Methodology of sustainable social and educational integration based on sports activities for children with disabilities

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CONTENT

Chapter 1. Introduction

Man as a unique and unrepeatable person is at the centre of concerns regarding the implementation of the provisions of the Universal Declaration of Human Rights. Based on the principles proclaimed in the Charter of the United Nations "recognizing the intrinsic dignity, value and equal and inalienable rights of man as the foundation of freedom, justice and peace in the world",[1] have been developed, approved and implemented / being implemented a series of regulations designed to protect the dignity and integrity of all persons, without any discrimination. Among these documents of particular importance we mention: the International Covenant on Economic, Social and Cultural Rights; International Covenant on Civil and Political Rights; International Convention on the Elimination of All Forms of Racial Discrimination; International Convention on the Elimination of All Forms of Discrimination against Women; Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; Convention on the Rights of the Child; Convention on the Rights of Persons with Disabilities; Global Program of Action on Persons with Disabilities; Standard rules on equal opportunities for people with disabilities in influencing the promotion, formulation and evaluation of policies, plans, programs and actions at national, regional and international levels, in order to continue equal opportunities for people with disabilities; sustainable development strategies.

The Convention on the Rights of Persons with Disabilities defines persons with disabilities as " who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others".2

In their interaction with the economic and social environment, people in this category are still exposed to breaches of their dignity and rights, barriers, through discrimination based on disability criteria, aspects highlighted in the above documents, especially in

[1] Convention on the Rights of Persons with Disabilities, adopted in New York by the United Nations Assembly on December 13, 2006, ratified by Romania by Law no. 221/2010. General Assembly on December 13, 2006, ratified by Romania by Law no. 221/2010.
[2] Convention on the Rights of Persons with Disabilities, 2006

the Convention on the Rights of Persons with Disabilities and related annexes. However, through all international and national regulations, a concerted action is desired to implement their provisions and improve the living conditions of people with disabilities in each country. It is also worth mentioning the appreciation regarding "the valued existing and potential contributions made by persons with disabilities to the overall well-being and diversity of their communities, and that the promotion of the full enjoyment by persons with disabilities of their human rights and fundamental freedoms and of full participation by persons with disabilities will result in their enhanced sense of belonging and in significant advances in the human, social and economic development of society and the eradication of poverty,"3

As far as the child is concerned, in all the actions that will be carried out they will be considered exclusively if they are in the child's best interest.

"At the level of the European Union, disability is considered a problem of the whole society, which strengthens the sense of responsibility of the community towards the creation of a friendly environment, physical and attitudinal, for the inclusion of people with disabilities".[4]

And 2030 Agenda has provisions regarding the inclusion of the people in question. Referring to this, the Secretary-General, Antonio Guterres, in the presentation of the United Nations Strategy for the Inclusion of Persons with Disabilities (on 11 June 2019) said: *"By guaranteeing the rights of persons with disabilities, we are moving closer to fulfilling the main promise of the 2030 Agenda – to leave no one behind. Even though we still have a long way to go, important progress has been made towards creating an inclusive world for everyone*."[5]

Education in general and inclusive education in particular is "essential for achieving a high-quality education for all those who study, including those with disabilities, as well as for the development of inclusive, peaceful and fair societies"[6], in a modern approach, without ideas preconceived, centred on children's potential and not on their deficiency or disability. "The Convention on the Child Rights (1989), the World Declaration on Education for All (1990), the Standard Rules for the Equalization

[3] Idem, preamble
[4] http://www.unicef.ro/wp-content/uploads/Brosura-Copiii-cu-dizabilitati-2013.pdf
[5] http://www.irdo.ro/persoane-dizabilitati.php#Publica%C8%9Bii
[6] Convention on the Rights of Persons with Disabilities, 2006, art 24

of Opportunities for Persons with Disabilities (1993) and the Salamanca Framework for Action Declaration (1994) all include actions that prove the growing awareness and understanding of the right of people with disabilities to education".[7]

Once inclusion is accepted as a key factor for the achievement and quality of education of children with disabilities, it is the obligation of the education system to ensure at all levels, the preparation through all curricular and extracurricular activities without discrimination and on an equal basis for all students. In Romania, according to the Report of the National Authority for Persons with Disabilities (ANPD)[8], on 30.09, in 2019 67,639 children were registered, all degrees of disability (severe, pronounced, moderate, low) and all types (physical, somatic, auditory, visual, mental, mental, associated, HIV / AIDS, rare diseases, deaf blindness), representing 8, 06% of the total number of persons (adults and children) in the records.

Speaking about children / students with disabilities, we note that legislative regulations and efforts to implement them are aimed at a real erasure of the discriminations and inequalities to which they have been or are still subjected.

In the current socio-economic context, when education is carried out in a formal and informal setting, teaching-learning is carried out classically (face-to-face), online (on educational platforms) or hybrid (face-to-face combined with online), the school is "an important focal point for efforts to increase physical activity among children and teens"[9], including everyone, without and with disabilities.

As part of the national curriculum, Physical Education and sport is important due to the effects it induces on the children's growth and development and even their lives, in the long term.

By teaching methods and specific means adapted for teaching, practicing and learning, both face-to-face and online, it is possible to achieve positive effects regarding the level of knowledge, the development of motor skills, the development of organized and healthy life behaviours, the development of emotional intelligence for excluding some limitations generated by disabilities, the increase of self-efficacy skills,

[7] Committee for the Rights of Persons with Disabilities - General Comment no. 4 regarding the right to inclusive education, Introduction, p.1 http://irdo.ro/irdo/pdf/190_ro.pdf
[8] http://anpd.gov.ro/web/transparenta/statistici/trimestriale/
[9] Committee on Physical Activity and Physical Education in the School Environment; Food and Nutrition Board; Institute of Medicine; Kohl HW III, Cook HD, editors, (2013), Educating the Student Body: Taking Physical Activity and Physical Education to School, Washington (DC): National Academies Press (US); 2013 Oct 30

the ability to apply them in everyday life. All this leads to a decrease in sedentary behaviour among children / students with different disabilities (to which a number of factors contribute, but also, to some extent, online education in subjects that require more hours in front of a device), obtaining a level of fitness to ensure autonomy and independence in movement.

In this context, Physical education and sports, a component of the education system, have the paths to act in order to include all students in the sports activities. The richness and diversity of the contents specific to different sports, the forms of organization of student groups, the types of curricular and extracurricular activities and especially specific teaching strategies create a friendly environment where the potential of each can be exploited and contribute to maximizing school progress and socialization in line with the goal of full integration.

Chapter 2. The place of methodology in the integrated intervention with the goal of increasing the educational and social inclusion of SEN children

Our project has as a specific objective for SEN children the increase of the level of educational inclusion for these children in mainstream schools, the promotion of inclusive education and the specific approach of a coherent educational path that allows access to an ISCED 3 form of education, if the case enables.

