

The Universidad Católica del Maule and its contribution to the development of psychomotricity in Chile

La Universidad Católica del Maule y su aporte al desarrollo de la psicomotricidad en Chile

A Universidade Católica de Maule e sua contribuição ao desenvolvimento da psicomotricidade no Chile

Héctor Vallejos-Sanhueza¹ & Natalia Villar-Cavieres²

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ABSTRACT

This article aims to publicize the contributions made by the Universidad Católica del Maule to the development of psychomotricity in Chile. A documentary-exploratory and qualitative-descriptive methodology was used through the collection of documentary and bibliographic antecedents. The results show that the Universidad Católica del Maule led the first steps to include psychomotricity as a specialization both at the undergraduate and postgraduate level, issuing the first diploma course in educational psychomotricity in the country, and with it graduating the first generation of psychomotor specialists. In addition, information is collected on the participation of the Universidad Católica del Maule in one of the principal organizations of the discipline, the Red Fortaleza de Psicomotricidad, being the only institution at the national level to integrate said organization. Finally, the article allows us to consider the Universidad Católica del Maule as the first psychomotor training school in the country, being responsible for drawing the initial lines in training, research, participation, and publication in the discipline, contributing exponentially to the development and construction of psychomotricity at the national level.

Key words: Psychomotricity, History, Physical education, Universidad Católica del Maule.

¹ Licenciado en Educación, Centro de Psicomotricidad- Psicolan, Los Ángeles, Chile.

<https://orcid.org/0000-0001-9950-1603> | vallejos7@gmail.com

² Magíster en Psicomotricidad, Departamento de Educación Escolar Inicial, Facultad de Educación, Escuela de Pedagogía en Educación Parvularia con mención, Universidad Católica del Maule, Talca, Chile.

<https://orcid.org/0000-0002-2308-1689> | nvillar@ucm.cl

RESUMEN

El presente artículo tiene como objetivo dar a conocer los aportes que ha realizado la Universidad Católica del Maule al desarrollo de la psicomotricidad en Chile. Se utilizó una metodología de carácter documental-exploratoria y de tipo cualitativa-descriptiva, a través de la recopilación de antecedentes de carácter documental y bibliográfico. Los resultados demuestran que la Universidad Católica del Maule lideró los primeros pasos para incluir la psicomotricidad como especialización tanto a nivel de pregrado como de postgrado, dictando el primer diplomado en psicomotricidad educativa del país y con ello, titulando a la primera generación de psicomotricistas. Además, se recaba información sobre la participación de la Universidad Católica del Maule en una de las principales organizaciones de la disciplina, la Red Fortaleza de Psicomotricidad, siendo la única institución a nivel nacional en integrar dicha organización. Finalmente, el artículo permite considerar a la Universidad Católica del Maule como la primera escuela de formación de psicomotricistas del país, siendo la responsable de trazar las líneas iniciales en la formación, investigación, participación y publicación en la disciplina, aportando exponencialmente al desarrollo y a la construcción de la psicomotricidad a nivel nacional.

Palabras Clave: Psicomotricidad, Historia, Educación Física, Universidad Católica del Maule.

INTRODUCTION

Psychomotricity in Chile has been presented with a history of at least 40 years of existence and, despite the fact that "there is no documented archive on the birth of the discipline" (Hernández, 2017), it is possible to find information in articles from national journals (Ministry of Education [MINEDUC], 1980, 1984; Arroyo et al., 1983; Valdés, 1997, 1998a, 1998b, 1999b, 1999c, 2000a, 2000b, 2000c, 2001, 2002; Hernández, 2012; Vallejos-Sanhueza, 2023; Villar et al., 2021), in texts, curricula and book chapters (Universidad Católica del Maule [UCM], 1997, 1999, 2001; Valdés, 1999a, 2005; Jiménez, 2012; Gurovich, 2017;

RESUMO

Este artigo tem como objetivo divulgar as contribuições que a Universidade Católica de Maule tem feito para o desenvolvimento da psicomotricidade no Chile. Foi utilizada uma metodologia documental-exploratória e qualitativo-descriptiva, através da recolha de antecedentes documentais e bibliográficos. Os resultados mostram que a Universidad Católica del Maule deu os primeiros passos para incluir a psicomotricidade como especialização tanto na graduação quanto na pós-graduação, emitindo o primeiro curso de diploma em psicomotricidade educacional do país e com ele, formando a primeira geração de psicomotores. Além disso, são coletadas informações sobre a participação da Universidad Católica del Maule em uma das principais organizações da disciplina, a Red Fortaleza de Psicomotricidade, sendo a única instituição em nível nacional a integrar essa organização. Por fim, o artigo permite considerar a Universidad Católica del Maule como a primeira escola de formação psicomotora do país, sendo responsável por traçar as linhas iniciais na formação, pesquisa, participação e publicação na disciplina, contribuindo exponencialmente para o desenvolvimento e construção de psicomotricidade a nível nacional.

Palavras chave: Psicomotricidade, História, Educação Física, Universidade Católica de Maule.

