Body percussion as a pedagogical resource. Bibliometric study on body percussion based exclusively on secondary search engines

La percusión corporal como recurso pedagógico. Estudio bibliométrico sobre percusión corporal basado exclusivamente en motores de búsqueda secundarios

Antonio Francisco Arnau-Mollá, Francisco Javier Romero-Naranjo
Universidad de Alicante (España)

Abstract: Body percussion has emerged strongly in the last decades and not all quality information has been indexed in primary databases. The aim of this work was to present a bibliometric study on body percussion that agglomerated the main international documents from 2001 to 2021 found exclusively in secondary scientific-academic databases and that could serve as a starting point for new research on this discipline. A sample of n=128 documents extracted from Dialnet, Redalyc, DOAJ and specific search engines was selected. An ex post facto retrospective design and a frequency analysis in Microsoft Excel of the main bibliometric variables were used. As main results, it was observed that Spain and Spanish are the most productive country and the preferred language of publication, being 2019 the most prolific year, and the book chapter the most representative document. First-order papers, non-intervention papers, publication of a single paper per author and solo publication predominate. A single exclusive research group on body percussion was found in the line of possible cognitive stimulation and executive functions captained by the most significant author of the study, Francisco Javier Romero-Naranjo. In the intervention works, the quantitative approach prevails, through the BAPNE activities as methodology, the action-research design, the application of the intervention without control group (experimental only), the evaluation after the intervention (posttest only), and the questionnaire as evaluation instrument.

Key words: BAPNE, bibliometrics, cognitive stimulation, executive functions, Body percussion, neuromotricity.

Resumen: La percusión corporal emergió con fuerza en las últimas décadas no encontrándose toda la información de calidad indexada en las bases de datos primarias. El objetivo de este trabajo fue presentar un estudio bibliométrico sobre la percusión corporal que aglomerara los principales documentos internacionales de 2001 a 2021 encontrados exclusivamente en bases de datos científico-académicas de carácter secundario y que pudiera servir como punto de partida para nuevas investigaciones sobre esta disciplina. Se seleccionó una muestra de n=128 documentos extraídos de Dialnet, Redalyc, DOAJ y buscadores específicos. Se utilizó un diseño ex post facto retrospectivo y un análisis de frecuencia en Microsoft Excel de las principales variables bibliométricas. Como principales resultados se observó que España y el español son el país más productivo y la lengua predilecta de publicación siendo 2019 el año más prolífico, y el capítulo de libro el documento más representativo. Predominan los documentos de primer orden, los trabajos de no intervención, la publicación de un solo documento por autor y la publicación en solitario. Se encontró un solo grupo de investigación exclusivo sobre percusión corporal en la línea de la posible estimulación cognitiva y de las funciones ejecutivas capitaneado por el autor más significativo del estudio, Francisco Javier Romero-Naranjo. En los trabajos de intervención impresa el enfoque cuantitativo, a través de las actividades BAPNE como metodología, el diseño de investigación-acción, la aplicación de la intervención sin grupo control (solo experimental), la evaluación después de la intervención (solo postest), y el cuestionario como instrumento de evaluación.

Palabras clave: BAPNE, bibliometría, estimulación cognitiva, funciones ejecutivas, percusión corporal, neuromotricidad.

Introduction

Bibliometric studies provide information on the state of the different areas of knowledge and establish bibliometric indexes for the evaluation of scientific production. Much of the research is nourished by articles published in high impact journals (Rodríguez & Gallego, 2019). Body percussion is no stranger to this, since there is already a bibliometric study published by Arnau-Mollá and Romero-Naranjo (2022) in which they agglutinated the documents published in high impact journals, extracted uniquely and exclusively from the primary databases Web of Science (WOS) and SCOPUS in the time period from 2005 to 2021.

Due to the large number of documents that have emerged in recent years, on the one hand, and the current lack of a study that not only takes into account the publications extracted from the main databases (WOS and SCOPUS), but also from other secondary databases (Dialnet, Redalyc, DOAJ, EBSCO, ProQuest, Redined, Redib...), in which most of the prints are published, it is necessary to carry out an investigation of these characteristics to divide the information.

As in other subjects, most of the publications on body percussion were also not included in the main databases. This does not mean that these documents lack good
aptitude, because even if they do not have the same impact index, they still comply with the ethical and quality standards of research, most of them being exposed to peer review.

This discipline requires more scientific studies since it can provide a number of resources to work in different social, therapeutic and educational fields. Romero-Naranjo (2006; 2008a; 2011) presents different classifications of body percussion. In his last classification (Romero-Naranjo, 2022), the result of reading the entire scientific production, he bases the types of publications on body percussion on four major modules. In this work and under this classification, the following documents, among others, were found:

A) Supporting documents: This type of publications present a justification and rationale making it clear what is the objective of the activities created. In this case, the BAPNE Method focuses mainly on the aspects related to cognitive and executive functions. (Alonso-Sanz & Romero-Naranjo, 2015; Andreu-Cabrera & Romero-Naranjo, 2021; Bango et al., 2017; Crespo et al., 2015; Emer & Romero-Naranjo, 2014; Garcia et al., 2018; Jauset et al., 2014; Romero-Naranjo, 2008b, 2012, 2013a, 2013b, 2013c, 2013d, 2020c; Sánchez et al., 2018; Sayago-Martínez et al., 2021; Trives et al., 2018; Trives-Martínez & Vicente-Nicolás, 2013).

B) Didactic in nature. These are didactic or pedagogical works that offer a wide and varied range of practical resources. (Conti & Romero-Naranjo, 2015, 2017; Cozzutti et al., 2014; Cozzutti et al., 2017; Crespo-Colomino et al., 2014; De Munari et al., 2016; Di Russo & Romero-Naranjo, 2021a, 2021b; González-Sánchez et al., 2021; Piqueres et al., 2018; Pons-Terrés et al., 2014; Quarello et al., 2014; Romero-Naranjo, 2015, 2019d, 2019e, 2019i, 2019j; Romero-Naranjo & Sayago-Martínez, 2021a; 2021b).

C) Research design. This type of publication focuses on the detailed description of the research protocols to be carried out, detailing: the type of sample; the characteristics of the control and experimental groups, as well as their socioeconomic and cultural level; the type and duration of the intervention; the research design; the instruments and moments of evaluation; and the type of statistical analysis, with the aim of offering a rigorous scientific-academic vision. (Cavan et al., 2017; Fabra-Brell & Romero-Naranjo, 2017a; Igusnia-Amagaya & Saquicela-Gallego, 2021; Jiménez-Molina et al., 2017; Moreno-Cebrian et al., 2017; Pozo et al., 2015; Salerno et al., 2017).

d) From statistical results with control and experimental group evaluating before and after the intervention. These publications are mainly of a quantitative nature and provide rigorous statistical data. (Alvarez-Morales & Romero-Naranjo, 2019; Arnau-Mollà & Romero-Naranjo, 2020; Botella & Adell, 2016; Carretero-Martínez, et al., 2014; Cozzutti, Guaran et al., 2017; Díaz, 2016; Fabra-Brell & Romero-Naranjo, 2017b; González et al., 2019; Latre-Nava et al., 2019; Lotfi et al., 2018; Moral et al., 2020; Pérez, 2014; Piqueres-Juan et al., 2019; Romero-Naranjo, 2014; Ros-Silla et al., 2019; Torró-Biosca et al., 2019; Yung & Myungja, 2020).

In addition, there are several practical programs that can be implemented in different contexts and that present a wide variety of resources. All of them have in common the contribution of practical resources, as well as the justification of their activities. To name just a few, we will say that there is an exclusive and specific program linked to the sciences of physical activity and sport called BAPNE FIT (Romero-Naranjo, 2020a, 2020b, 2022); another related to the learning of musical language under the name of Solfeo Cognitivo (Romero, 2020d); another aimed at stimulating executive functions through neuromotor skills in children between three and six years of age (Romero-Naranjo, 2019d); and another of theoretical-practical justification aimed at babies from six months of age (Romero-Naranjo, 2019c). Along the same lines, there are also programs aimed at body expression, elderly population, Parkinson’s, Alzheimer’s, and learning mathematics for children from three to six years of age through neuromotor skills (Romero-Naranjo, 2019a, 2019b, 2019g, 2019h, 2021a, 2021b, 2021c).