The methodology for approaching these goals, based on sports activities, was grounded on a series of input elements, such as:

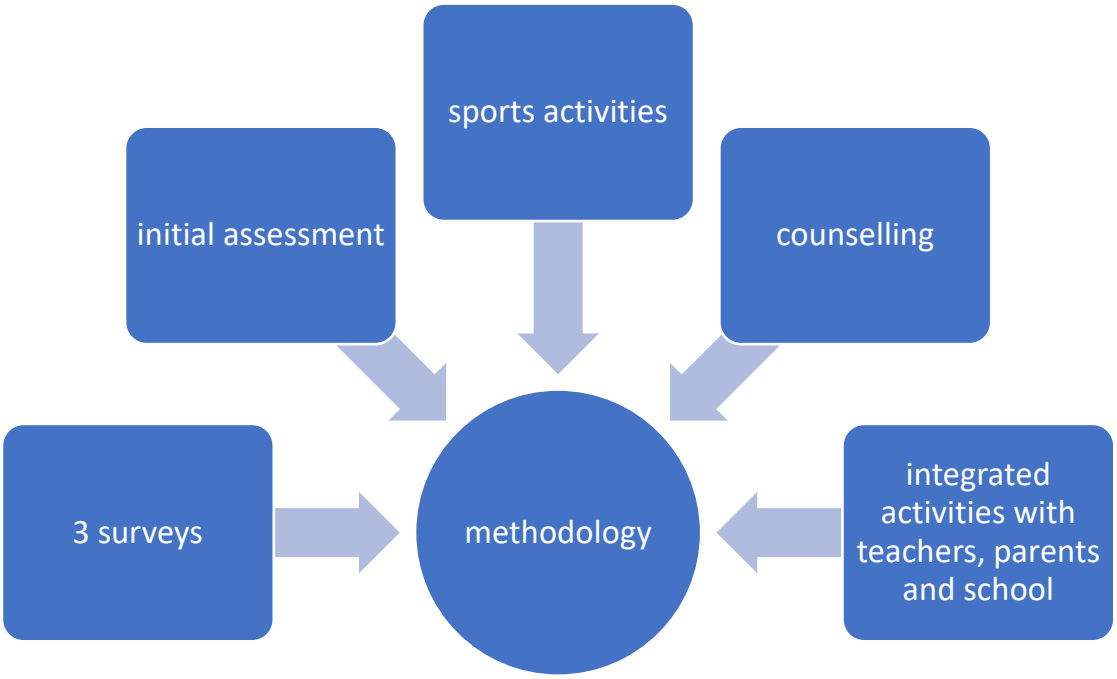


Figure 1

The stages of the methodology preparation were centred, on the one hand, on constant drafting and harmonization of the theoretical support with the information inputs from the territory and, on the other hand, on the permanent harmonization with the needs of the project and with the purpose of the methodology as a future work tool

intended for educational experts but also to other professional categories that will address the integration of children with CES through sporting activities.

The methodology went through several stages of transformation, imposed by the pandemic period, by the continuous changes in the educational system regarding the inclusion of SEN children and by the evolutions of the intervention proposed by the project, as a whole.

The purpose and main action path were described in the *Strategy for the prevention and reduction of children social exclusion and school leaving through sports activities*.

This paper approaches from a methodological point of view the integration of SEN children through various types of sports activities. In the present material we aim to correctly place this methodology in the integration process.

Thus, by applying the work methods described in this work, the development of a set of specific skills is considered, on the one hand, the act of integration and, on the other hand, the education, with a focus on SEN children. For the sustainable integration of this children category in mainstream schools, a concerted action on several levels is needed.

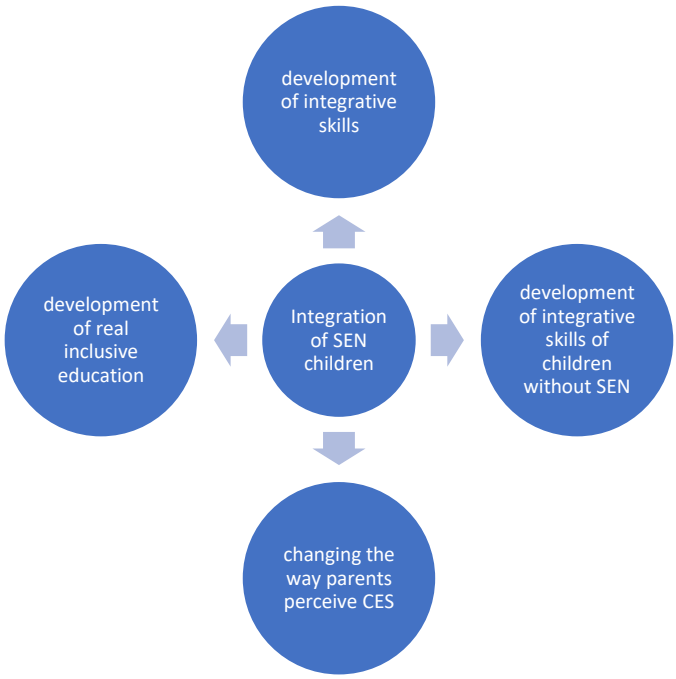


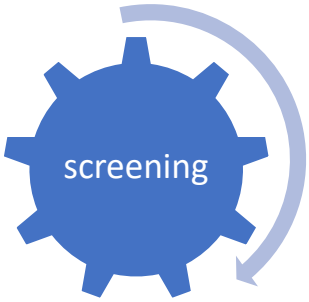
Figure 2

The integration of each child involves changing the entire system where he develops, starting with the rest of the children to the community. Our project proposed the following positioning:

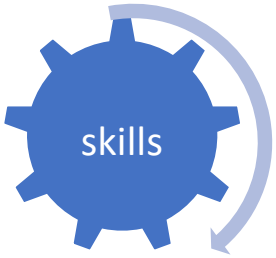
- a SEN child is not a child who has a deficiency, a minus, in relation to the rest of the children, but is a complete, however different child. His integration does not require the rest of the team to give up the education, but it requires the development of personal values that will benefit us in life regardless the environment we find ourselves. A SEN child is not a tolerated child, but represents for all of us an opportunity, a great added value

Another essential element of the methodology is the acceptance that a system, no matter how good it is, can only capture and address the individual and unique needs of each child to a limited extent. For this reason, every child, including SEN ones, needs a set of skills to enable them to navigate and adapt correctly to systems.

This is the foundation of the methodology as well as its place in the integration process. Priority aspects related to methodology, as a central part of working with SEN children.



- The perception of what a SEN child is, is highly subjective and dependent on the expectations of each school
- - There is a very large number of SEN children that are not diagnosed and who do not have access to therapies and adapted curricula due to not being correctly classified as CES



- The methodology implementation leads to the development of skills that will allow SEN children to better integrate into the group.
- A good part of the provided methods are applied separately with the rest of the educational team.

- Inclusive education is not an educational system provided for SEN children, but a system for the entire group.
- Inclusive education does not exclusively refer to investments in infrastructure, but involves transformation at the level of the environment, people, ideas, expectations.