Hernández, 2017; Villar & Faúndez, 2020) and even stories from national researchers that allow us to imagine and recreate their beginnings.

For Vallejos-Sanhueza (2023), psychomotricity, through the instrumental current, has been present since the seventies. For its part, the relational current reaches the country through Bernard Aucouturier's visit to the University of Chile in 1981 (Yñesta, 2022, cited in Vallejos-Sanhueza, 2023). As a result of this fragmentation into psychomotor currents, psychomotricity is submerged under different

forms of interpretation (Mendiara, 2008), giving rise to difficulties in understanding and comprehending it in practice (Arroyo et al., 1983). Fortunately, in recent years, and supported by the increase in published theoretical productions, an evolution of psychomotricity has been evidenced at a national level (Villar & Faúndez, 2020), reflected in the construction of its own identity and consolidated as a discipline (Valdés, 2005).

This progress has been marked by the effort and commitment of psychomotricians, academics, researchers and higher education institutions and training centers (Metropolitan University of Educational Sciences [hereinafter UMCE], Catholic University of Maule [hereinafter UCM], Diego Portales University, Universidad del Desarrollo, Finis Terrae University, Center for Research and Training in Education and Psychomotricity, among others) that have favored the development of psychomotricity over time. In relation to the above, the UCM has played a leading role in both the training of specialists and in scientific publication and research in psychomotricity, and can be considered a pioneering institution in the development of this discipline in the country, contributing to the paradigmatic change and acting as a bridge in the transition from instrumental psychomotricity to relational psychomotricity.

Thus, the present article aims to make known the contributions that the UCM has made to the development of psychomotricity in Chile, a discipline of institutional interest from the 1990s to the present.

METHODS

For the development of this article, based on experiences, a documentary and exploratory research was carried out, since it focuses on exploring and describing within the literature

about a set of data obtained through documentation and material identified for the construction of information based on a chronological order. According to Cechinel et al. (2016) "the documentary description, contained in a bibliographic record, constitutes, in turn, a set of data representative of the documents."

Design

The research aims to be qualitative-descriptive, since it aims to gather the greatest amount of contrasting information about the history of a phenomenon that occurred in a certain period of time through different documentation and people involved. This type of research proposes to reveal results that provide possibilities for progress in the actions of the content analyzed (Lüdke & André, 2013).

Research extraction and analysis

Data extraction was carried out through content analysis of each text and document stored in the different databases, which were: articles from the Journal of Physical Activity Sciences of the Catholic University of Maule (UCM), internet documents, personal experiences of teachers, official documents and/or study plans of the physical education degree at the UCM.

RESULTS

Chile and the first steps in psychomotor development

In Chile, psychomotricity has developed under two psychomotor currents, "the directive one, also known as instrumental psychomotricity; and the non-directive one, called experiential or relational psychomotricity" (Pastor, 2002), which, in the struggle to prevail over one another, "led to radical positions and confrontations" (Serrabona, 2019), creating confusion when trying to understand the discipline.

The instrumental current, in our country, dates back to the seventies (Vallejos-Sanhueza, 2023) and is formally inserted into the national curriculum by means of Decree No. 4002 (1980) that sets the objectives, plans and programs of Basic General Education. The subjects of Technical Manual Education and Physical Education base their proposals on concepts and references (authors) of the time, where, on the one hand, Technical Manual Education incorporates the contributions of the Argentine psychomotor specialist Dalila Molina de Costallat (MINEDUC, 1980; 1984) and Physical Education, on the other hand, begins to consider "the contents suggested by current French specialists" (MINEDUC, 1980).

In this way, Pierre Vayer and Jean Le Boulch come to be considered as "guides of psychomotricity in our country" (Valdés, 1997), where Pierre Vayer has a place in special education through a more psychopedagogical aspect and Jean Le Boulch breaks into Physical Education with some aspects of his psychokinetic method. These techniques are easily adopted since they present a theory that "was concretized in methodological procedures that could be used in the national reality (material and human resources)" (MINEDUC, 1980).

It is noteworthy that instrumental psychomotricity "prioritized work methodologies in the motor field" (Valdés, 2000c) focusing on the development of motor behaviors of "dynamic, static or hand-eye coordination, own body, body scheme, etc." (Valdés, 1999a).

Almost in parallel, the relational current reaches Chile through the visit of Bernard Aucouturier in 1981, in which he teaches a course at the School of Special Education of the University of Chile (Yñesta, 2022, cited in Vallejos-Sanhueza, 2023). For Chokler (2015), psychomotor skills under the relational current look at the child

as a being that develops in a global way, avoiding the mind-body fragmentation, a dualism characteristic of the traditional or instrumental current.

Having said that, both psychomotor currents commune simultaneously in a political, cultural and educational context, which allows instrumental psychomotor skills to be welcomed with greater force than the recently arrived relational current. As a result of this dualism of psychomotor currents, "serious difficulties are seen in understanding what psychomotor skills are and how to carry them out. These difficulties can be summarized in the following aspects: terminology, the process itself and its practical application" (Arroyo et al., 1983).