On the other hand, several studies show how through Physical Education and movement there are improvements in different areas such as: selective attention and inhibitory control in Primary Education (Rosa et al., 2020; Rosa et al., 2021); the motivation of young children to learn English vocabulary through singing, dancing and physical movement (Pacheco et al., 2022); vocabulary acquisition and in the retrieval of long-term memory in second languages (Padial et al., 2022); socio-affective skills and violence prevention in Primary Education (Aguilar et al., 2021); cognitive functions of the elderly (Romero et al., 2021), as well as in their quality of life through active aging (Martínez et al., 2021); Attention deficit hyperactivity disorder (ADHD) symptoms, and more significantly inattention (Palma et al., 2021); psychomotor and linguistic development in early care (Zambrano et al., 2022); or basic locomotor motor skills (Pérez et al., 2022).

In the same direction, other works find relationships, for example, between the motor competence of adolescent
activity books, but they were excluded from this work because they lacked academic foundation and scientific rigor and because they did not appear in the selected search engines.

The papers were extracted from secondary databases that were effective for inclusion such as Dialnet, Redalyc and DOAJ, as well as from specific search engines such as European Proceedings, ERPA 2021, the Argonaut and the official website of the BAPNE method, from which documents were extracted that, although they were known, did not appear in any of the databases analyzed. Figure 1 shows the origin, effectiveness, selection and inclusion of documents in the final sample.

Materials and instruments

The tools available in the databases were used for searching and selecting documents, creating lists of results and exporting references. On the other hand, the bibliographic manager Refworks was used to combine all the references. Finally, the Microsoft Excel program was used to create a database in which all the papers could be agglutinated, duplicates compared, analysis variables extracted, and results, tables and figures extracted.

Procedure

A total of seven databases and four specific search engines were analyzed using the following search strategy: (“Body percussion”) or (“Bodypercussion”) or (“Percusión corporal”) or (“Percussió corporal”) or (“Body music”) or (“Bodymusic”). The search performed by Arnau-Mollá and Romero-Naranjo (2022) for the word body percussion in 14 languages was checked, but applied to the selected secondary databases, no valid results were found to be included in this study. Therefore, no filter by language was applied to any of the databases analyzed. In addition, the final selected sample had to meet the following inclusion criteria: 1) Be published and edited material that dealt exclusively with body percussion (1st Order), or, failing that, allude to it in a considerable way within the body of the text, either at a descriptive level or using body percussion activities that are noteworthy within an investigation (2nd Order). 2) Contain any of the terms of the search strategy in the title, the abstract or in the key words. 3) Be written in
any language. 4) Not to be found in the primary databases (WOS/SCOPUS).

A total of seven databases were analyzed (Dialnet, Redalyc, DOAJ, ProQuest, EBSCO, REDIB and Redined) including 105 documents in the final sample. Of these seven, only the first three were effective for the selection of documents, taking Dialnet as the reference for counting the selected documents. In other words, any document that appeared in several databases was counted in Dialnet as it was the one with the highest validity of results. Both Dialnet and Redalyc applied the integrated search strategy using the Boolean operator “or”. On the other hand, the DOAJ database did not allow the search strategy to be applied in its entirety and the search was carried out in a fragmented word-by-word manner. Table 1 shows the number of documents included in the final sample of each effective database.

The four databases that were discarded after analysis were ProQuest, EBSCO, REDIB and Redined, since all the results obtained in these were also found in Dialnet. First, use was made of ProQuest, which under the subscription of the University of Alicante hosted different databases (PsycINFO, ERIC, Social Services Abstracts, and Sociological Abstracts). Initially, we applied the search strategy and the results were narrowed down by search field (any field except full text), type of source (encyclopedias and reference works; books; papers and proceedings; scientific journals; and doctoral theses and dissertations), and type of document (conference proceedings; article; main article; book chapter; conference; dissertation/thesis; book; paper; and literature review). Eleven documents were obtained, of which five were eligible, but none were included in the final sample because four of them were in primary databases (WOS/SCOPUS) and one in Dialnet. Even so, and as a precaution, the list of documents was expanded by using the “all fields” search option. A total of 398 documents were found, of which only one more document was obtained than in the previous option and which appeared in the primary databases. Secondly, the EBSCO database was used under the subscription of the Catholic University of Valencia which collected documents hosted in ERIC, Psychology and Behavioral Sciences Collection, Education Research Complete, APA PsycInfo, Library, Information Science & Technology Abstracts, SPORTDiscus with Full Text, Dentistry & Oral Sciences Source, CINAHL Complete, OpenDissertations, MEDLINE Complete, and The Serials Directory. Thirdly, the REDIB database was analyzed by applying the search strategy and limiting the results only by time period. Only one document was found in this database that could be included in the final sample, since it was not included in Dialnet. On the other hand, it was found in the DOAJ database, where it was counted. Fourth, in Redined, the fragmented search strategy was applied, searching for key terms individually due to the impossibility of using Boolean operators. Figure 2 shows the results obtained in the rejected databases.

On the other hand, and in reference to the specific search engines, we searched for documents in European Proceedings, ERPA 2021, the Argonaut and the official

Table 1
Documents by specific search engine

| Specific search engines | Included in the sample | % Sample |
|------------------------|------------------------|----------|
| BAPNE                  | 15                     | 11,72    |
| ERPA 2021              | 6                      | 4,69     |
| European Proceedings   | 1                      | 0,78     |
| El argonauta           | 1                      | 0,78     |
| Total                  | 23                     | 17,97    |

Figure 2. Selected documents by effective database
Documents per journal

The 19 journals found in the sample published a total of 31 documents (24.22%) between 2001 and 2021. A total of 84.21% of the journals (16) printed only one document per journal and accounted for 12.50% of the total sample. The most productive journal was *Música y Educación: Revista Trimestral de Pedagogía Musical* which published 7 papers (5.47%) between 2001 and 2013. On the other hand, the year with the highest number of papers published in journals was 2016 with seven papers (5.47%). Finally, *Eufonía: Didáctica de la Música*, was the journal that published the most in a single year presenting four papers (3.13%) in 2016. We can observe in Table 2 the relation of type of documents per year.

Documents by country

The sample showed a total of seven countries producing scientific-academic literature on body percussion, with Spain being the largest producer with 120 published documents (93.75%). A total of 57.14% of the countries (four countries) published only one document, while Portugal and Colombia published two documents from each country. Figure 4 shows the ratio of documents per country and the percentage of documents published in the sample.

Documents by language

Six different languages were found in 93 monolingual papers (72.66%), being the most significant representation...
documents published annually, as well as the percentage of publication over the overall sample of each publisher.

Number of authors per document

A total of 77 authors were found who published the 128 papers in the selected sample. The range of authors per paper was between 1 and 11, with no papers written by seven, nine or 10 authors. Individualism predominated with 82 papers written alone (64.06%), and collaboration between two authors with 20 papers (15.63%). Figure 6 shows more clearly the ratio of papers by number of authors and the percentage of the final sample.

Papers by author

Of the 77 authors participating in the sample, 58.44% (45 authors) published only one paper each. On the other hand, 40.26% (31 authors) participated in between two
Table 4. Documents per year per publisher

| Publishers | 2006 | 2009 | 2011 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | Total | %  |
|------------|------|------|------|------|------|------|------|------|------|------|------|------|-------|----|
| Body Music-Body Percussion Press | 1    | 3    | 1    | 1    | 1    | 1    | 14   | 4    | 3    | 36   | 28,13% |       |       |      |
| Universidad de Alicante | 1    | 7    | 7    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1,56% |       |       |      |
| Universidad de Murcia | 1    | 2    | 4    | 7    | 5,47% |       |       |      |      |      |       |       |       |      |
| ASIRE | 1    | 1    | 2    | 1    | 1,56% |       |       |      |      |      |       |       |       |      |
| Dykinson, S.L. | 1    | 1    | 2    | 2    | 1,56% |       |       |      |      |      |       |       |       |      |
| Edit. um | 1    | 1    | 2    | 2    | 1,56% |       |       |      |      |      |       |       |       |      |
| Grupo Stellar/IARTEM | 2    | 2    | 1    | 5,47% |       |       |       |      |      |      |       |       |       |      |
| Libargo | 1    | 1    | 2    | 2    | 1,56% |       |       |      |      |      |       |       |       |      |
| Ramón Torres Gosálvez | 2    | 2    | 1    | 1,56% |       |       |       |      |      |      |       |       |       |      |
| REDINE | 2    | 2    | 1    | 1,56% |       |       |       |      |      |      |       |       |       |      |
| Actividad Física y Expresión Corporal (AFYEC) | 1    | 1    | 1    | 1,56% |       |       |       |      |      |      |       |       |       |      |
| Ediciones Aljibe | 1    | 1    | 1    | 1,56% |       |       |       |      |      |      |       |       |       |      |
| European Proceedings of Social and Behavioural Sciences | 1    | 1    | 1    | 1,56% |       |       |       |      |      |      |       |       |       |      |
| Fernando Ramos | 1    | 1    | 1    | 1,56% |       |       |       |      |      |      |       |       |       |      |
| Letra de palo | 1    | 1    | 1    | 1,56% |       |       |       |      |      |      |       |       |       |      |
| Marfil: Universidad de Alicante | 1    | 1    | 1    | 1,56% |       |       |       |      |      |      |       |       |       |      |
| Procompal Publicaciones | 1    | 1    | 1    | 1,56% |       |       |       |      |      |      |       |       |       |      |
| UNED | 1    | 1    | 1    | 1,56% |       |       |       |      |      |      |       |       |       |      |
| Universidad de Almería | 1    | 1    | 1    | 1,56% |       |       |       |      |      |      |       |       |       |      |
| Universidad de Santiago de Compostela | 1    | 1    | 1    | 1,56% |       |       |       |      |      |      |       |       |       |      |
| Total | 1    | 1    | 1    | 1    | 1    | 1    | 2    | 2    | 1    | 2    | 2    | 2    | 18    |       |
| % Sample | 0,78 | 0,78 | 0,78 | 0,78 | 0,78 | 0,78 | 0,78 | 0,78 | 0,78 | 0,78 | 0,78 | 0,78 | 65,63% |       |