- One of the most important levels of action is the community one. By desegregated activities, gradually, not only the acceptance of SEN children, but also their correct understanding and integration expands at the community level
- This element is essential especially in small communities where CES is often not recognized due to shame, and intra-community communication with families of SEN children being almost non-existent.

Figure 3

The current methodology also aims to emphasize the need for the correct integration of SEN children into mainstream schools. If, by applying the methods described above, SEN children can really integrate into the group, the state of the educational acquisitions' evolution is much more complex and requires a wider integration. Thus, the needs of SEN children in this direction are focused on the following elements:

- the need for adapted curricula and educational means adapted to their needs;
- the need for support teachers that exist from a legislative point of view, but do not exist in reality or, their number is undersized, in a very large number of schools;
- the need for training or professional development of teachers who have SEN children in the class;
- the need for the real identification of a coherent educational path, adapted to the possibilities and wishes of this children category;
- the need to identify and create a typology of non-aggressive and non-discriminatory education and reaction of the behaviours of colleagues and parents of SEN children S;
- perceiving the educational path in groups where there are also SEN children as an opportunity to discover supporting values, understanding, dedication, compassion, developing deep moral values.

In support of these elements, we also present below the relevant conclusions from the 3 studies implemented as part of the project.

"Discrimination against children with disabilities from the autistic spectrum is mentioned especially by teachers from urban areas, from schools with higher overall results, who have faced cases of hostility from groups of parents due to the distribution of these students in classes with increased performance expectations. In this case, SEN students are perceived as a factor lowering the educational level of a class"

"Students with an internalized temperament and with lower indices of adaptation to de-normalized environments and with strongly offensive social codes are marginalized in the new digital context. Children with various types of disabilities that prevent them from effectively using these environments are exposed to a strong

form of marginalization (being practically socially cancelled by the inability to develop an identity in the infosphere)."

"In rural areas, the state of children with disabilities is very difficult, an important number of them not having the opportunity to continue their studies due to the lack of accessibility."

All these conclusions were found from the three 3 studies, the qualitative component to which was answered by the educational experts involved.

We believe that all the experiential elements this methodology describes, based on sports activities, address the needs and challenges of SEN children, described above. That is why this methodology has a central place in the process of integrating these children into mainstream schools, but also in the correct development of a coherent system of inclusive education that includes and involves all children.

Chapter 3. Social integration. National and international issues. Causes of social exclusion

Integration is a term found in many fields of activity, its definition acquiring some aspects specific to the area where the person who defined it works. Thus, integration can be understood as the process by which an individual becomes a "full member of a group or society", involved in their activities; "the process by which people, regardless of race, are allowed to use a place, institution, or organization; the process of combining with other elements into a larger unit or single system".[10]

Integration can be achieved at several levels: physical, functional, personal, social, organizational, societal[11] ("occurs when the integrated child or person with disabilities gains a sense of belonging and full participation in the life of society, which implies roles undertaking").

Social integration is defined as "the process of interactions between the individual or group and the social environment, by which a functional balance of the parties is achieved".[12]

From another point of view, social integration is seen as "the process of assimilation of a person in an ordinary, non-restrictive environment, an essential fusion between his personality and the elements of the system with which he interacts".[13]

A higher level of integration is social inclusion, which aims at "changing attitudes and practices on the part of individuals, institutions and organizations", in such a way that people considered different due to "some deficiencies, ethnicity, socio-economic

[10] Dodescu, A.O. (2004). The concept of integration – an exhaustive economic approach, Annales of the University of Oradea, Economic Sciences, Volume XIII, http://anale.steconomiceuoradea.ro/volume/tom_xiii_2004.pdf, p. 160 - 166.

[11] Ursache, V.A. (2015). Inclusive education in the Romanian school, In: Directions, interventions and innovations in the approach to children with special educational needs, National Symposium, Edition I, http://www.euteindrum.ro/images/brosura-simpozion-final.pdf, p. 53.

[12] Resource and Information Center for Social Professions (2015), Education for social integration, Educator's Manual, http://www.dgaspc-vs.ro/images/ghiseu-informatii/manualul_educatoruluiEDUC_CRIPS.pdf, p. 33.

[13] Bota, A., Teodorescu, S. (2015). Adapted physical activities - social inclusion tool. In: Physical activities adapted for social inclusion, Discobolul Publishing House, Bucharest, p. 9

living conditions, etc., can contribute and participate equally in the life and culture of the community they belong to".[14]

Social integration is a dynamic process, constantly in motion, that must provide the same chances of success to all people. Integration requires effort, both on the part of the person who wants to integrate, but also on the part of the society that must include that person. But there are some social categories (children from disadvantaged backgrounds, women, people with disabilities, etc.) who cannot or do not manage to integrate, although they make obvious efforts. These people must be helped "through facilitation efforts" from the community and "implemented in support policies".[15]

At the national level, the Constitution and other laws support the right to equal opportunities for students with disabilities. At the international level, numerous organizations have initiated efforts aimed at "developing and capitalizing on the skills of people with disabilities by services and opportunities created at the community level, for the benefit of all its members".[16]

The causes of social exclusion

There are many views stating the causes of social exclusion, some more concise, while others provide detailed descriptions.

In summary, the causes leading to social exclusion are:

• age, gender, sexual orientation;

• poverty;

• non-completion of studies or insufficient school preparation;

• insufficient, inadequate participation or non-participation in common activities of the group the student is a part;

• the inability or difficulty of a person to independently carry out certain current activities, personal care, etc.;

[14] Rusu, O.D. (2011). Social integration of people with disabilities – course support, https://www.academia.edu/2174704/INTEGRAREA_SOCIAL%C4%82_A_PERSOANELOR_CU_DIZABILIT%C4%82%C8%9AI, p. 9

[15] Resource and Information Center for Social Professions (2015), Education for social integration, Educator's Manual, http://www.dgaspc-vs.ro/images/ghiseu-informatii/manualul_educatoruluiEDUC_CRIPS.pdf, p. 34

[16] Rusu, O.D. (2011). Social integration of people with disabilities – course support, https://www.academia.edu/2174704/INTEGRAREA_SOCIAL%C4%82_A_PERSOANELOR_CU_DIZABILIT%C4%82%C8%9AI, p. 9

• the inability or difficulty of a person to relate to institutions, communities or peers in the community of which he is a part;
• the opinion / opinions of a student or his attitude / different attitudes towards certain events, institutions or persons;
• the geographical or social area where the students come from;
• the impossibility of having access to goods and services;
• non-involvement in political activity;
• isolation due to personal opinions or as a result of the attitude of others towards the respective student;
• limited access to new technologies and modern means of communication.

At the European level, a matrix[17] has been created that includes several determinants of social exclusion at different stages of life (Table 1).