In the 1990s, instrumental psychomotricity was formally incorporated into special education, emerging as a subject in the plans and programs to care for children with communication disorders (Decree No. 86, 1990), mental deficiency (Decree No. 87, 1990), visual deficit (Decree No. 89, 1990) and serious alterations in the capacity for relationships and communication (Decree No. 815, 1990). In this context, psychomotor intervention was based on deficits, disorders or deficiencies, where the medical or therapeutic model of "diagnosis, prescription and treatment" (Valdés, 1999a) allowed them to be detected and filled with motor exercises.

On the other hand, and with greater progress and followers, the relational current welcomed Bernard Aucouturier and an emerging Myrtha Chokler (Argentine psychomotor therapist) again, who in 1992 "attempted to influence with their line of training in psychomotor skills through short courses" (Valdés, 2005). However, the difficulties and confusions remained and these new formations were seen as "something very confusing and

distant for our reality, schools and children” (Valdés, 2005).

Universidad Católica del Maule: Beginning of research, training and publications in psychomotor skills

In this brief psychomotor context, full of doubts and uncertainties, the UCM, through some academics, research projects and training programs of the School of Physical Education, begins a leading role in its attempt to contribute to the paradigm shift of psychomotricity, being an active agent in the transition from instrumental psychomotor skills to relational psychomotor skills.

According to the research, between the eighties and mid-nineties, the School of Physical Education taught the psychomotricity module dictated by the academic Carlina Valcke de Sloovere, a teacher hired by the School of Special Education but who provided services to the School of Physical Education. From 1996 (Valdés, 1999a), it is the academic Marcelo Valdés Arriagada who takes the module, thus beginning an arduous work in the discipline.

Thus, the first intention of wanting to incorporate psychomotricity under the relational current occurs within the School of Physical Education, Faculty of Education, of the UCM, the Post-graduate program in Early Childhood Physical Education of the year 1997, which, unlike previous versions, began to grant various mentions or specialties, among these, "Athletics, Basketball, Artistic Gymnastics, Rhythmic Gymnastics, Psychomotricity or Volleyball" (UCM, 1997). The specialty of psychomotricity was taught by the academics of the School of Physical Education, Mr. Marcelo Valdés Arriagada (teacher at that time) and Mr. Rodrigo Vargas Vitoria, current Dean of the Faculty of Education Sciences of the UCM. During the same year, the Academic Journal of the Catholic University of

Maule – UCMAule N° 22, July 1997 (hereinafter UCMAule Journal), published the first article that refers to relational psychomotricity in our country. The text called “From psychomotricity to relational psychomotricity” (Valdés, 1997), by the academic Marcelo Valdés Arriagada, apart from contextualizing the psychomotricity traditionally applied in Chile and of justifying the new psychomotor current, brings key concepts indispensable for its understanding, among them, psychomotor expressiveness, educational relational psychomotor practice, re-educative relational psychomotor practice, the concept of psychomotricity specialist or psychomotrician, the psychomotricity room and the triad in the training of the psychomotrician. At the same time, starting in July 1997, the UCM began to develop the first research projects in the discipline at a national level, which were approved by the UCM Research Department. Thus, the first research project was called “Motor development in preschoolers in the Talca commune: Diagnosis and methodological proposals for motor stimulation programs” (UCM, 2001), and lasted two years from the start date (July 1997).

The second research project, entitled “From psychomotricity to relational psychomotricity: foundations and practice in the classroom” (Valdés, 1998b), led by the academic Marcelo Valdés Arriagada, with the participation of the Spanish psychomotor therapist, Mrs. María Remedios Rodríguez Torres, co-researcher and teacher at the UCM, lasted one year, covering the periods from July 1997 to August 1998 and whose results allowed for an “adaptation, use and subsequent creation of an experiential methodology for pedagogical work in the classroom” (Valdés, 1999a) making it “more applicable to the Chilean educational environment” (Valdés, 1998b). This project would become the “first proposal for psychomotor

intervention" (Valdés, 2005) in our country. In this research boom in the line of relational psychomotricity, a third study of psychomotor intervention was carried out entitled "Relational psychomotricity: a methodological proposal to work in the classroom", carried out between December 1998 and March 1999 and financed by the National Fund for Regional Development (Valdés, 1999a). The main researchers of this study were the academics from the Faculty of Education of the UCM, Mrs. María Remedios Rodríguez Torres and Mr. Marcelo Valdés Arriagada, who intervened on a sample made up of 40 teachers and 750 children (students) from 40 municipal, subsidized private and private primary schools in the VII region (Valdés, 2000b).

During the project, the teachers were trained in psychomotricity in order to carry out psychomotricity sessions or classes in their respective establishments. Finally, and considering the psychomotor intervention studies carried out between 1997 and 1999 (second and third study), a total of 55 classroom teachers (basic general education teachers, physical education teachers and preschool teachers) and 860 children from preschool and NBI levels were intervened (Valdés, 1999a).