Figure 5. Documents by language and percentage of the sample

Figure 6. Number of authors per document
and 10 papers. The author with the highest publication activity was Francisco Javier Romero-Naranjo with 91 publications (71.09%). Table 5 shows more clearly the number of papers per author.

**Table 5**
Documents by author

| Authors              | Documents | %Sample |
|----------------------|-----------|---------|
| Romero-Naranjo, FJ   | 91        | 71.69   |
| Trives-Martinez, EA  | 10        | 7.81    |
| Romero-Naranjo, AA   | 8         | 6.25    |
| Liendo-Cardenas, A   | 8         | 6.25    |
| Alonso-Sanz, A       | 7         | 5.47    |
| Crespo-Colomino, N   | 7         | 5.47    |
| Sanchez-Gonzalez, E  | 6         | 4.69    |
| Pons-Torres, JM      | 6         | 4.69    |
| Piñeras-Juan, I      | 6         | 4.69    |
| Serna-Domínguez, M  | 5         | 3.91    |
| García-Sala, M       | 5         | 3.91    |
| García-Ves, S        | 4         | 3.13    |
| Sayago-Martinez, R   | 4         | 3.13    |
| Six authors          | 3         | 14.06   |
| 13 authors           | 2         | 20.31   |
| 45 authors           | 1         | 1.56    |
| Total                | 82        | 64.06   |

*Note: More than one author may participate in each document.*

**Papers by single author**

It was found that 21 of the 77 authors (27.77%) published 82 solo papers (64.06%). Of the authors, 19.48% (15) published only one paper alone. The author with the most solo publications was Francisco Javier Romero-Naranjo with 56 papers (43.75%). Table 6 shows the number of solo papers per author and the percentage of the total sample of n=128.

**Table 6**
Documents by single author

| Authors              | Documents in solitary | %Sample |
|----------------------|-----------------------|---------|
| Romero-Naranjo, FJ   | 56                    | 43.75   |
| Buile-del Real, B    | 3                     | 2.34    |
| Pelahver-Vilar, JM   | 2                     | 1.56    |
| Sevratos-Bermudez, E | 2                     | 1.56    |
| García-Ves, S        | 2                     | 1.56    |
| García-Mahamud, A.   | 2                     | 1.56    |
| 15 authors           | 1                     | 11.72   |
| Total                | 82                    | 64.06   |

**Documents by order of treatment and research group**

A single research group (BAPNE) unified under the same line of research was found, composed of 39 authors (50.65%) of the 77 authors present in the sample. The remaining 37 authors (48.05%) did not belong to any research group on body percussion. There was one author (1.30%) who carried out two papers with the BAPNE research group (1.56%) and one paper as an independent researcher (0.78%).

On the other hand, 110 first-order papers (85.94%) and 18 second-order papers (14.06%) emerged. The BAPNE research group published exclusively first-order papers, specifically 94 papers (73.44%). Figure 7 shows in more detail the number of papers published by order of treatment and research group.

**Intervention papers**

Thirteen papers (10.16%) were found that applied intervention, of which nine used varied body percussion activities in their methodology, eight a quantitative approach, nine an action research design, eight intervened only in an experimental group, and seven used only one evaluation (posttest). Eight different types of evaluation instruments were applied, with the questionnaire being the most commonly used in five of the 13 papers. Table 7 shows the methodology, approach, design, type of group, evaluations and evaluation instruments used by the different intervention papers.

**Table 7**
Intervention works

| Method            | Features         | Documents  | %Sample |
|-------------------|------------------|------------|---------|
| Methodology        | Body percussion activities | 9          | 7.03    |
| BAPNE Activities   | 4                | 3.13       |
| Quantitative       | 8                | 6.25       |
| Qualitative        | 4                | 3.13       |
| Mixed              | 1                | 0.78       |
| Design             | Action research  | 9          | 7.03    |
| Quasi-experimental | 4                | 3.13       |
| Group type         | Experimental only| 8          | 6.25    |
| Experimental/Control| 5              | 3.91       |
| Evaluation         | Post only        | 7          | 5.47    |
| Pre-Post           | 6                | 4.69       |
| Questionnaire      | 5                | 3.91       |
| Test               | 4                | 3.13       |
| Interview          | 3                | 2.34       |
| * Evaluation tools  | Focus group      | 1          | 0.78    |
| Video recording    | 1                | 0.78       |
| Rubric             | 1                | 0.78       |
| Objective test     | 1                | 0.78       |
| Observation        | 1                | 0.78       |

*Note: one and the same document used several assessment tools.*

**Citations per year**

The number of citations received by the 128 articles that made up the sample was 552 with a range between zero and 92 citations per year being the average of 26.29 citations per year and 2021 the year that led this section with 92 citations (16.67%). Eight years were found with no citations; four between one and two (1.27%); two between 25 and 40 (11.78%); five between 57 and 66 (55.43%); and two years between 82 and 92 citations (31.52%). Figure 8 shows the number of appointments per year for the total selected sample.
sample (65 documents), while 5.47% of the documents (seven) received only one citation. 41.41% (53 documents) had between two and 25 citations (73.01%), and three documents (2.34%) obtained between 42 and 53 citations (25.72%). Table 9 shows in detail the ratio of citations per document.

Citations by author
It was observed that 22 of the 77 authors (28.56%) did not receive any citations; 41 authors (53.25%) obtained between one and 10 citations; 10 authors (12.99%) between 16 and 39 citations; and another three authors (3.90%) collected between 40 and 53 citations. The most cited author was Francisco Javier Romero-Naranjo who participated as author or co-author in 91 of the 128 documents published in this sample (71.09%) and received a total of 390 citations (70.65%). Table 10 shows more specifically the number of citations received by author.

Distribution by population, language and type of document of the intervention works
It was found that the 13 intervention works (10.16%) were carried out in the educational setting. Specifically, 12 in regular education (9.38%) and one in special education (0.78%). In ordinary education, research in primary education predominated with five papers (3.91%), book chapters with seven (5.47%), and Spanish with eight (6.25%). On the other hand, in Special Education there was one intervention document (0.78%) applied to Primary Education of the journal article type and written in English. Table 8 shows the list of intervention documents found in terms of population, language and type of document.

Citations per document
The 552 citations received by the selected sample ranged from zero to 53 citations. Articles with no citations predominated, accounting for 50.78% of the sample (65 documents), while 5.47% of the documents (seven) received only one citation. 41.41% (53 documents) had between two and 25 citations (73.01%), and three documents (2.34%) obtained between 42 and 53 citations (25.72%). Table 9 shows in detail the ratio of citations per document.