Table 1. Matrix of domains that can play an important role in social exclusion

Resources	Material / economic resources Access to public and private services Social resources
Participation	Economic participation Social participation Culture, education and skills Political and civic participation
Quality of life	Health and well-being Life style

Ministry of Labour, Family and Social Protection, 2009

Another approach[18] states 6 levels of social exclusion that can incur internal influences (dependent on the individual) or external influences (dependent on the environment):

[17] Ministry of Labour, Family and Social Protection (2009). Together is better, Campaign to promote social inclusion, http://www.mmuncii.ro/pub/imagemanager/images/file/Domenii/Incluziene%20si%20asistenta%20sociala/PHARE 2006-Constientizare-incluziene/220110CNCIS-Impreuna_e_mai_bine. pdf, p. 3.
[18] Arpinte, D., Baboi, A., Cace, S., Tomescu (Doboş), C., Stanescu, I. (2008). Social inclusion policies. In: Quality of Life, XIX, no. 3 – 4, https://www.revistacalitateavietii.ro/2008/CV-3-4-2008/07.pdf, pp. 339 – 364.

• at the individual level (age, ethnicity, disability, etc.);
• at family level (children, care responsibilities);
• at community level (environment, social services);
• locally (transport, labour market);
• nationally (social insurance);
• globally (migration, climate change).

Chapter 4. The special school versus the inclusive school

The national education system provides access to education for all students. For those with disabilities, "educational programs adapted to the degree of impairment and their developmental needs"[19] are provided. For each degree and type of deficiency (mental, auditory, visual, locomotor or related), special schools have been established providing these students with quality "specialized teachers, education and psycho-pedagogical intervention"[20], at different levels of intervention.

In some special schools, the same contents, school training and specialization applied in mainstream schools are followed, but they also resemble special education in terms of structure, form of organization and teaching / learning strategies. Other schools adapt the learning process and "develop a customised intervention plan with goals specific to psycho-individual development needs and possibilities".[21]

In order to clarify the concepts, a definition of the following terms is required:

- ✓ *inclusive education*[22] - "permanent process of improving the school institution with the aim of exploiting the existing resources, especially human resources, to support the participation in the educational process of all people within a community;"
- ✓ *(school) inclusion*[23] - "the permanent process of improving the services provided by educational institutions in order to include in the education process all members of the community, regardless of their characteristics, disadvantages or difficulties;"

[19] Ministry of Education and Research, Special Education, https://www.edu.ro/invatamant-special.
[20] Ministry of Education, Research, Youth and Sports (2011). Methodology regarding the organization of educational support services for children, students and young people with special educational needs integrated in mainstream education, Order no. 5574 of October 7, 2011, published in the Official Gazette no. 785 of November 4, 2011, p. 2.
[21] Ministry of Education and Research, Special Education, https://www.edu.ro/invatamant-special.
[22] MECTS, OMECTS no. 5574/2011, Methodology regarding the organization of educational support services for children, students and young people with special educational needs integrated in mainstream education, Annex 1, p. 2, https://www.edu.ro/sites/default/files/_fi%C8%99iere/Invatamant-Preuniversitar/2016/special/ORDIN%205574_2011_Ordin_si_Metodologie_servicii_sprijin_educa%C5%A3ional_tinerii_CES_integra%C8%9Bi_%C3%AEn_%C3%AEnv_de_mas%C4%83.pdf
[23] MECTS, OMECTS no. 5574/2011, Methodology regarding the organization of educational support services for children, students and young people with special educational needs integrated in mainstream education, Annex 1, p. 2,

- ✓ *inclusive school*[24] - "the educational unit where education is provided for all children and represents the most effective means of fighting attitudes of discrimination and segregation. Children / Students from these educational units benefit from all educational, psychotherapeutic, medical and social rights and services, according to the principles of social inclusion, equity and ensuring equal opportunities;"
- ✓ *integrated education*[25] - "represents the participation in the program of mass schools / ordinary classes or special schools / educational services of children assessed and diagnosed as having special educational needs or any form of disability." The concept of integrated education for "disabled students began to take shape in the early 1970s in the Scandinavian countries, Italy, Great Britain, USA, Canada, Australia and Israel."[26]
- ✓ *special education*[27] - "refers to the adaptation of the educational process, as well as to the specific intervention (recovery and rehabilitation activities) for students who fail to reach, within general education, the educational and social levels corresponding to their age"; "the set of processes for implementing programs, learning activities and complex assistance for recovery, compensation, psychotherapeutic, medical, social, cultural, adapted to people who do not manage to independently reach, temporarily or throughout the schooling, an appropriate level of development, for shaping the basic skills in order to prepare for adult life;"[28]

[24] MECTS, OMECTS no. 5574/2011, Methodology regarding the organization of educational support services for children, students and young people with special educational needs integrated in mainstream education, Annex 1, p. 2,
[25] Gherguț, A. (2006). Psycho-pedagogy of people with special needs. Differentiated and inclusive strategies in education, Polirom Publishing House, Iasi, p 250
[26] Manea, L. (2006). Disability as a risk factor regarding access to education services, Romanian Academy Publishing House, Quality of Life Research Institute, year XVII, Bucharest, p. 41 - 60
[27] Gherguț, A. (2006). Psycho-pedagogy of people with special needs. Differentiated and inclusive strategies in education, Polirom Publishing House, Iasi, p 250
[28] MECTS, OMECTS no. 5574/2011, Methodology regarding the organization of educational support services for children, students and young people with special educational needs integrated in mainstream education, Annex 1, p. 2

- ✓ *special school*[29] - "educational unit where specialized teachers provide education and psycho-pedagogical intervention for people with different types and degrees of disabilities / deficiencies;"
- ✓ *special primary education level 1*[30] (ISCED 2011) - "includes educational institutions where children and young people with physical, sensory and intellectual deficiencies are enrolled in order to train, educate, correct deficiencies according to the nature and degree of deficiency and their integration into active life;"
- ✓ *level 2 special secondary education*[31] - (ISCED 2011) - "includes educational institutions where children and young people with physical, sensory and intellectual deficiencies are enrolled in order to train, educate, correct deficiencies according to the nature and degree of the deficiency and integrate them into active life;"
- ✓ *special high school*[32] - "the educational unit that organizes and carries out the teaching-learning-assessment process especially for students / young people with sensory and motor impairments;"
- ✓ *special vocational school*[33] - "the school institution that, by organizing and carrying out the teaching-learning-assessing process, facilitates the socio-professional integration of students by the certification of professional qualifications."