In October 1998, the academic journal *Ciencias de la Actividades Física UCM* (hereinafter REVISTACAF) was published, whose first director was the academic Manuel Herrera Blanco, director of the School of Physical Education at the UCM. In its inaugural issue (No. 1, October 1998), the journal published the article "Methodological guidelines for carrying out a relational psychomotricity class at school" (Valdés, 1998b), a text that includes "the observations, analyses, suggestions and modifications made to relational psychomotricity practice during the research project called "From psychomotricity to relational psychomotricity"" (Valdés, 1998b).

In this way, both the UCMAule Journal and the REVISTACAF become an important medium for the publication and dissemination of academic and scientific articles related to relational psychomotricity, hosting articles by national and international psychomotricists.

From the third study carried out between December 1998 and March 1999, a new article appears published in REVISTACAF, No. 2 of October 1999, entitled "Evaluation of play in the experiential psychomotor class" (Valdés, 1999c), in which the author develops an instrument that aims to observe certain behaviors related to creativity, communication, body awareness and level of thought. This observation guideline corresponds to an innovation in the evaluation methods in national psychomotor skills, since it proposes a different methodology based on the observation of play, distancing itself from standardized evaluations that, by means of psychomotor tests, were limited to evaluating motor behaviors. Furthermore, the UCMAule Magazine No. 25, December 1999, published the article entitled "Psychomotricity and sensorimotor pleasure" (Valdés, 1999b), by the UCM academic, Mr. Marcelo Valdés Arriagada.

As a result of the results of the studies carried out between July 1997 and March 1999 (second and third research), the Editorial Committee of the UCM decided to publish a book that summarizes the learning and experiences developed. The text called "Experienced psychomotricity: an educational strategy to work in the classroom" (Valdés, 1999a) by the UCM academic, Mr. Marcelo Valdés Arriagada and which had the collaboration of the academic María Remedios Rodríguez Torres. The publication becomes the first book on psychomotricity under the relational current in our country and "corresponds to the result of the basic studies of educational intervention carried out by the Faculty of Education of the Catholic

University of Maule, in the area of psychomotricity” (Valdés, 1999a). It is worth mentioning that, at the suggestion of the Uruguayan psychomotor therapist, Mr. Juan Mila Demarchi, who acted as external evaluator of the second research project (1998-1999), it was decided to change the concept of relational psychomotricity to that of experienced psychomotricity, differentiating both proposals in order to “adapt a specific intervention model to the Chilean reality” (Valdés, 2001). The same Uruguayan psychomotor therapist, who wrote the back cover of the text, highlights the original and innovative nature of the experience described. Finally, the UCM is carrying out a fourth research project called “Strengthening the initial training in the area of psychomotricity of undergraduate students in the physical education degree” (UCM, 2001), lasting one year from 1999. This research project was designed to strengthen the psychomotricity specialty taught by the physical education degree, which is beginning to be oriented towards an experiential or relational current, overcoming the traditional conception of the discipline (instrumental) addressed up to that point within the specialty.

Universidad Católica del Maule and the psychomotor strength network

In 1998, the UCM took a major step at the national and Latin American level, becoming the first and only national higher education institution to belong to a network of universities committed to the development and promotion of psychomotricity.

During the VII Congress of the Brazilian Society of Psychomotricity held in the city of Fortaleza, Brazil, in September 1998, the idea of bringing together university institutions that train in psychomotricity was born. Thus, and “on the initiative of Prof. Juan Mila” (Campos, 2020), “the Latin American Network of Universities with

Training in Psychomotricity” (Mila, 2018) (hereinafter Fortaleza Psychomotricity Network) was created. In it, the UCM plays a leading role in its constitution, participating through the academic Marcelo Valdés Arriagada, in the drafting of the creation act and integrating the board in the position of treasurer (Red Fortaleza de Psicomotricidad, 2000). This Network brought together university institutions oriented to the development and training in psychomotricity, whether at undergraduate or postgraduate level, and the UCM, through its research advances and training in psychomotricity in the Postgraduate Degree in Early Childhood Physical Education, “is integrated into the Fortaleza network” (Scialom et al., 2017). This would allow the creation of bonds of friendship and agreements that would lead to the first diploma in educational psychomotricity in our country. The year after the Fortaleza Psychomotricity Network was established, the nascent REVISTACAF No. 2, in October 1999, published an extract from the Constitution of the Fortaleza Psychomotricity Network, a place where the participation of the UCM as an active and founding member of said network was expressed. REVISTACAF became the first national and international written magazine to publish an extract from the Constitution of the Fortaleza Psychomotricity Network, which would be published in its entirety in the first edition of the RIPTC, in the year 2000.

In this way, during 1999, some of the objectives proposed in the constitution of the Red Fortaleza de Psicomotricidad began to materialize, which allowed the UCM and Chile in general to benefit from agreements and contributions in the exchange of knowledge.

Regarding this point, REVISTACAF opens its pages to receive foreign professionals who wish to publish their research, benefiting from the theoretical contributions and experiences of nearby countries. The publication called “La

Evaluación psicomotriz en impulso rápido" (Psychomotor evaluation in early stimulation) (Mila, 1999), by the Uruguayan psychomotor specialist Mr. Juan Mila Demarchi and published in REVISTACAF No. 2 of October 1999, becomes the first article written by an international psychomotor specialist in a Chilean magazine.

