic physical activity and sports programs, an improvement in self-perception and in the active role in family and school environments has been observed. These changes are particularly important in environments where historical exclusion has hindered the full development of this vulnerable population (Floriano Rodríguez et al., 2023).

Belmonte Machado (2017) states that "The role of the physical education teacher has been redefined by political factors, so they must contribute to the inclusion of students, the improvement of quality of life, and the promotion of a competitive spirit, thus satisfying the different educational needs." The Finnish model is an example of inclusion, based on equity and the adaptation of the educational system to the needs of students, ensuring access to educational differentiation, guidance, personal assistance, and welfare services (Martínez & Rosas, 2022).

The objective of this research work is to explore the impact of adapted physical activity on the comprehensive development of children with special educational needs. It aims to understand how these benefits influence the perception and satisfaction of their parents. To analyze the relationship between the benefits of adapted physical activity and the level of satisfaction of parents of children with special educational

needs, in order to understand how participation in inclusive exercise programs influences the well-being of children and their families. Between one and five billion people live with some type of disability, whether physical, sensory, mental, or intellectual, and of this total, a large percentage is in low- and middle-income countries (Pisà-Canyelles et al., 2023).

Materials and Methods

This study is of a quantitative, non-experimental correlational approach, through the application of a Likert-type survey aimed at parents and guardians of children with special educational needs who participated in a holiday program of adapted physical activity. The research was carried out in sports centers of the Faculty of Physical Activity and Sport Sciences, where questionnaires were applied to evaluate the perception of benefits and satisfaction with the program. Although the approach allowed for collecting valuable data directly from family members, the non-random composition of the sample and the specific context of the holiday program pose limitations on the generalization of the results.

The design used, based on self-administered surveys, was adequate to measure the variables of interest in real implementation conditions. The Likert scale selected for the survey was: 1 Totally disagree, 2 Disagree, 3 Agree, and 4 Totally agree.

The survey was validated with Cronbach's Alpha, with a reliability level of .951, which considers the survey as a highly reliable instrument. The research highlights the importance of considering both the characteristics of the program and the perspectives of families in the design of future adapted interventions.

To analyze the correlation of the two variables and their dimensions, 6 questions were used in the survey:

Participants

This study included fathers, mothers, and guardians of children with special educational needs (SEN) who participated in a holiday program of adapted physical activity. The inclusion criteria for participants were: (1) being the primary responsible party (father, mother, or legal guardian) of a child or young person with SEN who was enrolled in the program; (2) that the beneficiary attended activities regularly during the two months of intervention; and (3) having given written informed consent. The sample was obtained through non-probabilistic convenience sampling and included families associated with community centers and organizations supporting people with disabilities, whose daughters and sons had various conditions such as physical disabilities, intellectual disabilities, and autism spectrum disorders, among others. Data collection was carried out through self-administered surveys with Likert scales, which were applied during the final phase of the program to evaluate the perception of benefits and parental satisfaction.

Table 1.
Type of disability present in the inclusive holiday program

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Asperger	3	2.4	2.4	2.4
	Autism	44	34.6	34.6	37.0
	Intellectual	39	30.7	30.7	67.7
	Scoliosis	2	1.6	1.6	69.3
	Physical	5	3.9	3.9	73.2
	Down Syndrome	6	4.7	4.7	78
	Language	2	1.6	1.6	79.5
	Psychosocial	26	20.5	20.5	100.0
	Total	12	100.0	100.0	

Note: Own Elaboration.

The analysis of data on the type of disability present in the inclusive holiday program reveals a diversity of conditions among participants. The category with the highest representation is autism, with 44 cases, constituting 34.6% of the total sample. This suggests that the program is especially relevant for children with this diagnosis, which may reflect a greater need for inclusion and support for this group. The combination of sport and experiential activities enhances the benefits in children with autism, improving their effectiveness, sociability, and communicative skills through the increase of hormones such as oxytocin and progesterone generated by contact with animals (González et al, 2025).