[29] MECTS, OMECTS no. 5574/2011, Methodology regarding the organization of educational support services for children, students and young people with special educational needs integrated in mainstream education, Annex 1, p. 2
[30] http://www.insse.ro/cms/sites/default/files/field/publicatii/sistemul_educational_in_romania_2016_2017.pdf, p. 12
[31] http://www.insse.ro/cms/sites/default/files/field/publicatii/sistemul_educational_in_romania_2016_2017.pdf, p. 12
[32] MECTS, OMECTS no. 5574/2011, Methodology regarding the organization of educational support services for children, students and young people with special educational needs integrated in mainstream education, Annex 1, p. 4
[33] Ministry of Education, Research, Youth and Sports (2011). Methodology regarding the organization of educational support services for children, students and young people with special educational needs integrated in mainstream education, Order no. 5574 of October 7, 2011, published in the Official Gazette no. 785 of November 4, 2011, p. 4

Figure 4 shows the implications of each term and the differences between them: inclusion, exclusion, integration and segregation.[34]

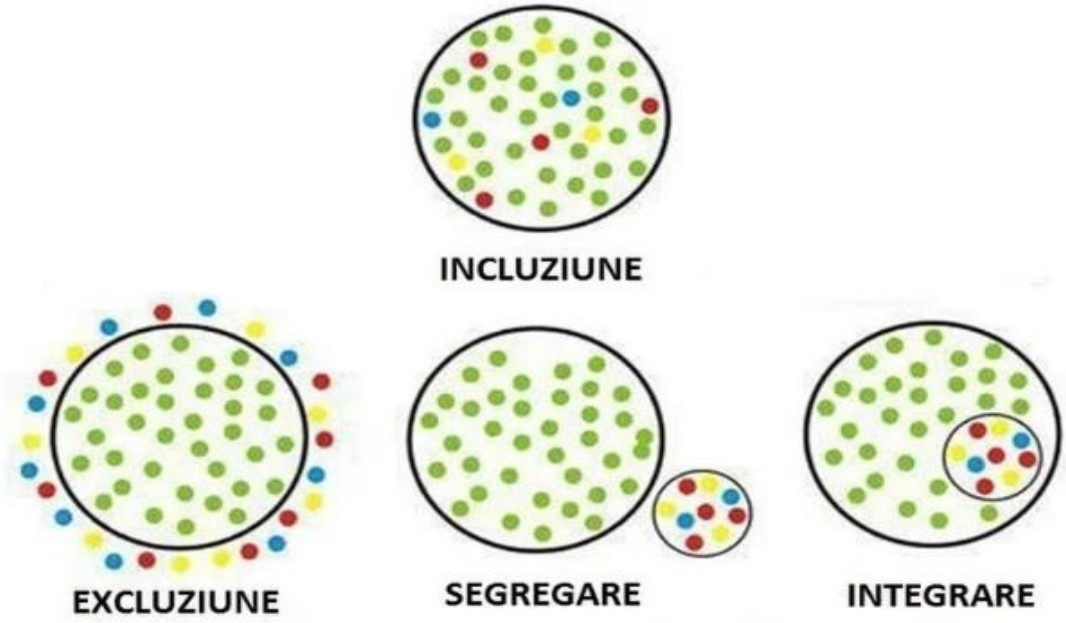


Figure 4. Visual presentation of the terms: inclusion, exclusion, segregation and integration

Following the international model, after 1990, inclusive schools were also established in Romania that provide "education for all children"[35], without discrimination of gender, age and above all deficiency.

Another important step, achieved in 1990 at the level of higher education, was represented by "the establishment of faculties that trained specialists in the field".[36] In the same year, the Parliament of Romania, by law no. 18/1990, ratified the Convention on the Rights of the Child, a law that represented a milestone in the history of inclusive education.

[34] Turza, M.M. (2017). Online module: Introductory course on inclusive education, European Centre for the Rights of Children with Disabilities, http://educatieincluziva.info/ce_este_educatia_incluziva.

[35] Ministry of Education, Research, Youth and Sports (2011). Methodology regarding the organization of educational support services for children, students and young people with special educational needs integrated in mainstream education, Order no. 5574 of October 7, 2011, published in the Official Gazette no. 785 of November 4, 2011, p. 3

[36] Gherguț, A. (2006). Psycho-pedagogy of people with special needs. Differentiated and inclusive strategies in education, Polirom Publishing House, Iasi, p 85

Also, to facilitate the integration of children with disabilities in mainstream schools, itinerant and support teachers have appeared who offer specialized services to them. These teachers have several duties, including "curriculum adaptation in partnership with classroom teachers[37]". Also, "consulting services for teachers in the inclusive school, other students, family and community"[38] were created, so that an important aspect of modern education could be achieved - "adaptation to the children needs, whatever those needs may be and whatever the children are - whether they are SEN children", whether they are simply children with a slower pace of learning.[39]

Teaching in an inclusive classroom is more demanding for the teachers, as they have to individualize teaching for each student's level of understanding, but this way meets the current desirability of student-centred learning.

Another important aspect is mentioned in article 21 of the "Methodology regarding the organization of educational support services for children, students and young people with special educational needs integrated in mainstream education", it provides that, for inclusive classes / groups, certain facilities can be created, namely reducing the numbers by 2 students / children for each integrated student / child.

Also, the inclusive school provides children with and without disabilities the opportunity to progress, by "equal access to education"[40]. Other advantages:[41],[42],[43],[44]

• children are treated as an integral part of the class, developing their sense of belonging to the group and self-confidence;

• easier acceptance of diversity and appreciation of the potential of the other students in the class;

[37] Ministry of Education, Research, Youth and Sports (2011). Methodology regarding the organization of educational support services for children, students and young people with special educational needs integrated in mainstream education, Order no. 5574 of October 7, 2011, published in the Official Gazette no. 785 of November 4, 2011, p. 9

[38] Ministry of Education, Research, Youth and Sports (2011). Methodology regarding the organization of educational support services for children, students and young people with special educational needs integrated in mainstream education, Order no. 5574 of October 7, 2011, published in the Official Gazette no. 785 of November 4, 2011, p. 6

[39] Draghici, T.V. (2018). The inclusive school – a necessity in today's education, Edict – Education magazine, no. 3, Agata Publishing House, https://edict.ro/scoala-incluziva-o-necesitate-in-educatia-actuala/

[40] Pavel, G. (2018). Inclusive education in the Romanian school, Edict – Education magazine, no. 3, Agata Publishing House, https://edict.ro/educatia-incluziva-in-scoala-romaneasca/

[41] Draghici, T.V. (2018). The inclusive school – a necessity in today's education, Edict – Education magazine, no. 3, Agata Publishing House, https://edict.ro/scoala-incluziva-o-necesitate-in-educatia-actuala/

[42] Sultana, R. (2018). Inclusive education: respect, solidarity, integration, Edict – Education magazine, no. 3, Agata Publishing House, https://edict.ro/educatie-incluziva-respect-solidaritate-integrare/

[43] Butaciu, C.M. (2018). Inclusive teaching methods, Edict – Education magazine, no. 3, Agata Publishing House, https://edict.ro/modalitati-de-predare-incluziva

[44] Turza, M.M. (2017). Online module: Introductory course on inclusive education, European Centre for the Rights of Children with Disabilities, http://educatieincluziva.info/ce_este_educatia_incluziva

• awareness of other colleagues' needs and finding solutions to satisfy them;
• development of thinking and language with direct effects on communication skills, which allows a permanent exchange of information;
• educating creativity;
• creating models represented by peers without impairments;
• facilitating socialization between students with and without impairments, which triggers the responsibility and empathy of some towards others.

At the national level, a SWOT analysis of inclusive education in Romania[45] was carried out, which highlights both the positive and negative aspects, as well as the opportunities and threats of this type of education.