By belonging to the Fortaleza Network of Psychomotricity, the UCM begins a journey that would allow it to be present at the major events of psychomotricity at the Latin American level, in addition to participating, with voice and vote, in the meetings of the Fortaleza Network of Psychomotricity that would be held at the various international congresses of the discipline.

In relation to the above, and "within the framework of the 1st International Meeting «Between Education and Health» and the «1st International Meeting Dr. Domingo Cabred», held in Córdoba, Argentina, on September 15, 2001, the 2nd Meeting of the Fortaleza Network of Psychomotricity is held" (Fortaleza Network of Psychomotricity, 2002). At this meeting, the UCM would be present through the academic Mr. Marcelo Valdés Arriagada, who informed the members of the signing of a Specific Cooperation Agreement between the UCM and the University of the Republic of Uruguay (hereinafter ULARE) for the realization of the first Diploma in Educational Psychomotricity in Chile. The entity makes a statement and provides the necessary support to carry out this agreement, the first between members of the already individualized Network.

On the other hand, the representative of the UCM proposes Chile as host to organize one of these meetings. The Fortaleza Network of Psychomotricity "decides to authorize it to carry out the arrangements for the organization of the 3rd Meeting of the Network that will be held in

Chile in 2002, in the city that the entity chooses" (Red Fortaleza de Psicomotricidad, 2002).

However, the "III Meeting of the Network of Latin American Universities with Training in Psychomotricity, Fortaleza Network of Psychomotricity" (Mila & Berruezo, 2003), would take place during the "First International Seminar on Psychomotricity in Santiago de Chile." (Gurovich, 2017), on April 11 and 12, 2003. On that occasion, "representatives from several of the twelve universities that make up the Fortaleza Network of Psychomotricity participated. Representatives from Chile, Argentina, Brazil, Paraguay, Puerto Rico, Mexico and Uruguay were present" (Mila & Berruezo, 2003). Finally, the UCM would actively participate in the Fortaleza Network of Psychomotricity for a period of 7 years, that is, from its creation in 1998 until 2005, being at the national level, the only higher education institution that has integrated the Fortaleza Network of Psychomotricity.

Universidad Católica del Maule and the first training in psychomotor skills

At the end of 1999, one of the major events that would promote psychomotricity in Chile began, where the study plan for the implementation of the first Diploma in Educational Psychomotricity was developed and approved. It would be carried out jointly by two universities that were part of the Fortaleza Psychomotricity Network. In the development of this Study Plan, several teachers from the School of Physical Education of the UCM participated, as well as the support of an academic from the Bachelor's Degree in Psychomotricity at ULARE. Thus, the first study plan for the implementation of the first Diploma in Educational Psychomotricity in Chile would be approved by the UCM in the month of "November 1999" (UCM, 1999). Among the grounds that would allow its approval are, on the one hand, the experience

acquired in the psychomotricity research projects carried out between 1997 and 2000 and, on the other, without a doubt its greatest strength, "is that its teaching staff would be reinforced, through a specific agreement with the Bachelor's Degree in Psychomotricity, taught by the University of the Republic of Montevideo - Uruguay" (UCM, 1999).

The study plan approved in 1999 establishes that the Diploma in Educational Psychomotricity would be taught by teachers from the UCM and ULARE through the signing of a specific cooperation agreement between both institutions that are members of the Red Fortaleza de Psicomotricidad.

In this way, "in April 2000" (Valdés, 2000a; 2001), the UCM, through the School of Physical Education, began the first postgraduate training in psychomotricity under the relational current, through the Diploma in Educational Psychomotricity in collaboration with ULARE. Although, between 1998 and 1999, the University of Playa Ancha had already dictated a Diploma in Psychomotricity in a closed course format to a special school in the city of Santiago (Universidad de Playa Ancha de Ciencias de la Educación [UPLA], 1999), this had a re-educative and instrumental orientation. For this reason, the Diploma in Educational Psychomotricity taught by the UCM and ULARE is considered the first training in the relational current. The diploma course had as its main objective the training of teachers "enabling them to work in the levels of pre-school intervention and basic education (basic level 1) in the areas of stimulation and education" (UCM, 1999). It lasted two semesters and its director was the academic Marcelo Valdés Arriagada. In addition, it was certified by the Center for Improvement, Experimentation and Pedagogical Research (hereinafter CPEIP). Among the UCM teachers who participated in this training are: "Marcelo Valdés, Rodrigo Vargas

Vitoria, Bernardita Icaza, María Inés Pacheco Vargas, Maribel Granada and María Rodríguez Torres" (UCM, 1999). It is worth mentioning that the specific collaboration agreement between the UCM and ULARE was signed in 2001. Notwithstanding this, the first Diploma in Educational Psychomotricity would have the participation of the Uruguayan psychomotor therapist Mr. Juan Mila Demarchi as a representative of ULARE.