Citations by year

Table 8
List of intervention documents by population, type of document and language

| Variable                  | Ordinary Education |                      |                      | Special Education |                      |                      | Total                  |                      |
|---------------------------|--------------------|----------------------|----------------------|--------------------|----------------------|----------------------|-----------------------|----------------------|
|                           | Docs. | %    | % sample | Docs. | %    | % sample | Docs. | %    | % sample |
| Population                |       |      |          |       |      |          |       |      |          |
| Primary Education         | 5     | 38.46| 3.91     | 1     | 7.69 | 0.78     | 6     | 46.15| 4.69     |
| Secondary Education      | 2     | 15.38| 1.56     | 0     | 0    | 0        | 2     | 15.38| 1.56     |
| Higher Education          | 2     | 15.38| 1.56     | 0     | 0    | 0        | 2     | 15.38| 1.56     |
| In-service teacher training | 2    | 15.38| 1.56     | 0     | 0    | 0        | 2     | 15.38| 1.56     |
| Primary and Secondary Education | 1 | 7.69 | 0.78     | 0     | 0    | 0        | 1     | 7.69 | 0.78     |
| Total                     | 12    | 92.31| 9.38     | 1     | 7.69 | 0.78     | 13    | 100  | 10.16    |
| Documents type            |       |      |          |       |      |          |       |      |          |
| Book chapter              | 7     | 51.85| 5.47     | 0     | 0    | 0        | 7     | 51.85| 5.47     |
| Journal Article           | 4     | 30.77| 3.13     | 1     | 7.69 | 0.78     | 5     | 38.46| 3.91     |
| Thesis                    | 1     | 7.69 | 0.78     | 0     | 0    | 0        | 1     | 7.69 | 0.78     |
| Total                     | 12    | 92.31| 9.38     | 1     | 7.69 | 0.78     | 13    | 100  | 10.16    |
| Language                  |       |      |          |       |      |          |       |      |          |
| Spanish                   | 8     | 61.54| 6.25     | 0     | 0    | 0        | 8     | 61.54| 6.25     |
| English                   | 2     | 15.38| 1.56     | 1     | 7.69 | 0.78     | 3     | 23.08| 2.34     |
| Italian                   | 1     | 7.69 | 0.78     | 0     | 0    | 0        | 1     | 7.69 | 0.78     |
| Portuguese                | 1     | 7.69 | 0.78     | 0     | 0    | 0        | 1     | 7.69 | 0.78     |
| Total                     | 12    | 92.31| 9.38     | 1     | 7.69 | 0.78     | 13    | 100  | 10.16    |
The selected sample. The most cited article was Percusión citations (32.42%) of the 552 total citations obtained between 23 and 53 citations, bringing together 190 documents.

Trives Martínez, E. A., & Vicente Nicolás, G. (2013). Percusión corporal y los métodos didácticos musicales. Revista Trimestral de Pedagogía Musical.

Table 11
Citations by document

| Cites | Documents | % Sample | Total cites | % Cites |
|-------|-----------|----------|-------------|--------|
| 0     | 65        | 50,78    | 0           | 0      |
| 1     | 7         | 5,47     | 7           | 1,27   |
| 2     | 13        | 10,16    | 26          | 4,71   |
| 3     | 7         | 5,47     | 21          | 3,80   |
| 4     | 2         | 1,56     | 8           | 1,45   |
| 5     | 5         | 3,91     | 25          | 4,53   |
| 6     | 3         | 2,34     | 18          | 3,26   |
| 7     | 2         | 1,56     | 14          | 2,54   |
| 8     | 1         | 0,78     | 8           | 1,45   |
| 9     | 4         | 3,13     | 36          | 6,52   |
| 10    | 1         | 0,78     | 10          | 1,81   |
| 11    | 2         | 1,56     | 22          | 3,99   |
| 12    | 2         | 1,56     | 24          | 4,35   |
| 13    | 1         | 0,78     | 13          | 2,36   |
| 15    | 2         | 1,56     | 30          | 5,43   |
| 16    | 3         | 2,14     | 48          | 8,70   |
| 17    | 2         | 1,56     | 34          | 6,16   |
| 18    | 7         | 5,47     | 53          | 9,60   |
| 19    | 2         | 1,56     | 22          | 3,99   |
| 20    | 7         | 5,47     | 39          | 7,07   |
| 21    | 2         | 1,56     | 30          | 5,43   |
| 22    | 2         | 1,56     | 32          | 5,76   |
| 23    | 2         | 1,56     | 34          | 6,16   |
| 24    | 2         | 1,56     | 36          | 6,52   |
| 25    | 2         | 1,56     | 38          | 6,93   |
| 26    | 2         | 1,56     | 40          | 7,30   |
| 27    | 2         | 1,56     | 42          | 7,77   |
| 28    | 2         | 1,56     | 44          | 8,24   |
| 29    | 2         | 1,56     | 46          | 8,71   |
| 30    | 2         | 1,56     | 48          | 9,18   |
| 31    | 2         | 1,56     | 50          | 9,65   |
| 32    | 2         | 1,56     | 52          | 10,11  |
| 33    | 2         | 1,56     | 54          | 10,57  |
| 34    | 2         | 1,56     | 56          | 11,03  |
| 35    | 2         | 1,56     | 58          | 11,49  |
| 36    | 2         | 1,56     | 60          | 11,95  |
| 37    | 2         | 1,56     | 62          | 12,41  |
| 38    | 2         | 1,56     | 64          | 12,87  |
| 39    | 2         | 1,56     | 66          | 13,33  |
| 40    | 2         | 1,56     | 68          | 13,79  |
| 41    | 2         | 1,56     | 70          | 14,25  |
| 42    | 2         | 1,56     | 72          | 14,71  |
| 43    | 2         | 1,56     | 74          | 15,17  |
| 44    | 2         | 1,56     | 76          | 15,63  |
| 45    | 2         | 1,56     | 78          | 16,09  |
| 46    | 2         | 1,56     | 80          | 16,55  |
| 47    | 2         | 1,56     | 82          | 17,01  |
| 48    | 2         | 1,56     | 84          | 17,47  |
| 49    | 2         | 1,56     | 86          | 17,93  |
| 50    | 2         | 1,56     | 88          | 18,39  |
| 51    | 2         | 1,56     | 90          | 18,85  |
| 52    | 2         | 1,56     | 92          | 19,31  |
| 53    | 2         | 1,56     | 94          | 19,77  |
| 54    | 2         | 1,56     | 96          | 20,23  |
| 55    | 2         | 1,56     | 98          | 20,69  |
| 56    | 2         | 1,56     | 100         | 21,15  |

Note: The same quotation may have been obtained by several authors.

Most cited articles

It was found that the five most cited articles received between 23 and 53 citations, bringing together 190 citations (32.42%) of the 552 total citations obtained by the selected sample. The most cited article was Percusión en diferentes culturas by Francisco Javier Romero-Narango published in 2008 by the journal Música y Educación: Revista Trimestral de Pedagogía Musical, which received 53 citations (9.60%). Table 11 shows the references of the 5 most cited articles.

Citations by journal

The 31 papers found in the 19 journals that published in this sample (24.22%) received a total of 287 citations (51.99%). Five journals received no citations at all; seven between one and 6 (3.80%); four between 11 and 16 (10.51%); and two between 25 and 47 (13.04%). The journal with the most citations was Música y Educación: Revista Trimestral de Pedagogía Musical, whose seven articles received a total of 136 citations (24.64%). Table 12 shows the list of citations of the articles published in the different journals.

Citations by publisher

The 19 publishers found received a total of 218 citations (39.49%) in the 84 papers they published (65.63%). The 14 papers (10.94%) published by 10 publishers did not receive any citations. On the other hand, 8 publishers obtained between two and nine citations (6.52%) in their 17 papers (13.28%) while one publisher hosted 63 citations (11.41%) among their 36 papers (28.13%). The most cited publisher was the University of Alicante which received 119 citations (21.56%) in its 17 papers (13.28%). Table 13 shows the list of citations obtained by each publisher.