This is followed by intellectual disability, with 39 participants (30.7%), which also represents a significant proportion of the population. Together, these two categories encompass more than 65% of the participants, indicating that the program is mainly designed to serve these disabilities.

Other disabilities, such as Down syndrome (4.7%), physical disability (3.9%), and language difficulties (1.6%), have lower representation, which may indicate the need to evaluate whether these conditions are adequately considered in the program's design. On the other hand, psychosocial disorders, which comprise 20.5% of the participants, are also an important part of the population served, implying that the inclusive holiday program seeks to address a broad spectrum of needs.

The profile of disabilities in the inclusive holiday program suggests that the program focuses mainly on autism and intellectual disability, which is positive, but also raises the need to ensure that other types of disabilities are

equally represented and supported in future editions of the program. Cruz Vadillo & Casillas Alvarado (2017) indicate that civil society groups have made people with disabilities visible as citizens with rights and value, supported by laws and policies that promote positive actions and anti-discrimination mechanisms.

Procedure

The study was developed in three clearly defined phases during the University of Guayaquil holiday program. In order to ensure the validity and reliability of the results obtained in the research, strict standards of scientific rigor have been implemented (Hinojosa, et al, 2024). Firstly, the recruitment of parents and guardians of children with special educational needs participating in a holiday program of adapted physical activity was carried out.

They were provided with information about the study objectives and the ethical procedures involved (Gonçalves, et al, 2025). Inclusion criteria were applied, such as being the legal guardians of the minor, guaranteeing a minimum attendance of 80% to the sessions, and signing the informed consent form.

Subsequently, during the last week of the program, a validated Likert-type survey was applied that evaluated both the perception of benefits and the level of parental satisfaction, using face-to-face formats at the program facilities and digital formats for those who could not attend.

Finally, the collected data were processed using statistical analysis in SPSS, where the relationship between variables and dimensions was analyzed using the Spearman's Rho coefficient, maintaining at all times the ethical standards of confidentiality and anonymity of the participants (De la Cerna, et al, 2024).

Data analysis

To analyze the data, a rigorous process was carried out that breaks down into three main stages. The database was cleaned by eliminating incomplete cases and coding the Likert scale responses (1-4 points) for statistical treatment. Global indices were subsequently calculated by averaging the survey questions for each construct (perceived benefits and parental satisfaction), which allowed for a more robust analysis in SPSS version 27 (Martins et al., 2019).

To evaluate the normality of the data, the Kolmogorov-Smirnov test was used. The results showed that for both variables the data do not follow a normal distribution (Variable 1: $p=0.001$; Variable 2: $p=0.001$) since both values are less than the significance level of 0.05. Therefore, for all comparisons, Spearman's correlation coefficient (ρ) was used, as it is a non-parametric test suitable for data that do not meet the normality assumption.

The analysis showed an almost perfect positive correlation between both variables ($\rho = 0.996$; $p < 0.001$), which means that parents who perceived greater benefits from adapted physical activity reported significantly higher levels of satisfaction with the program. In addition, statistics were elaborated to determine the degree of relationship of each of the dimensions of the

studied variables.

Results

In this results section, the findings related to the level of relationship between the studied variables will be presented, as well as the specific dimensions of each variable evaluated through the applied survey. The analysis will focus on unraveling how the perceived benefits of adapted physical activity correlate with parental satisfaction, providing a clear view of the interaction between these variables. Furthermore, the different dimensions of each variable will be explored to identify patterns and trends that may offer a deeper understanding of the experience of parents and their children in the context of adapted physical activity. These results will not only contribute to the existing literature but will also serve as a basis for future research and the improvement of programs aimed at promoting inclusion and family well-being.

Table 2.

Level of correlation between perceived benefits (V1) and parental satisfaction (V2)

		V1	V2
Spearman's Rho	Perceived benefits	Correlation coefficient	1,000
		Sig. (bilateral)	,996
		N	,000
			127
	Parental satisfaction	Correlation coefficient	127
		Sig. (bilateral)	,996
		N	,000
			127

Note. $p < 0.01$. Own Elaboration.