On the other hand, the students of the diploma had the participation of the Spanish psychomotor therapist Pedro Pablo Berruezo (who died in April 2009), who was invited by the director of the program and outside the context of the agreement. This participation was managed by Pedro Pablo Berruezo himself thanks to the "Interuniversity Collaboration Program for University Professors of the Spanish Agency for International Cooperation, Ministry of Foreign Affairs, Spain" (Berruezo, 2009). During the academic year of the Diploma in Educational Psychomotricity, the REVISTACAF (n° 3) of October 2000, published two articles on the subject, namely, "Psychomotricity and sensory disorders" (Mila, 2000) by the Uruguayan psychomotor therapist Mr. Juan Mila and "L. Vygotsky's theory as support for psychomotricity" (Valdés, 2000c) by the UCM academic, Mr. Marcelo Valdés Arriagada.

The year 2000 would be a period marked by great challenges for the UCM academic and director of the diploma, Mr. Marcelo Valdés Arriagada, since he would begin a process of publication in international journals that would even lead him to form part of the editorial committee of the Ibero-American Journal of Psychomotricity and Body Techniques (hereinafter RIPTC).

Academic cooperation agreement between the Universidad de la República (Uruguay) and the Universidad Católica del Maule

Once the first version of the Diploma in Educational Psychomotricity was completed, other agreements proposed in the 1999 Study Plan began to be finalized and, to this end, in 2001, the “Framework Agreement for Academic Cooperation between the University of the Republic and the Catholic University of Maule (Chile)” was signed (Calegari, 2002), an agreement that would allow the development of research projects, teaching exchanges, publications and other activities agreed upon between both institutions. In addition, the signing of this framework agreement allows the beginning of the preparation of a specific agreement for the joint realization of training in psychomotricity between the UCM and ULARE. Thus, on July 18, 2001, the “Specific Cooperation Agreement between the University of the Republic (Uruguay) and the Catholic University of Maule (Chile)” was signed (Universidad de la República [ULARE], 2001), which allows for “the joint development of the Program for the Training of Professional Resources in Psychomotricity Applied to Education called the Diploma in Educational Psychomotricity” (ULARE, 2001).

The Specific Agreement establishes that the UCM, through the Department of Physical Education, would oversee “academic, administrative and financial aspects (teachers, classrooms, laboratories, student curriculum administration system, libraries, support center, others)” (ULARE, 2001).

For its part, ULARE, “through the Psychomotricity course of the School of Medical Technology, Faculty of Education, will participate academically in all phases of the curricular design

(preparation, implementation, execution and evaluation)” (ULARE, 2001).

In addition, with the signing of the Specific Cooperation Agreement, a new study plan would be drawn up for the implementation of the new Diploma in Educational Psychomotricity program. This study plan was presented and approved in 2001 to be implemented in the second semester of 2002. In this way, and just like its first version (2000), the new Diploma in Educational Psychomotricity would last two semesters and would be “approved by the CPEIP” (UCM, 2001) and whose certificate was qualified to act “in psychomotor stimulation and education” (UCM, 2001). In turn, both educational institutions were present with the corresponding academic teams.

During the years 2002 and 2003, a second and final Diploma in Educational Psychomotricity was held with the joint participation of the UCM and the ULARE, which had the three fundamental pillars for training in educational psychomotricity of “theoretical training, practical training and personal training” (UCM, 2001) and that “in its general structure had as thematic axes: Psychomotricity, Motor Development, evaluation techniques and processes, Personal training workshop, Transversality in pre-school and early childhood education, Intervention practice, Psychomotor intervention models, and Body expression” (Valdés, 2001). Since the diploma is the result of a specific agreement signed between both universities that are members of the Fortaleza Network of Psychomotricity, the latter “approves to provide the greatest possible support and collaboration necessary to achieve the objectives of this, the first academic collaboration agreement between Universities of the Fortaleza Network for the realization of a postgraduate academic training” (Fortaleza Network of Psychomotricity, 2002).

On the other hand, in October 2002, REVISTACAF published the article called "General background regarding the organization and planning of the psychomotricity class" (Valdés, 2002), by the UCM academic, Mr. Marcelo Valdés Arriagada, a publication that would become one of the last articles of the discipline in the pages of REVISTACAF and although the magazine continued to publish related articles, the content of these was again focused on the rational and normative, distancing itself from the essence of relational psychomotricity.

Finally, the 2002-2003 graduate generation and other students included the Physical Education teacher, Ms. Tatiana Gurovich Pinto, who years later would become an associate professor at the UCM. Later, in 2005, already teaching at the institution, Tatiana Gurovich Pinto took over as the national delegate of the International Organization of Psychomotricity and Relaxation (hereinafter OIPR), an association representing psychomotricity at an international level. Thus, the UCM received among its academics the national delegate of the OIPR, who, without a doubt and being part of another story, would make countless contributions to national psychomotricity.

From the path traveled to the present

There is no doubt that the UCM has been one of the higher education institutions that has contributed the most to the development of psychomotor skills in our country. For this reason, it is necessary to recognize the efforts made by its academics in the various research and training programs within the School of Physical Education of the UCM and that have been developed in more recent times.

