



ICSSPE Biennial Working Programme Grant 2022/2023 - Development of Inclusive Education Of Institutionalized Children Through Adapted Psychomotrics

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Abstract

This study investigated the effects of a 36-week psychomotor education program on the balance, body scheme, static and dynamic coordination, and laterality development in teenagers with special educational needs (SEN) who suffered from intellectual disability. The study was conducted at two Inclusive Education School Centers in Arges County, Romania. The study involved a total of 40 participants, all of whom required special educational requirements. They were divided into two groups: an experimental group (n=20) and a control group (n=20). The experimental group received a 36-week psychomotor education program for 45 minutes twice a week, while the control group engaged in exercises of everyday living. The Assessment Battery for teenagers was used to test the teenagers and assess their skills, including the Countermovement jump, Balance test, March in place with eyes open test/March in place with eyes open closed test, Brain's processing speed, and upper limbs motor laterality.

The study found that the teenagers who participated in the psychomotor education program showed significant improvements in their balance, coordination, and laterality abilities compared to the control group. This suggests that psychomotor education has an important role in improving the psychomotor skills of teenagers with SEN, specifically in terms of motor-cognitive abilities. Overall, this study highlights the importance of providing psychomotor education to teenagers with special educational needs, as it can help them to develop important skills and improve their overall quality of life.

Introduction

The European Parliament considers education for sport and psychomotor skills to be an effective tool for the social inclusion of disadvantaged groups and multicultural dialogue to promote social values and plays an active role in combating discrimination, intolerance, racism, xenophobia, violence, etc [1-6]. However, caution is needed, given the possibility of new forms of discrimination that are stimulated by the current mentality behind elite sports. Any activity can be considered socially beneficial, if it contributes to the spiritual enrichment of the individual (in this case the child with special needs) or to the well-being of society [7-11]. Both motor development and psycho-affective traits shaped by the process of socialization continue throughout life as they assume and

exercise new social roles and assimilate new experiences related to inclusive education [11-13]. The psychomotor side of education has implications both in the development and physical involvement and in the cultural or integrative aspects of the individual [14-16]. The above comes to support the idea that psychomotor skills, by their competitive nature and especially by the fact that working in a team can change something in the way that those targeted (those who practice sports), can change in relation to those around them, because involvement in sports activities always promotes positive values, reflected in major behavioral and attitudinal changes in other present and future daily activities [17-20]. When a child who does sports has a deviant character, it is recommended to be guided to correct behavior by positive stimulation to develop self-

confidence. But everything must begin with careful and patient observation [21-24].

Purpose and Objectives of the Research

The purpose of our project is to develop and implement experimentally a sustainable educational content that includes didactic strategies for inclusive education through psychomotor means adapted to children with special needs, aged 12-14 years.

The General Objective

Design and implementation of an inclusive educational content necessary for personal development through psychomotor physical activities regarding reintegration in inclusive education and training.

In order to achieve the goal and its derivatives, we formulated a number of four specific objectives and we identified the activities that we considered necessary to achieve them. We designed these taking into account the logic and chronology of the research, the achievement of each objective being a stage of the research:

Specific Objective 1

Identification, selection and establishment of the target group (children with special needs aged between 12-14 years) through a needs analysis of the educational units from Arges county. Completion period: March 2022 - May 2022

Associated Activities

Information and publicity (month1-month18)

It is an activity that will be carried out continuously and which aims to promote the actions carried out within the project, its results, the effects that the implementation of the project will have on the members of the target group and the quality of education in the schools they come from. The support of ICSSPE will be promoted throughout the project by presenting its visual identity in: flyers, posters, brochures and scientific articles. Also, the promotion will be made digitally on the web pages of the University of Pitesti and the Research Center for Human Performance (CCPU).

The materials for the promotion and dissemination of the project will be elaborated

The communication strategy will be made in the first month of the project and will include information on the tools that will be used in the project, establishing the visual identity, promotional materials will be developed that will be disseminated in the educational units of Arges county, included in the target group and of the Research Center for Human Performance from the University of Pitesti.

In the dissemination of the research results it will be mentioned that the whole approach was carried out under the auspices of the ICSSPE.

The Witty SEM Smart Traffic Light Kit and office supplies will be purchased.

Specific objective 2. Carrying out the preliminary research

related to the proposed project. Completion period: June 2022 - August 2022

Objective Activities

- researching specialized sources related to the project topic and implementing the survey-based survey method, aiming at adapting and creating tests and trials sensitive to the possibilities and needs of institutionalized children, representing one of the creative contributions of our project.
- processing of data resulting from the application of the questionnaire-based survey;
- formulating the purpose of the research, the objectives derived from it, the activities associated with the objectives, establishing the necessary resources and the research team;
- the concrete establishment of the tests and proofs from the experimental research and of the scientific approach.

Specific Objective 3

Carrying out the actual research in connection with the didactic strategies for improving the adapted psychomotor training. Completion period: September 2022 - May 2022.

Objective activities

- The design and implementation of the didactic strategies considered that will lead to the improvement of the adapted psychomotor training, in order to achieve the purpose of the project;
- Experimental implementation of didactic strategies to improve the adapted psychomotor training within the established target group.
- Performing the initial and final testing at the level of the samples of subjects targeted in research;
- Collecting, processing and analyzing data and information resulting from the experiment;
- Elaboration of methodological conclusions and recommendations and drafting of the interim report.

Specific Objective 4

Increasing the inclusiveness of children with special needs aged 12-14 years through inclusive educational content, aiming at adapted psychomotor physical activities by creating a framework for sustainable development. Completion period: June 2023 - August 2023.

Objective activities

- Improving the school situation of students in the schools where the project will be implemented by increasing the frequency of teaching activities, the degree of involvement in classroom activities and extracurricular activities.
- Implementing inclusive educational content that will contribute to the development of teamwork, self-confidence, emotional-emotional regulation.

- c) Elaboration of methodological conclusions and recommendations and drafting of the final report.

Conclusion

To address these challenges, motor interventions for teenagers with SEN should aim to improve their dynamic coordination, laterality, and balance, as these abilities are essential for daily living activities. Interventions should also focus on providing opportunities for sensory integration and stimuli processing to enhance their motor development. Incorporating physical activity and sports into their daily routine can also be beneficial in promoting a more active lifestyle and improving their motor skills. It is important to consider the individual characteristics and needs of each teen when developing interventions to ensure that they are effective and sustainable in the long term. Moreover, it is important to involve parents, teachers, and other professionals in the process of designing and implementing motor interventions to ensure that the teen receives consistent support and reinforcement across different settings. Regular monitoring and evaluation of progress can also help to identify areas that need further attention and adjustment in the intervention approach

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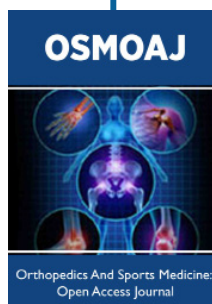


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