Variable 1 (V1)

Variable 2 (V2)

El coeficiente Rho de Spearman, que estima el grado de correlación entre la variable Beneficios percibidos (V1) y la variable Satisfacción parental (V2). Los resultados muestran una correlación positiva casi perfecta entre ambas variables ($\rho = 0,996$; $N = 127$; $p < 0,01$). Este hallazgo indica que los padres que perciben mayores beneficios de la participación de sus hijos en el programa de actividad física adaptada tienden a reportar niveles significativamente más altos de satisfacción. La significancia estadística ($p < 0,01$) confirma que la asociación observada no es atribuible al azar.

Tabla 3.

Correlation between dimension 1 of V1 and dimension 1 of V2

			Variable 1	Variable 2
Spearman's Rho	How clear is the benefit of physical activity in the development of children with special educational needs?	Correlation coefficient	1,000	1,000
		Sig. (bilateral)	.	.
		N	127	127
	Are you satisfied with the physical activities that your child carries out during the development of the holiday program?	Correlation coefficient	1,000	1,000
		Sig. (bilateral)	.	.
		N	127	127

Note. $p < 0.01$. Own Elaboration.

The results obtained reveal a perfect correlation between dimension 1 of variable 1, which measures the perception of the benefits of physical activity in the development of children and young people with special educational needs, and dimension 1 of variable 2, which evaluates parental satisfaction with the physical activities carried out by their children. Spearman's correlation coefficient ($\rho = 1.000$) indicates an extremely strong monotonic relationship between both variables, suggesting that as parents recognize greater benefits in adapted physical activities, their satisfaction also increases in the same proportion.

Table 4.

Correlation between dimension 2 of V1 and dimension 2 of V2

			V1	V2
Spearman's Rho	Do you believe that physical activities will contribute to the physical and emotional development of children with special educational needs?	Correlation coefficient	1,000	1,000
		Sig. (bilateral)	.	.
		N	127	127
	How would you rate your level of satisfaction in relation to the benefits of the physical activities in which your child participates?	Correlation coefficient	1,000	1,000
		Sig. (bilateral)	.	.
		N	127	127

Note. $p < 0.01$. Own Elaboration

The results of the correlation between dimensions 2 of variable 1 (V1) and dimension 2 of the variable (V2) reveal a perfect relationship, with a Spearman correlation coefficient of 1.000 in both cases. This indicates that there is total alignment between the parents' belief about the contribution of physical activities to the physical and emotional development of children and young people with special educational needs, and their level of satisfaction regarding the benefits of said activities. The sample size of 127 participants provides a solid basis for interpreting these results as an indication that, as parents believe more in the benefits of physical activity, their satisfaction with their children's experiences also increases in the same proportion.

Table 5.

Correlation between dimension 3 of V1 and dimension 3 of V2

			V1	V2
Spearman's Rho	Would you motivate your child to participate in physical activities that benefit their development?	Correlation coefficient	1,000	,672
		Sig. (bilateral)	.	,000
		N	127	127
	How much confidence do you have in the quality of experience your child will have during physical activities?	Correlation coefficient	,672	1,000
		Sig. (bilateral)	,000	.
		N	127	127

Note. $p < 0.01$. Own Elaboration

The results of the correlation between dimension 3 of the independent variable (V1) and dimension 3 of the variable (V2) indicate a significant and positive relationship. In particular, the Spearman correlation coefficient of 0.672 between the question "Would you motivate your child to participate in physical activities that benefit their development?" and "How much confidence do you have in the quality of experience your child will have during physical activities?" suggests that as parents are more motivated to encourage their children to participate in physical activities, their confidence in the quality of the experience they will receive also increases. The bilateral significance of 0.000 supports the validity of this correlation, indicating that this finding is statistically significant and not due to chance.

Furthermore, the correlation coefficient of 0.672 is also observed in the opposite direction, meaning that parents' confidence in the quality of their children's experience is strongly related to

their willingness to motivate them to participate in physical activities. This pattern suggests that parents who trust the quality of the activities are more likely to encourage their children's participation, which in turn can have a positive effect on the physical and emotional development of the children.