According to the 1992 Study Plan, within the School of Physical Education there was a

psychomotor module as one more course in the academic curriculum of undergraduate students of said degree. However, starting in 1995, the specialty of said discipline was taught by the teacher Carlina Valcke, which was taught in the last two years of the Physical Education degree. Starting in 1997, it is the academic Marcelo Valdés who continues with the psychomotor modules and the corresponding specialty.

Then, from 2004 onwards, the Physical Education degree began again with the guidelines of the module of said specialty developed by the academic Tatiana Gurovich. It should be mentioned that for some years it was not developed, returning later as a mention that lasted one year to finally be introduced in the curriculum as a professional elective (not mandatory). In addition, from 2014 onwards, the academic Natalia Villar Cavieres (former student of the Physical Education degree), took charge of the mention, specialty and elective in psychomotricity of the School of Physical Education. She even began to develop psychomotricity modules in parallel for the School of Early Childhood Education, Curicó headquarters.

Currently, the Faculty of Education, in its Early Childhood Education Pedagogy degree, at its Curicó and Talca headquarters, incorporates from its training project the Mention of Psychomotricity and Healthy Living for undergraduate students of said degree, being a milestone for said school (UCM, 2022). The coordination of this mention is carried out by Professor Natalia Villar Cavieres.

Finally, and thanks to the visionary drive of the UCM academics, today there are concrete facts that allow us to draw up a timeline of relevant events that favored the development and construction of psychomotricity as a discipline in the country (Table 1).

Table 1

Training, publication, research and participation activities in the area of psychomotor skills developed by the UCM between 1997 and the present.

Event	Date	Source
The first Specialty in Psychomotricity for undergraduate students in the Physical Education Pedagogy program begins.	1995-1996	Plan de Estudios, Pregrado Pedagogía en Educación Física, UCM, 1992.
The UCM offers a Postgraduate Degree in Early Childhood Physical Education with specializations in psychomotor skills.	1997-1999	Plan de Estudios, Post-Título Educación Física Infantil, UCM, 1997, p. 16.
<i>Revista UCMAule</i> n° 22, July 1997, published the article "From psychomotricity to relational psychomotricity". First article on relational psychomotricity published in a national journal.	July 1997	Valdés, 1997, <i>Revista UCMAule</i> (22), 35-44.
The UCM Research Department begins the first intervention study (research) in psychomotor skills at the national level called "Motor development in preschoolers in the Talca commune: Diagnosis and methodological proposals for motor stimulation programs"	From July 1997 to 1999	UCM, 2001, p. 2.

Event	Date	Source
The UCM Research Department is starting a second intervention study (research) in psychomotricity called "From psychomotricity to relational psychomotricity: foundations and practice in the classroom"	From July 1997 to August 1998	Valdés, 1998a, p. 7; 1999, p. 11; 2005, p. 25.
Universidad Católica del Maule integrates and participates in the formation of the Psychomotricity Strength Network.	September 6, 1998	Scialom et al., 2017; Gurovich, 2017; <i>REVISTACAF</i> , 1999; Plan de Estudio del Diplomado en Psicomotricidad Educativa, 2001.
<i>REVISTACAF</i> n°1, October 1998, published the article "Methodological guidelines for carrying out a relational psychomotor class in school".	October 1998	Valdés, 1998a, <i>REVISTACAF</i> , 1(1), 7.
UCM, with funding from the National Regional Development Fund, is carrying out the third educational intervention research entitled "Relational psychomotricity: a methodological proposal for working in the classroom"	December 1998 to March 1999	Valdés, 1999, p. 11; 2005, p. 25.
The Editorial Committee of the Universidad Católica del Maule publishes the book "Experienced psychomotricity: an educational strategy to work in the classroom" by the author Marcelo Valdés Arriagada.	June 1999	Valdés, 1999
<i>REVISTACAF</i> n°2, October 1999, published the article "Evaluation of the game in the class of experiential psychomotor skills".	October 1999	Valdés, 1999, <i>REVISTACAF</i> , 2(2), 13.
<i>REVISTACAF</i> n° 2, October 1999, published an extract from the Constitution of the Fortaleza Psychomotricity Network.	October 1999	<i>REVISTACAF</i> , 2(2), 35.
<i>REVISTACAF</i> n°2, In October 1999, the article "Psychomotor assessment in early stimulation" was published by Uruguayan psychomotor therapist Mr. Juan Mila Demarchi. This is the first article written by an international psychomotor therapist in a Chilean journal.	October 1999	Mila, 1999, <i>REVISTACAF</i> , 2(2), 20.
The UCM Research Department approves a fourth intervention study called "Strengthening the initial training, in the area of psychomotor skills, of undergraduate students in the physical education program"	October 1999 to 2000	(UCM, 2001, p. 3)
The UCM approves the Study Plan to carry out the first Diploma in Educational Psychomotricity in partnership with ULARE	November 1999	Plan de Estudios, Diplomado en Psicomotricidad Educativa, UCM, 1999.
<i>Revista UC Maule</i> n° 25, December 1999, published the article entitled "Psychomotricity and sensorimotor pleasure".	December 1999	Valdés, 1999, <i>Revista UC Maule</i> (25), 27.
The UCM offers the first Diploma in Educational Psychomotricity in Chile, in collaboration with ULARE.	April 2000	Plan de Estudios, Diplomado en Psicomotricidad Educativa, UCM, 1999.
Event	Date	Source