We present below only the identified weaknesses and opportunities in order to provide support for future work:

Weaknesses:[46]

• insufficient or non-existent specialized staff, in certain schools, reduced individualized support;
• lack of initial training of teachers and school managers in dealing with students with special educational needs;
• insufficient knowledge by teaching staff of some educational techniques and methods suitable for people with disabilities;
• lack of equipment and materials suitable for people with disabilities (furniture, computers, access ramps, etc.);
• lack of an inclusive, flexible curriculum and customised educational plans;
• non-existence of minimum standards for assessing the acquired skills;
• busy and complicated school programs that do not consider the child's development and education needs;
• negative attitude of some teachers towards students with disabilities;
• increased number of students in the class;
• lack of rewards / appreciations or financial co-interests of teaching staff;
• economic and material shortages related to the general education system;

[45] Somtelecan, A.L. (2019). SWOT analysis regarding inclusive education in Romania, In: Edict – Education magazine, no. 5, https://edict.ro/analiza-swot-cu-privire-la-educatia-incluziva-in-romania/
[46] Somtelecan, A.L. (2019). SWOT analysis regarding inclusive education in Romania, In: Edict – Education magazine, no. 5, https://edict.ro/analiza-swot-cu-privire-la-educatia-incluziva-in-romania/

• fear of labelling the school as a "special school";
• insufficient support given to inclusive schools and parents of children with disabilities;
• low or non-existent involvement of parents of children with disabilities as active partners in the development of individualized educational plans;
• lack of collaboration with public authorities;
• non-existence of resource centres for psycho-pedagogical assistance;
• reduced or non-existent support for young people with disabilities on the labour market.

Opportunities:[47]

• collaborative learning, which contributes to the cognitive and socio-affective development of the child with disabilities;
• teamwork, partnership lessons;
• changes in perception at the social level, regarding people with disabilities;
• collaboration and exchange of experience between schools;
• partnerships with foundations, NGOs.

Internationally, there are a number of agreements, legislative provisions and official documents that support the rights of children with disabilities to learn in inclusive classes, obviously where the degree and type of disability allows it. At the same time, various conferences were organized whose topics target the category of people already mentioned.

Among the existing agreements we list:
- UNESCO Convention against discrimination in education;
- The United Nations Convention on the Rights of the Child;
- The European Convention for the Protection of Fundamental Human Rights and Freedoms.

Table 2 shows the documents and events held at the international and national level, aimed at the integration of children with disabilities:

[47] Somtelecan, A.L. (2019). SWOT analysis regarding inclusive education in Romania, In: Edict – Education magazine, no. 5, https://edict.ro/analiza-swot-cu-privire-la-educatia-incluziva-in-romania/

Table 2. Legislative documents and events related to the integration of students with disabilities

Year	International documents / events
September 10, 1948	The Universal Declaration of Human Rights, adopted by the UN General Assembly
May 20, 1958	Declaration of the Rights of the Child, proclaimed by resolution 1386 (XIV) of the General Assembly
1960	Convention against Discrimination in Education, United Nations
1981	The declaration by the UN of the year as the International Year of Persons with Disabilities
November 20, 1989	The Convention on the Rights of the Child
1990, ratified in 2004 and subsequently in 2006	Individuals with Disabilities Education Act
1983-1992	Declaring the period as the Decade of Persons with Disabilities and adopting the World Program of Action by a UN General Assembly Resolution
1990	UNESCO Conference of Ministers of Education in Jomtien, Thailand / World Declaration on Education for All, Jomtien
December 3 (since 1992)	Declaring the day as the International Day of Persons with Disabilities
1993	The standard rules for equalizing opportunities for people with disabilities in integrated contexts, document adopted by the UN General Assembly
June 1994	The World Conference on Special Education, under the auspices of UNESCO in Salamanca, Spain
1995	World Summit on Social Development in Copenhagen

7 December 2000 (2000/C364/01)	The Charter of Fundamental Rights of the European Union
2000	The World Forum on Education for All, organized in Dakar
2003	European Council Resolution on equal opportunities in education and training for pupils and students with disabilities
April 5, 2006	Action plan for the promotion of the rights and full participation of people with disabilities in society: increasing the quality of life of people with disabilities in Europe 2006 - 2015
December 13, 2006	United Nations Convention on the Rights of Persons with Disabilities
2007	"Young People's Vision in the field of Inclusive Education" Declaration, Lisbon
July 30, 2009	Convention on the Rights of Persons with Disabilities
December 1, 2009	The Treaty of Lisbon
2006 and revised in 2010	The Law of Equality
2011	Guidelines for Community-Based Rehabilitation
2013	European Commission document "Support for children with special educational needs"
2013	Recommendation of the Council of Ministers of the Member States of the Council of Europe for ensuring the total society inclusion of children and young people with disabilities
2010 – 2020	The European Strategy for People with Disabilities - "A renewed commitment to a Europe without barriers."
Year	National documents / events
1924	Education Law - the establishment of differentiated classes in mass schools: for students with mental deficiencies, with health problems, with visual impairments and for the deaf and deaf-mute
1995	Education Law no. 84

1998	Ministry of National Education Order 4323
1999	Ministry of National Education Order 3796
1999	Ministry of National Education Order 4378
2005	Government Decision no. 1251
2006	Law no. 448 regarding the protection and promotion of the rights of persons with disabilities
2006 – 2013	National Strategy for the protection, integration and social inclusion of disabled persons "Equal opportunities for disabled persons - towards a society without discrimination"
2008	MECT order 5236
2010	Government Decision no. 89
2011	National Education Law no. 1
2014 – 2020	The National Strategy regarding the social inclusion of people with disabilities - Ministry of Labour, Social Protection and the Elderly

The state of the number of special schools existing in Romania, by county, was presented in the document Education - (lack of) chance for integration of children with disabilities in Romania - October 2014, implemented by the "Speranta" Foundation of Empowerment from Timisoara, in partnership with the Institute for Public Policies (IPP), financed by the SEE Grants 2009 - 2014, within the NGO Fund[48] in Romania and is highlighted in figure 5.