Discusión

The results of this study show an almost perfect positive correlation between the perception of benefits of adapted physical activity and parental satisfaction ($\rho = 0.996$; $p < 0.01$). This finding indicates that as parents recognize greater benefits in their children's participation in adapted physical activity programs, their level of satisfaction increases considerably. This relationship is consistent with what was pointed out by Aguirre et al. (2025), who highlight that parents' positive perception of inclusive physical

education is a determining factor in increasing participation and family satisfaction.

Similarly, Gallego et al. (2016) state that regular physical exercise is valued for its benefits to physical and mental health, which increases resilience and well-being. In the context of children with special educational needs, these benefits transcend the family sphere, generating pride and satisfaction in parents as they observe their children's progress. This study empirically confirms that relationship, showing that parental satisfaction is not only associated with mere participation but with the concrete perception of the benefits obtained (Romaguera et al., 2025).

Furthermore, Lagos et al. (2022) identified the family as a central facilitator for the practice of physical activity in children with disabilities. Our results complement this vision by demonstrating that when parents perceive real benefits, they become active agents who motivate and support the continuity of their children in the programs. The correlation observed between parental motivation and confidence in the quality of the experience ($\rho = 0.672$) reinforces this idea.

On the other hand, Hernández et al. (2024) emphasize that inclusive sport promotes an environment of respect and skill development. Our study provides evidence that these inclusive environments not only benefit children but also directly impact parental satisfaction, generating a virtuous circle between the perception of achievements and family support. Silva et al. (2020) had already pointed out the importance of involving the family environment in adapted programs for people with Down syndrome; our findings extend that conclusion to a broader spectrum of special educational needs.

Finally, it is essential that future research continues to explore the dynamics between parents' perceptions and children's participation in adapted physical activities. It is recommended to carry out additional studies that evaluate how different factors, such as community support and

educator training, can influence these relationships. By addressing these issues, a more comprehensive approach can be developed that benefits both children and their families in the context of adapted physical activity.

Limitations of the Present Study

This study has several limitations that must be taken into account when interpreting the results. Firstly, the sampling was non-probabilistic convenience sampling, which limits the generalization of the findings to other populations or contexts different from the analyzed holiday program. Secondly, the correlational design does not allow establishing a causal relationship between perceived benefits and parental satisfaction. Thirdly, the almost perfect correlation coefficient ($\rho = 0.996$) could be indicating some conceptual overlap between the items measuring benefits and satisfaction, so it would be advisable to refine the instruments in future research. Finally, the absence of a control group and measurement at a single time point does not allow evaluating changes over time nor attributing the results exclusively to the intervention program.

Conclusions

The results of this study demonstrate an almost perfect correlation between the perception of benefits of adapted physical activity and parental satisfaction in children with special educational needs ($\rho = 0.996$; $p < 0.01$). This finding confirms that, the more benefits parents recognize in their children's participation, the higher their level of satisfaction with the program. The high statistical significance supports the consistency of this relationship. The found association is very strong and suggests that adapted physical activity interventions should not only focus on the direct benefits for children but also on clearly and continuously communicating those achievements to families.

Better communication of the benefits could increase parents' motivation and, therefore, the sustained participation of children in these programs.

In this way, adapted physical activity is affirmed as a fundamental strategy for child development and family well-being. It is recommended that future studies use longitudinal designs and probabilistic samples to establish causal relationships, as well as mixed methodologies to delve deeper into parents' perceptions. Likewise, it is necessary to refine the measurement instruments to avoid possible conceptual overlaps between benefits and satisfaction and to replicate the present research in various educational and community contexts, in order to strengthen the generalization of the results.

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Declaration of conflicts of interest

The authors declare that there are no conflicts of interest in relation to the conduct of this study.

Author contributions

All authors contributed significantly to the conception, design, data collection, analysis, writing, and final review of the research.