<p>REVISTACAF n° 3, October 2000, he published two articles: "Psychomotricity and sensory disorders" and "L. Vygotsky's theory as a support for psychomotricity". The first one was written by Uruguayan psychomotrician Mr. Juan Mila, and the second one was written by UCM academic Mr. Marcelo Valdés Arriagada.</p>	<p>October 2000</p>	<p>Mila, 2000, <i>REVISTACAF</i>, 3(3), 24. Valdés, 2000, <i>REVISTACAF</i>, 3(3), 29.</p>
<p>The "Framework Agreement for Academic Cooperation between the Universidad de la República and the Universidad Católica del Maule (Chile)"</p>	<p>2001</p>	<p>Calegari, 2022, p. 20</p>
<p>The UCM, through its representative, participates in the second meeting of the Fortaleza Psychomotricity Network in Córdoba, Argentina</p>	<p>September 15, 2001</p>	<p>Red Fortaleza de Psicomotricidad, 2002, p. 117</p>
<p>The Specific Cooperation Agreement is signed between the Universidad de la República (Uruguay) and the Universidad Católica del Maule, to jointly develop the Diploma in Educational Psychomotricity program.</p>	<p>July 18, 2001</p>	<p>ULARE, 2001, p. 1</p>
<p>The UCM approves the new Study Plan for the implementation of a new Diploma program in Educational Psychomotricity. This diploma is part of the agreement signed between the UCM and ULARE on July 18, 2001.</p>	<p>2001</p>	<p>Plan de Estudios, Diplomado en Psicomotricidad Educativa, UCM, 2001.</p>
<p>The UCM offers a second and final Diploma in Educational Psychomotricity with the collaboration of ULARE.</p>	<p>2002-2003</p>	<p>Plan de Estudio del Diplomado en Psicomotricidad Educativa, 2001</p>
<p>REVISTACAF n°5, October 2002, published the article "General background regarding the organization and planning of psychomotor classes."</p>	<p>October 2, 2002</p>	<p>Valdés, 2002, <i>REVISTACAF</i>, 5(2), 7.</p>
<p>UCM, through its representative, organizes the third meeting of the Fortaleza Psychomotricity Network in the city of Santiago de Chile</p>	<p>April 11 and 12, 2003</p>	<p>Mila y Berruezo, 2003, <i>RIPTC</i>, (10), 4.</p>
<p>The School of Physical Education incorporates different mentions in its curricular plan, among them, the Mention of Psychomotricity, which lasts 2 academic years of undergraduate studies (4th and 5th Year, taught by academic Tatiana Gurovich).</p>	<p>2004-2010</p>	<p>Plan de estudios, Educación Física, UCM</p>
<p>The School of Physical Education offers various courses in the discipline of psychomotor skills in its academic plan, including a mention, specialty and professional elective, taught by Professor Natalia Villar-Cavieres.</p>	<p>2014-2021</p>	<p>Plan De Estudios, Educación Física, UCM.</p>
<p>The Early Childhood Education Pedagogy degree includes in its training project (2021) the new Mention of Psychomotricity and Healthy Living, coordinated by teacher Natalia Villar-Cavieres.</p>	<p>2023 (Third year of the degree, first generation)</p>	<p>Plan De Estudios, Educación Parvularia, UCM.</p>

Note: Prepared by the authors based on a bibliographic review of the journals UCMaule, REVISTACAF, RIPTC, books, articles and study plans.

CONCLUSION

According to the analysis of the results, it is demonstrated that the UCM played an active role in the development of psychomotricity at a national level, favoring its construction as a discipline and being a bridge in the transition from instrumental psychomotricity to relational psychomotricity. In addition, the contributions made to include psychomotricity as a specialization at the undergraduate level (specialty or mention), and especially, in postgraduate studies (post-graduate and diploma), allow it to be classified as the first school

for training psychomotricians in Chile, a title recognized both nationally and internationally by specialists in the field. Likewise, the data obtained allow UCM to be highlighted as an institution that drew the initial lines in the training of specialists in psychomotricity and psychomotricians, in psychomotor intervention research, in participation in academic meetings and in training organizations in psychomotricity and, finally, in scientific publication and theoretical contribution to the discipline, leaving its mark on the history of psychomotricity in the country.

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Address for correspondence

Hector Vallejos-Sanhueza
Licenciado en Educación, Profesor Educación Física
Centro de Psicomotricidad - Psicolan
Los Ángeles, Chile

ORCID: <https://orcid.org/0000-0001-9950-1603>

Contact: vallejos7@gmail.com

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