Discussion

In reference to the results obtained on the selected sample of n=128 documents in the time period from 2001 to 2021 extracted solely and exclusively from secondary databases, we observe important similarities and differences with the work of Arnau-Mollá and Romero-Narango (2022). These justify the importance of separating the information according to the impact of the research.
Table 12
Citations per journal

| Journals                                                      | Documents | % Sample | Cites | % Cites |
|---------------------------------------------------------------|-----------|----------|-------|---------|
| Música y Educación: Revista Trimestral de Pedagogía Musical   | 7         | 5,47     | 136   | 2,84    |
| EDUCATIO SIGLO XLI                                            | 1         | 0,78     | 47    | 8,54    |
| El artista. Revista de Investigaciones en Música y Artes Plásticas. | 2         | 1,56     | 25    | 4,51    |
| Revista Electrónica de LEEME                                  | 1         | 0,78     | 16    | 2,90    |
| Cuadernos de Música, Artes Visuales y Artes Escénicas         | 1         | 0,78     | 16    | 2,90    |
| Euforia: Didáctica de la Música                              | 6         | 4,69     | 15    | 2,72    |
| Feminismos/s                                                  | 1         | 0,78     | 11    | 1,99    |
| REXE. Revista de Estudios y Experiencias en Educación         | 1         | 0,78     | 6     | 1,09    |
| Pensamiento Actual                                            | 1         | 0,78     | 5     | 0,91    |
| INFAD. Revista de Psicología                                  | 1         | 0,78     | 3     | 0,54    |
| 591 Digital Publisher CEIT                                   | 1         | 0,78     | 3     | 0,54    |
| Revista Interuniversitaria de Formación del Profesorado       | 1         | 0,78     | 2     | 0,36    |
| Comunicación Educativa: Revista d’Ensenyament de les Comarques de Catalunya | 1         | 0,78     | 1    | 0,18    |
| Function and Disability Journal                               | 1         | 0,78     | 1    | 0,18    |
| Cuadernos de Pedagogía                                         | 1         | 0,78     | 0    | 0,00    |
| RELAEIF. Revista Latinoamericana de Educación Infantil.       | 1         | 0,78     | 0    | 0,00    |
| RELACult. Revista Latino-Americana de Estudios en Cultura e Sociedad | 1         | 0,78     | 0    | 0,00    |
| Revista de Estudios e Investigación en Psicología de la Educación | 1         | 0,78     | 0    | 0,00    |
| Eduga. Revista Galega do Ensino                               | 1         | 0,78     | 0    | 0,00    |
| Total                                                        | 31        | 24,22    | 287   | 51,99   |

Table 13
Citations by publisher

| Publisher                                           | Documents | % Sample | Cites | % Cites |
|----------------------------------------------------|-----------|----------|-------|---------|
| Universidad de Alicante                            | 17        | 13,28    | 119   | 21,56   |
| Body Music-Body Percussion Press                   | 16        | 28,13    | 63    | 11,41   |
| Fernando Ramos                                     | 1         | 0,78     | 9     | 1,63    |
| REDINE                                             | 2         | 1,56     | 8     | 1,45    |
| Universidad de Murcia                              | 7         | 5,47     | 6     | 1,09    |
| Libargo                                            | 2         | 1,56     | 5     | 0,91    |
| Edif. um                                           | 2         | 1,56     | 2     | 0,36    |
| Marfil. Universidad de Alicante                    | 1         | 0,78     | 2     | 0,36    |
| Actividad Física y Expresión Corporal (AFYEC)      | 1         | 0,78     | 2     | 0,36    |
| Letra de palo                                      | 1         | 0,78     | 2     | 0,36    |
| Universidad de Almería                             | 1         | 0,78     | 0     | 0,00    |
| UNED                                               | 1         | 0,78     | 0     | 0,00    |
| Universidad de Santiago de Compostela              | 1         | 0,78     | 0     | 0,00    |
| European Proceedings of Social and                 | 1         | 0,78     | 0     | 0,00    |
| Behavioural Sciences                              | 1         | 0,78     | 0     | 0,00    |
| Grupo Stellar/IARTEM                               | 2         | 1,56     | 0     | 0,00    |
| Procompal Publicaciones                            | 1         | 0,78     | 0     | 0,00    |
| Ediciones Aljibe                                   | 1         | 0,78     | 0     | 0,00    |
| Ramón Torres Gosalvez                              | 2         | 1,56     | 0     | 0,00    |
| ASIRE                                              | 2         | 1,56     | 0     | 0,00    |
| Dykinson, S.L.                                     | 2         | 1,56     | 0     | 0,00    |
| Total                                              | 84        | 65,63    | 218   | 39,49   |

since in a general bibliometric study certain types of results that we consider noteworthy would remain in the shadows.

As for the similarities, identical results emerge for: supremacy of one database over the others, least effective search word, most effective search word, year of greatest production, preferred language, number of languages, countries and authors, range of authors per paper, number of authors per paper, most productive author alone, as well as in the number, design, type of group, type of evaluation, methodology and main evaluation instrument of the intervention studies. Table 14 shows the similarities and differences found with the work of Arnau-Mollá and Romero-Naranjo (2022).

On the other hand, it is detected that not all the literature appears in the main secondary databases, the most significant case being the 15 documents extracted from the official page of the BAPNE method. This is due to the fact that, as of today, the author has not yet updated his profile in Dialnet, since previous papers of the same characteristics are found in this database (Romero-Naranjo, 2019c, 2019d, 2019e, 2019f, 2019i, 2019j).

It is noteworthy that in this study the Spanish language and the keyword body percussion are predominant. This is due to the importance of publishing in English in the primary databases in order to achieve greater dissemination of the works.

Another significant difference is the number of authors per paper. Single-authored papers predominate in this study. This is due to the large number of didactic papers presented by Romero-Naranjo that have a greater place in the secondary databases and that would be practically impossible to publish in the primary databases.
not intend to compete with the great musical pedagogues such as Dalcroze, Orff, Kodaly, Willems..., nor to base itself exclusively on the motor aspect, but to contribute a different line focused on the stimulation of the cognitive and executive functions.

Conclusion

By way of summary, we can conclude by stating that the main results obtained in this study reveal that Spain and Spanish are the most productive country and the preferred language of publication, with 2019 being the most prolific year, the book chapter the most representative type of document, the article the most cited, and 2021 the year with the highest number of citations.

First-order papers on the treatment of body percussion, non-intervention papers, publication of a single paper per author and solo publication predominate. Similarly, papers without citations and authors with at least one citation preponderate.

Francisco Javier Romero-Naranjo is the head of the only exclusive research group on body percussion in the line of possible cognitive stimulation and executive functions. Likewise, he is the most productive author, both alone and in co-authorship, the most cited, and the author of the article with the highest number of citations entitled Percusión corporal en diferentes culturas and published by the journal Música y Educación: Revista Trimestral de Pedagogía Musical in 2008.
As for the journals, the publication of only one paper per journal and journals with some citations prevails. The journal with the highest production and the most cited is Música y Educación: Revista Trimestral de Pedagogía Musical and the one that prints the most documents in a single year is Eufonía: Didáctica de la Música.

On the other hand, the most significant publisher is Body Music-Body Percussion Press and 2019 the year of its highest output. Most of the publishers do not receive any citations and the University of Alicante hosts the highest number of citations.

As for the intervention works, intervention in the educational field predominates, specifically in Primary Education, the publication in book chapters and the Spanish language. On the other hand, the quantitative approach prevails, through body percussion activities as methodology and the action-research design. In addition, the application of the intervention without a control group (only experimental) and the evaluation after the intervention (only post-test) prevails, as well as the questionnaire as an evaluation instrument.

 Needless to say, this study is not free of limitations, since it does not analyze the h-index of authors or journals. In turn, it does not present a classification of the different study groups (education, therapy, rehabilitation, active aging or recreation). Likewise, it does not present an analysis of the gender of the authorships to extract the presence of women in research on this subject.

As possible lines for the future, a general bibliometric study could be carried out to analyze the documents extracted, both from primary and secondary databases, and to provide an overview of the state of the art of body percussion. In addition, it would be of great help to elaborate a review study on the subject that would classify the different fields of study. Finally, and to make the state of the art much more concrete, it would be of great contribution to carry out a systematic review analyzing the intervention studies and offering a current perspective by bringing together the results of the different research on body percussion.