[48] http://dizabnet.ro/wp-content/uploads/2016/01/IPP_Funda%C8%9Bia-Speran%C8%9Ba-_Studiu-educatie-incluziva_var-in-lucru.pdf, p. 17

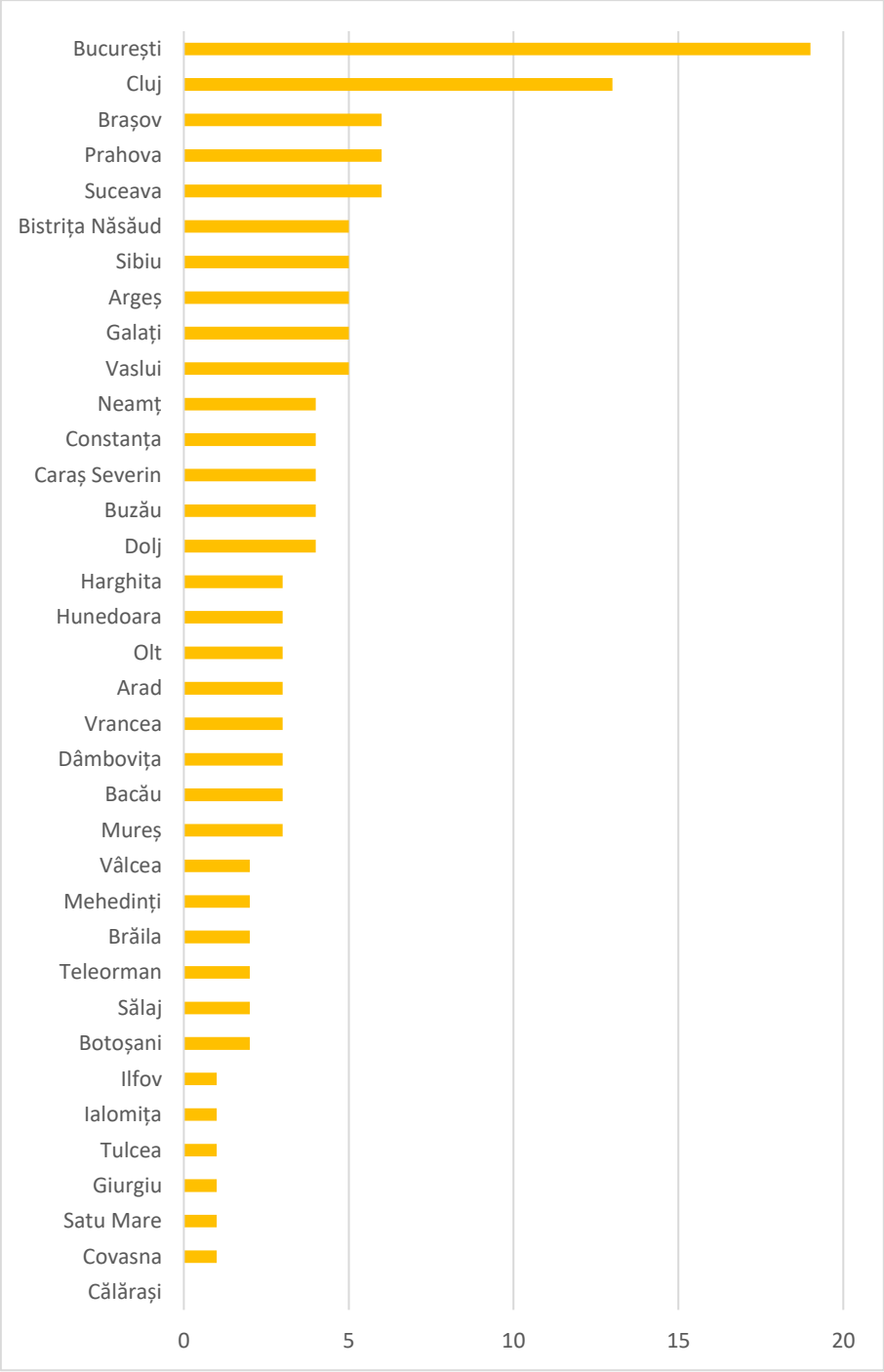


Figure 5. Number of special schools in Romania, distribution by county[49]

The graph shows that in 2014, the number of special schools in Romania educating children with disabilities was of 137 special education units.

[49] http://dizabnet.ro/wp-content/uploads/2016/01/IPP_Funda%C8%9Bia-Speran%C8%9Ba-_Studiu-educatie-incluziva_var-in-lucru.pdf, p. 17

According to the Order on the approval of the Regulation regarding the organization and operation of special and special integrated education[50], the goals are:

a) prevention or early detection of deficiencies, inabilities and handicaps;

b) early educational intervention;

c) global and customised approach of the SEN child or other types of educational needs; this aspect refers to the identification, valorisation and stimulation of all existing or potential cognitive, language, psychomotor, affective-relational and social-adaptive capacities and availabilities;

d) access to education for all SEN children or other types of educational needs;

e) equalization of chances;

f) ensuring quality education similar to that provided to children of the same age in mass schools;

g) ensuring specialized quality education, appropriate to the particularities specific to the type and degree of deficiency of each student and in accordance with the framework plans and school programs approved by the Ministry;

h) ensuring the necessary services and support structures depending on the extent, intensity and specificity of each SEN child;

i) cooperation and partnership in special and integrated special education;

j) cooperation and partnership between institutions providing special education services and local authorities.

The European Centre for the Rights of Children with Disabilities launched on 11.01.2019, in Bucharest, Europa Cares - t*he first European civic initiative dedicated to the education of people with disabilities*[51] and several points of view were expressed in relation to the access to education of people with disabilities. Among them we mention:

[50] Ministry of Education, Research, Youth and Sports (2011). Order on the approval of the Regulation on the organization and operation of special and special integrated education. http://oldsite.edu.ro/index.php/articles/16576

[51] https://editiadedimineata.ro/europa-cares-prima-initiativa-civica-europeana-dedicata-educatiei-persoanelor-cu-dizabilitati/

- ✓ The European Union (EU) does not have legislation dedicated to the education of people with disabilities; the urgent drafting of a law at the EU level was suggested;
- ✓ more than 70 million people with disabilities live in the EU, of which almost 20% (15 million) are children; at the EU level, only 2 out of 5 students with disabilities graduate school and more than 40% do not acquire any qualifications when leaving the education system;
- ✓ Romania is no exception to this worrying picture, being at the top of the statistics (72,000 children with disabilities) related to non-schooling of children with disabilities, exclusion and segregation; over 18,000 children with disabilities are out of any form of education and over 30,000 are isolated in special schools;
- ✓ those who attend mass schools do not benefit from support services and accessibility necessary to have access to quality education;
- ✓ to reach their potential, children with disabilities require: community intervention services, specialized support teachers, adapted curriculum, assistive technologies, differentiated assessments, accessibility, new teaching aids, transition to the labour market.

The same European Centre for the Rights of Children with Disabilities, by the study carried out by Europa Cares, presented the following statistical data regarding the schooling of children with disabilities[52] (Figure 6):

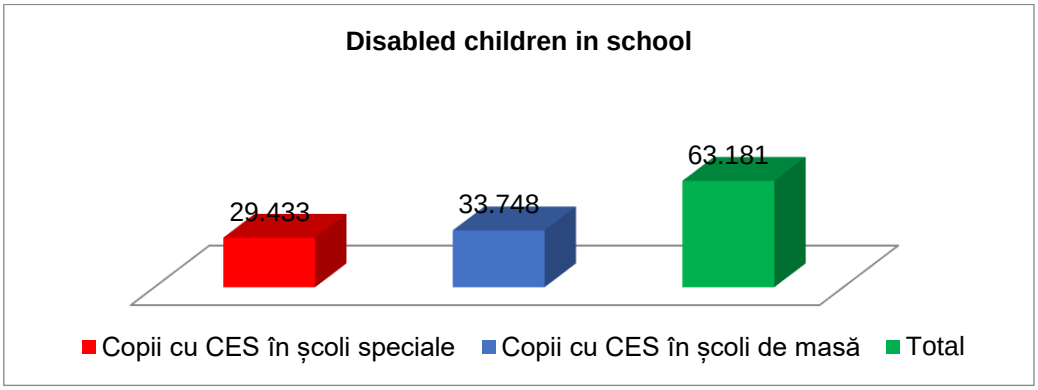


Figure 6. Number of children with disabilities attending school in Romania

(SEN children in special schools, SEN children in mainstream school, Total)

[52] https://editiadedimineata.ro/europa-cares-prima-initiativa-civica-europeana-dedicata-educatiei-persoanelor-cu-dizabilitati/

Studies by the relevant Ministry claim that approximately half of students with disabilities are enrolled in mainstream education[53] (Figure 7).