References

Alonso-Sanz, A., & Romero-Naranjo, F. J. (2015). El círculo en la relación espacio y cuerpo. Foto-Ensayo a partir de Isidro Blasco y el método BAPNE [The circle in the relationship between space and body. Photo-Essay based on Isidro Blasco and the BAPNE method]. Arte Individual y Sociedad, 27(3), 357-372. https://doi.org/10.5209/rev_ARIS.2015.v27.n3.41382

Álvarez-Morales, E. J., & Romero-Naranjo, F. J. (2019). Pilot study into executive functions with muslim and christian pupils in the city of Ceuta using body percussion. The European Proceedings of Social & Behavioral Sciences EpSBS, 60, Article 92. https://dx.doi.org/10.15405/epbs.2019.04.02.92

Andreu-Cabrera, E., & Romero-Naranjo, F. J. (2021). Neuromotricidad, psicomotricidad y motricidad. Nuevas aproximaciones metodológicas [Neuromotricity, psychomotricity and motor skills. New methodological approaches]. Retos, 42, 924-938. https://doi.org/10.47197/retos.v42i0.89992

Arnau-Mollá, A. F. & Romero-Naranjo, F. J. (2022). A bibliometric study on body percussion based on high impact search engines. Retos. Nuevas Tendencias en Educación Física, Deporte y Recreación, (45), 6789-692. https://doi.org/10.47197/retos.v45i0.92653

Arnau-Mollá, A. F., & Romero-Naranjo, F. J. (2020). Quantitative study on selective attention in children aged 8-9 years through bodypercussion. European Proceedings of Social and Behavioral Sciences, 84(6), 50-60. https://doi.org/10.15405/epbs.2020.05.6

Bango Melcon, P., Romero-Naranjo, J. L., Serena Drago, F., & Romero-Naranjo, F. J. (2017). Dimension analysis and architectural model of BAPNE classroom for pre-School and primary education. Procedia - Social and Behavioral Sciences, 237(Feb- ruary 21, 2017), 1284-1290. https://doi.org/10.1016/j.procedia.2017.02.211

Botella Nicolás, A. M. & Adell Valero, J. R. (2016). Una propuesta experimental en la enseñanza de la música en secundaria [An experimental approach to teaching music in secondary school]. Cuadernos de Música, Artes Visuales y Artes Escénicas, 111(1), 1-15

Burbano Pantoja, V. M., Cárdenas Remolina, M. C, & Valdiviezo Miranda, M. A. (2021). Influencia de un programa de juegos pueriles sobre la coordinación motriz en estudiantes de educación básica [Incidence of a childish games program on motor coordination in students of basic education]. Retos, 42, 851-860. https://doi.org/10.47197/retos.v42i0.87421

Carretero-Martínez, A., Romero-Naranjo, F. J., Pons-Terres, J. M, & Crespo-Colomino, N. (2014). Cognitive, visual-Spatial and psychomotor development in students of primary education through the body percussion - BAPNE method. Procedia – Social and Behavioral Sciences, 152(October 7, 2014), 1282-1287. https://doi.org/10.1016/j.procedia.2014.09.363

Cavan, V., Romero-Naranjo, F. J., & Bagolin, M. (2017). The efficacy of BAPNE method in dementia treatment: A research proposal in friuli venezia giulia, italy. Procedia – Social and Behavioral Sciences, 237(February 21, 2017), 1223-1228. https://doi.org/10.1016/j.procedia.2017.02.193

Conti, D., & Romero-Naranjo, F. J. (2015). Singing BAPNE®: Body percussion and voice as a didactic element. Procedia – Social and Behavioral Sciences, 197(July 25, 2015), 2498-2505. https://doi.org/10.1016/j.procedia.2015.07.322
Conti, D., & Javier Romero-Naranjo, F. J. (2017). Body percussion and voice, time and pitch: An exercise in “singing BAPNE (R)” methodologically analyzed. *Education, Health and I. et for a Transcultural World, 237*, 798-803. https://10.1016/j.sbspro.2017.02.150

Cozzutti, G., Blessano, E., & Romero-Naranjo, F. J. (2014). Music, rhythm and movement: A comparative study between the BAPNE and williams methods. *Erpa International Congress on Education (Erpa Congress 2014), 152*, 13-18. https://10.1016/j.sbspro.2014.09.147

Cozzutti, G., Blessano, E., de Biaggio, C., Tomasín, B., & Romero-Naranjo, F. J. (2017). Body solfegg in the BAPNE method - measures and divisions. *Education, Health and I. et for a Transcultural World, 237*, 1572-1575. https://10.1016/j.sbspro.2017.02.247

Cozzutti, G., Guaran, F., Blessano, E., & Romero-Naranjo, F. J. (2017). Effects on executive functions in the BAPNE method: A study on 8-9 years old children in Friuli Venezia Giulia, Italy. *Procedia – Social and Behavioral Sciences, 237*(February 21, 2017), 900-907. https://doi.org/10.1016/j.sbspro.2017.02.126

Crespo-Colomino, N., Pons-Terrés, J. M., Romero-Naranjo, F. J., Romero-Naranjo, A. A., & Liendo-Cárdenas, A. (2014). Atención y dislexia: Una propuesta de trabajo mediante la didáctica de la percusión corporal. Método BAPNE [Attention and dyslexia: A work proposal through the didactics of body percussion - BAPNE Method]. In M. T., Tortosa Ybáñez, J. D. Álvarez Teruel & N. Pellín Buaudes (coords.), *XII Jornadas de Redes de Investigación en Docencia Universitaria. El reconocimiento docente: Innovar e investigar con criterios de calidad* (pp. 1092-1105). Universidad de Alicante.

Crespo Colomino, N., Alonso Sanz, A., Romero-Naranjo, F. J., Moreno Celbrían, C., Pozzo, T., Andrea Guerrero, R., Lien-do Cárdenas, A., & Romero Naranjo, A. A. (2015). ¿Para qué sirve la percusión corporal - método bapne? [What is the purpose of body percussion - Bapne method?]. In R. A. Rodríguez Pérez & M. B. Allagme González (Eds.), *Innovación y enseñanza en Educación Primaria* (1st ed., pp. 215-228). Ediciones de la Universidad de Murcia.

De Munari, E., Cozzutti, G., & Romero-Naranjo, F. J. (2016). Music and movement: A comparative study between the BAPNE and suzuki methods. *Erpa International Congresses on Education 2015 (Erpa 2015), 26*, UNSP 01099. https://10.1051/shsconf/20162601099

Di Russo, S., & Romero-Naranjo, F. J. (2021). *Body Percussion in Spanish Music: A Methodological Approximation* [Written submission]. ERPA 2021 International Congresses on Education, Sakarya, Turkiye.

Di Russo, S., & Romero-Naranjo, F. J. (2021). *Body Percussion In The Work Of Composer Oscar Navarro. *The Case Of “Libertadores* [Written submission]. ERPA 2021 International Congresses on Education, Sakarya, Turkiye.

Díaz Pérez, A. (2016). *Trastorno del desarrollo de la coordinación: Programa de intervención a través de la música, la danza y la percusión corporal* (método BAPNE) [Tesis Doctoral. Universidad de Murcia]. DIGITUM.

Emer, V., & Romero-Naranjo, F. J. (2014). The use of body percussion in contemporary choral music. *Erpa International Congress on Education (Erpa Congress 2014), 152*, 53-57. https://10.1016/j.sbspro.2014.09.153

Fabra-Brell, E., & Romero-Naranjo, F. J. (2017a). Body percussion: Social competence between equals using the method BAPNE in secondary education (design research). *Education, Health and I. et for a Transcultural World, 237*, 1138-1142. https://10.1016/j.sbspro.2017.02.168

Fabra-Brell, E., & Romero-Naranjo, F. J. (2017b). Social competence between equals through body percussion according to method BAPNE in secondary students. *Procedia-Social and Behavioral Sciences, 237*(February 21, 2017), 829-836. https://doi.org/10.1016/j.sbspro.2017.02.179

García Sala, M., Piñuera de Juan, I., Sánchez González, E., Serna Domínguez, M., Trives Martínez, E. A., & Romero-Naranjo, F. J. (2018). El uso de la percusión corporal en las músicas urbanas [The use of body percussion in urban music]. In C. Guerrero Romera & P. Miralles Martínez (Eds.), *Innovación y modelos de enseñanza-Aprendizaje en la educación superior* (1st ed., pp. 131-140). Editum. https://doi.org/10.6018/editum.2679

González Sánchez, O. S., Romeu López, C. E., & Romero-Naranjo, F. J. (2019). Pilot study of executive functions in elderly adults in care homes. *The European Proceedings of Social & Behavioral Sciences EpSBS, 60*, Article 95. https://doi.org/10.15405/epubs.2019.04.02.95

González-Sánchez, O. S., Romeu-López, C. E., Sayago-Martínez, R. & Romero-Naranjo, F. J. (2021). Body percussion and the cuban clave in the BAPNE Method [Written submission]. ERPA 2021 International Congresses on Education, Sakarya, Turkiye.

González Serrano, D. (2022). *Musicoatividad: la música como herramienta psicomotriz en educación física* [Musicomotricity: music as psychomotor tool for physical education]. *Retos, 43*, 672-682. https://doi.org/10.47197/retos.v43i0.89717

Iguassia-Amaguaya, S. D. P. & Saquisela-Gallego, M. E. (2021). Estrés laboral, causas y consecuencias en los docentes de la unidad educativa fiscal Jaime Rolldós Aguilera del distrito Ximena 2 de la ciudad de Guayaquil [Occupational stress, causes and consequences in teachers at the Jaime Rolldós Aguilera educational unit in the Ximena 2 district of the city of Guayaquil]. *593 Digital Publisher CET, 6*(1), 18-28. https://doi.org/10.33368/593dp.2021.1.408

Jaiset Berrocal, J. A., Tripovic, Y., & Romero-Naranjo, F. J. (2014). El método BAPNE y su repercusión en las capacidades cognitivas [The BAPNE method and its impact on cognitive abilities]. In M. T., Tortosa Ybáñez, J. D. Álvarez Teruel & N. Pellín Buaudes (coords.), *XII Jornadas de Redes de Investigación en Docencia Universitaria. El reconocimiento docente: Innovar e investigar con criterios de calidad* (1st ed., pp. 1672-1686). Universidad de Alicante.

Jiménez-Molina, J. B., Vicedo-Cantó, E., Sayago-Martínez, R., & Romero-Naranjo, F. J. (2017). Evaluating attention, socioemotional factors and anxiety in secondary school students inMurcia (Spain) using the BAPNE® method. Research protocol. *Procedia - Social and Behavioral Sciences, 237*(February 21, 2017), 1071-1075. https://doi.org/10.1016/j.sbspro.2017.02.157
Latre-Nava, S., Martínez-Fernández, X., Rodríguez-Masafret, A., Puigdevall-Cayuela, A., Torrec, G., Finestres-Alverola, J., & Romero-Naranjo, F. J. (2019). Cognitiva stimulation in adolescents at risk of exclusion using the BAPNE® method. The European Proceedings of Social & Behavioural Sciences EpSBS, 60, Article 62. https://doi.org/10.15405/epbs.2019.04.02.62

Lotfi, S., Khalafehgi, M., Sadr, N. M., & Saneii, S. H. (2018). The effectiveness of body percussion rhythmic exercises on motor skills in children with mild intellectual disability between 8-12 years old. Function and Disability Journal, 1(3), 40-47.

Luis-de Cos, G., Arribas-Galarraga, S., Luis-de Cos, I., & Arruza Gablondo, J. A. (2019). Competencia motriz, compromiso y ansiedad de las chicas en educación física [Motor competence, commitment, and anxiety in girls during physical education classes]. Retos, 36, 231-238. https://doi.org/10.47197/retos.v36i36.64243

Martínez Heredia, N., Sampa, Rodríguez, E., & Rodríguez-García, A.-M. (2021). Beneficios de la actividad física para la promoción de un envejecimiento activo en personas mayores. Revisión bibliográfica [Benefits of physical activity for the promotion of active aging in elderly]. Bibliographic review]. Retos, 39, 829-834. https://doi.org/10.47197/retos.v39.74537

Mezcua-Hidalgo, A., Ruiz-Arizta, A., Ferreira Brandão de Loureiro, V. A., & Martínez-López, E. J. (2020). Capacidades físicas y su relación con la memoria, cálculo matemático, razonamiento lingüístico y creatividad en adolescentes [Physical capacities and their relation with memory, mathematical calculation, linguistic reasoning, and creativity in adolescents]. Retos, 37, 473-479. https://doi.org/10.47197/retos.v37i37.71089

Montero, I. & León, O. G. (2005). Sistema de clasificación del método en los informes de investigación en Psicología [Method classification system in psychology research reports]. International Journal of Clinical and Health Psychology, 5, 115-127.

Moral Bollill, L., Vicedo Molla, F., & Romero-Naranjo, F. J. (2020). Estudio piloto de variables socio-Emocionales, ansiedad y flow en alumnos de grado profesional de música mediante actividades BAPNE [Pilot study of socio-Emotional variables, anxiety and flow in music students through BAPNE activities]. Educatio Siglo XXI, 38(2), 193-212. https://doi.org/10.6018/educatio.432971

Moreno-Cebrian, C., Romero-Naranjo, F. J., & Crespo-Colomino, N. (2017). BAPNE as a mediation and conflict resolution tool in education. Methodological introduction. Education, Health and is for a Transcultural World, 237, 1551-1556. https://10.1016/j.shpsr.2017.02.244

Muñoz-Arroyave, V. M. A., Lavega-Burgués, P., Costes, A., Damián, S., & Serna, J. (2020). Los juegos motores como recurso pedagógico para favorecer la afectividad desde la educación física [Traditional games: a pedagogical tool to foster affectivity in physical education]. Retos, 38, 166-172. https://doi.org/10.47197/retos.v38i38.76556

Pacheco Delgado, E. F., Villafuerte-Holguín, J., & López Veáez, J. (2022). Actividad física y motivación al aprendizaje del inglés como lengua extranjera en niños pequeños de Ecuador [Physical activity and motivation for learning English as a foreign language in young children in Ecuador]. Retos, 44, 988-998. https://doi.org/10.47197/retos.v44i0.90137

Padal-Ruz, R., García-Molina, R., González Valero, G., & Ubago Jiménez, J. (2022). Actividad física y movimiento integrados en la enseñanza de una segunda lengua desde una edad temprana: Una revisión sistemática [Physical activity and movement integrated into the second language teaching from an early age: A systematic review]. Retos, 44, 876-888. https://doi.org/10.47197/retos.v44i0.91506

Palma Marill, T., Carroza Sepulveda, D., Torres Lorca, R., Poblete-Aro, C., Cadagan, C., & Castillo-Paredes, A. (2021). Cambios en los síntomas de inatención, hiperactividad e impulsividad en niños y adolescentes con TDAH mediante los Deportes. Una revisión [Changes in symptoms of inattention, hyperactivity and impulsivity in children and adolescents with ADHD through Sports. A review]. Retos, 41, 701-707. https://doi.org/10.47197/retos.v41i0.78201

Peñalver Vilar, J. M. (2013). Formación rítmica: Los ritmos aditivos y su aplicación pedagógica en la educación musical [Rhythmic training: Additive rhythms and their pedagogical application in music education]. Revista Electrónica de LEEME, (32), 92-120.

Pérez Aldegue, S. (2014). The influence of students’ cultural music and classroom music activities on their attitudes towards their multilingual peers. Procedia - Social and Behavioral Sciences, 116(February 21, 2014), 3471-3475. https://doi.org/10.1016/j.prosbs.2014.01.786

Pérez Hernández, H., Simoni Rosas, C., Fuentes-Rubio, M., & Castillo-Paredes, A. (2022). La ludomotricidad y habilidades motrices básicas locomotoras (Caminar, correr y saltar). Una propuesta didáctica para la clase de educación física en México [Ludomotricity and basic locomotor skills (Walk, running and jump). A didactic proposal for the physical education class in Mexico]. Retos, 44, 1141-1146. https://doi.org/10.47197/retos.v44i0.91338

Piqueres Juan, I., Sánchez González, E., Serna Dominguez, M., Trives Martínez, E. A., García Sala, M., & Romero-Naranjo, F. J. (2018). Aproximación a la justificación de la atención selectiva a través de la percusión corporal-Método BAPNE [An approach to the justification of selective attention through body percussion - Bapne Method]. In C. Guerrero Roma & P. Miralles Martínez (Eds.), Innovación y modelos de enseñanza-Aprendizaje en la educación superior (pp. 141-152). Edif. um. https://doi.org/10.6018/edum.2679

Piqueres-Juan, I., Sarmiento-Alkines, S., Sánchez-González, E., & Romero-Naranjo, F. J. (2019). Pilot study into sustained and selective attention using the BAPNE method. The European Proceedings of Social & Behavioural Sciences EpSBS, 60, Article 93. https://dx.doi.org/10.15405/epsbs.2019.04.02.93
Romero-Naranjo, F. J. (2008b). Percusión corporal - Método BAPNE [Stimulation of divided attention: Didactics of body percussion - BAPNE Method]. In M. T., Tortosa Ybáñez, J. D. Álvarez Teruel & N. Pellín-Buades (coords.), XII Jornadas de Redes de Investigación en Doencia Universitaria. El reconocimiento docente: Innovar e investigar con criterios de calidad (pp. 1040-1050). Universidad de Alicante.

Pozzo, T., Romero-Naranjo, F. J., Crespo Colomino, N., Moreno Cebrián, C., & Liendo Cárdenas, A. (2015). Estrategias básicas en la didáctica de la percepción corporal-método BAPNE [Basic strategies in the didactics of body percussion - BAPNE Method]. In R. A. Rodríguez Pérez & M. B. Allageme González (Eds.), Innovación y enseñanza en Educación Primaria (1st ed., pp. 511-521). Universidad de Murcia.

Quaredo, A., Pezzuto, E., Romero-Naranjo, F. J., & Liendo Cárdenas, A. (2014). Voice and movement in circle with body percussion. facilitation in learning observed in voice BAPNE® method and in circlesongs teaching. In M. T., Tortosa Ybáñez, J. D. Álvarez Teruel & N. Pellín Buades (coords.), XII Jornadas de Redes de Investigación en Docencia Universitaria. El reconocimiento docente: Innovar e investigar con criterios de calidad (1st ed., pp. 1522-1534). Universidad de Alicante.

Rodríguez, A. & Gallego, J. L. (2019). Análisis bibliométrico sobre educación especial [Bibliometric analysis on special education]. Profesorado. Revista de Formación del Profesorado, 23(1), 307-327. https://doi.org/10.30827/profesorado.v23i1.9156

Romero-Naranjo, F. J. (Director), (2006). Bodymusic bodypercusion [4 DVD-Rom]. Body music-Body Percussion Press.

Romero-Naranjo, F. J. (Director), (2008a). Método BAPNE: Percusión corporal en diferentes culturas [BAPNE Method: Body percussion in different cultures] [10 DVD-Rom]. Body music-Body Percussion Press.

Romero-Naranjo, F. J. (2008b). Percusión corporal en diferentes culturas [Body percussion in different cultures]. Música y Educación: Revista Trimestral de Pedagogía Musical, 21(76), 46-97. http://hdl.handle.net/11162/28539

Romero-Naranjo, F. J. (2011). Body percussion, theoretical practical foundation (Vols. 1-3). Body music-Body Percussion Press.

Romero-Naranjo, F. J. (2012). Percusión corporal y lateralidad. Método BAPNE [Body percussion and laterality. BAPNE Method]. Música y Educación: Revista Trimestral de Pedagogía Musical, 25(91), 30-51.

Romero-Naranjo, F. J. (2013a). Criterios de evaluación en la didáctica de la percepción corporal - Método BAPNE [Evaluation criteria in the didactics of body percussion - BAPNE Method]. Educatio Siglo Xxi, 31(1), 235-253.

Romero-Naranjo, F. J. (2013b). Percusión corporal como recurso terapéutico. Cuestiones metodológicas [Body percussion as a therapeutic resource. Methodological issues]. In J. D. Álvarez Teruel, M. T., Tortosa Ybáñez & N. Pellín Buades (coords.), La producción científica y la actividad de innovación docente en proyectos de redes (1st ed., pp. 2940-2954). Universidad de Alicante.
Romero-Naranjo, F. J. (2020c). La percusión corporal como recurso interdisciplinar [Body percussion as an interdisciplinary resource]. In A. J. Calvino (Coord.), Informe especialidad Odise sobre tendencias educativas: Educación en tiempos de pandemia (nº 3, época 2, pp. 134-143). Procompl publications.

Romero-Naranjo, F. J. (2020d). Percusión corporal y "Solfeo cognitivo". Recursos pedagógicos según el método BAPNE [Body percussion and "Cognitive solfeggio"]. Pedagogical resources according to the BAPNE Method]. Pensamiento Actual, 20(35), 105-121. https://doi.org/10.15517/PA.V20I35.44398

Romero-Naranjo, F. J. (2022). BAPNE FIT: Neuromotricity and body percussion in physical activity and sport sciences. The Educational Review, USA, 6(2), 37-44. http://doi.org/10.26855/er.2022.02.001

Romero-Naranjo, F. J., & Sayago-Martínez, R. (2021a). Music motor control and dual task. Handball change as a musical-Motor paradigm [Written submission]. ERPA 2021 International Congresses on Education, Sakarya, Turkey.

Romero-Naranjo, F. J., & Sayago-Martínez, R. (2021b). Rhythm, cognitive solfeggio and body percussion. Proposal for educational [Written submission]. ERPA 2021 International Congresses on Education, Sakarya, Turkey.

Romero Ramos, N., Romero-Ramos, O., & González Suárez, A. J (2021). Actividad física y funciones cognitivas en personas mayores: Revisión sistemática de los últimos 5 años [Physical activity and cognitive functions in older people: A systematic review of the last 5 years]. Retos, 39, 1017-1023. https://doi.org/10.47197/retos.v0i39.79960

Salerno, G., Cefaratti, L., & Javier Romero-Naranjo, F. (2017). The BAPNE method: A new approach and treatment for depressive disorders. Education, Health and Ex for a Transcultural World, 237, 1439-1443. https://10.1016/j.sbspro.2017.02.225

Sánchez González, E., Romero-Naranjo, F. J., Trives Martínez, E. A., Serna Domínguez, M., Piqueres de Juan, I., & García Sala, M. (2018). Breve introducción a la evolución de la escritura musical en la didáctica de la percusión corporal desde 1960 hasta la actualidad [Brief introduction to the evolution of music writing in the teaching of body percussion from 1960 to the present day]. In C. Guerrero Romera & P. Miralles Martínez (Eds.), Innovación y modelos de enseñanza-aprendizaje en la educación superior (1st ed., pp. 52-66). Edilum. https://doi.org/10.6018/edilum.2679

Ros-Silla, E., Valcarcel-Marsa, S., Jaukel-Arce, D., Berlai, S., Gíglio, R., Payro-Escobar, A., & Romero-Naranjo, F. J. (2019). Atención en conservatorio estudiantes usando body percussion following the BAPNE method. The European Proceedings of Social & Behavioural Sciences EpSBS, 60, Article 57. https://doi.org/10.15405/epbs.2019.04.02.57

Rosa Guillamón, A., García Canto, E., & Martínez García, H. (2020). Influencia de un programa de actividad física sobre la atención selectiva y la eficacia atencional en escolares [Influence of a physical activity program on selective attention and attentional efficiency in school children]. Retos, 38, 560-566. https://doi.org/10.47197/retos.v38i38.77191

Rosa Guillamón, A., García Canto, E., & Martínez García, H. (2021). Ejercicio físico acrobático y atención selectiva en escolares de educación primaria [Aerobic physical exercise and selective attention in primary school children]. Retos, 39, 421-428. https://doi.org/10.47197/retos.v039.81060

Sayago-Martínez, R., Salerno, G., Di Russo, S., Arnau-Mollá, A., & Romero-Naranjo, F. J. (2021, June 03-05). Socioemotional aspects of music-Motor activities according to the BAPNE method [Written submission]. ERPA 2021 International Congresses on Education, Sakarya, Turkey.

Trives Martínez, E. A., Romero-Naranjo, F. J., Serna Domínguez, M., Sánchez González, E., Piqueres de Juan, I., & García Sala, M. (2018). Aproximación al estudio de los precursores del movimiento y la percepción corporal en educación [An approach to the study of the precursors of movement and body percussion in education]. In P. Miralles Martínez & C. Guerrero Romera (Eds.), Metodologías Docentes Innovadoras en la Enseñanza Universitaria, (pp. 355-367). Edilum. https://doi.org/10.6018/edilum.2683

Trives-Martínez, E. A., & Vicente-Nicolás, G. (2013). Percusión corporal y los métodos didácticos musicales [Body percussion and music didactic methods]. In M. T., Tortosa Ybáñez, J. D. Álvarez Teruel & N. Pellín Buades (coords.), XI Jornadas de Redes de Investigación en Docencia Universitaria. Retos de futuro en la enseñanza superior: Docencia e investigación para alcanzar la excelencia académica (pp. 1748-1759). Universidad de Alicante.

Villa de Gregorio, M., Ruiz Pérez, L. M., & Barriopedro Moro, M. I. (2019). Análisis de las relaciones entre la baja competencia motriz y los problemas de atención e hiperactividad en la edad escolar [Analysis of the relationships between low motor competence and attention and hyperactivity problems in school age]. Retos, 36, 625-632. https://doi.org/10.47197/retos.v36i36.68502

Yun, S. H., & Myungja, H. (2020). The effect of rhythm expression class using body percussion on dance enjoyment. Journal of Korean Society for Rhythmic Exercises, 13(2), 15-26. https://doi.org/10.34270/jkser.2020.13.2.15

Zambrano Pintado, R. N., Moncayo Cueva, H. L., López Arcos, S. N., & Bonilla Jurado, D. M. (2022). Estimulación temprana como programa neurológico en las capacidades y destrezas en niños en etapa infantil [Early stimulation as a neurological programme in the capacities and skills of infants and toddlers]. Retos, 44, 252-263. https://doi.org/10.47197/retos.v44i0.88830