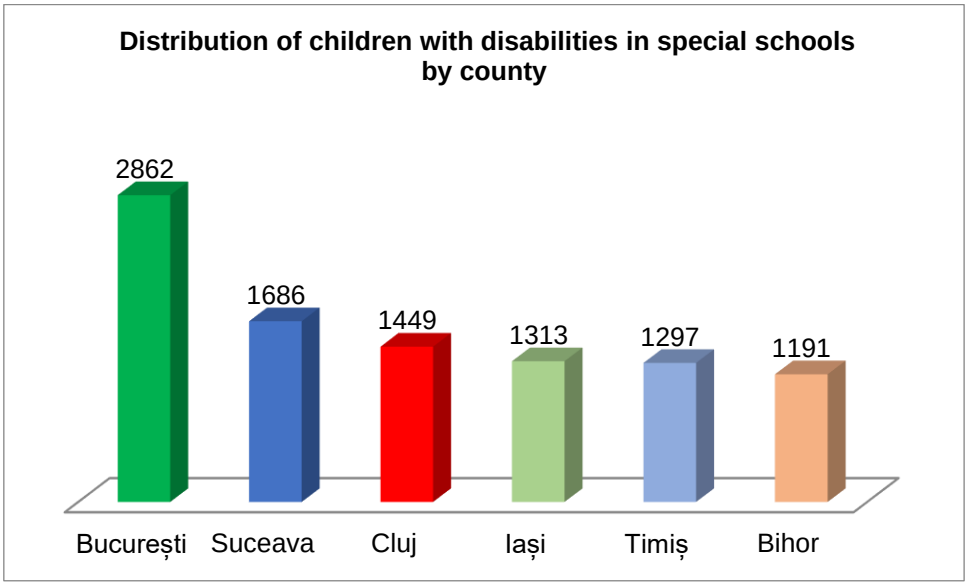


Figure 7. Distribution of children with disabilities from special schools, by county

The United Nations created the Convention on the Rights of Persons with Disabilities, which in Article 24, regarding education, recognizes the right of persons with disabilities to education, without discrimination and observing the principle of equal opportunities. It mentions an inclusive education system at all levels.
All these institutions have campaigned and campaign for the rights of children with disabilities, equal opportunities for education together with their peers.

[53] Ministry of Education and Research. Special education https://www.edu.ro/invatamant-special

Chapter 5. Models for integrating students with special educational needs

The integration of children with disabilities in mainstream school classrooms has brought with it a new challenge for the teaching staff in these educational units, staff without special psycho-pedagogical training.

For these children, teachers must adapt the content of the educational instructional process to the type of disability they have, to their intellectual possibilities, to their cognitive interests and learning styles. Thus, children with disabilities can go through the subject at their own pace, benefiting from additional explanations.

As a result of direct work with these students[54],[55], it was concluded that the most effective methods of integration are:

• expository methods (telling, exposition, explanation, description) that must use a language adapted to the children's level of understanding; also, one must speak clearly, the explanation must be precise and systematized; It is also necessary to speak clearly, the explanation to be precise and systematized. Questions must constantly be asked to verify what children with disabilities have understood; it is recommended that verbal presentations be accompanied by intuitive materials, which fix the presented information;

• stimulation methods (didactic game, dramatization) that are used especially for students with sensory and mental deficiencies; they have the role of involving children in real situations and stimulating their communication; through direct involvement in the activity, students have the opportunity to experience certain emotions, but also to socialize with non-disabled colleagues;

• the demonstration method allows a direct understanding of what is to be learned.

Through long -term practice, knowledge is acquired and, in motor activities, skills are strengthened and perfected.

[54] Spiridon, G. (2018). Edict - Education magazine, no. 4, https://edict.ro/modalitati-de-integrare-a-copiilor-cu-cerinte-educative-speciale-in-invatamantul-de-masa/

[55] Diaconu, M. (2015). Every child has the right to build his future, In: Directions, interventions and innovations in the approach to children with special educational needs, National Symposium, 1st edition, http://www.euteindrum.ro/images/brosura-simpozion-final.pdf, pp. 44 - 45

In practice, it is possible to work frontally or individually with children with disabilities, but also working in teams where they can cooperate[56],[57] and collaborate with their colleagues is very effective.

This approach to integration methods leads to a variety of results[58], as follows:

- increasing the motivation of children with and without disabilities for the learning activity;
- positive attitude towards the teacher and the subject that is easier to understand;
- better, more tolerant relationships with all colleagues;
- developing the capacity to adapt to new, known and even unknown situations, as well as increasing the capacity for effort;
- mutual trust and effective communication.

Integration, seen by S.L. Kasser and R.K. Lytle[59] as an environment in which children with and without disabilities are educated together, allows everyone to be educated with the same methods and means, the gains also arising from the relationships that appear between the children during the activity together. Furthermore, UNESCO[60] supports equal opportunities for participation and the inclusion of students with special educational needs by "adapting, complementing and making education more flexible".

Today, more than 60% of students with disabilities[61] spend more than 80% of their school time in classrooms and co-curricular activities with non-disabled peers. Thus, we moved from the medical pattern of the separate approach of special educational needs to the social one, the differences between them being presented in table 3:

[56] Spiridon, G. (2018). Edict – Education Magazine, no. 4, https://edict.ro/modalitati-de-integrare-a-copiilor-cu-cerinte-educative-speciale-in-invatamantul-de-masa/
[57] Sultana, R. (2018). Inclusive education: respect, solidarity, integration, Edict –Education Magazine, no. 3, https://edict.ro/educatie-incluziva-respect-solidaritate-integrare/
[58] Verdet, G. (2015). Adapting the teacher to the level and learning style of the class. In: Directions, interventions and innovations in approaching children with special educational needs, National Symposium, First Edition, http://www.euteindrum.ro/images/brosura-simpozion-final.pdf, p. 10, as adapted by us.
[59] Kasser, S.L., Lytle, R.K., 2005. Inclusive physical activity – a lifetime of opportunities. Editura Human Kinetics, Champaign, IL., p. 5.
[60] Balan, V., Borta, L., Botnari, V ,. 2017. Inclusive education, Course unit, revised and amended edition, Bons Offices Publishing House, Chisinau, p. 20.
[61] Gilmour, A.F., 2018. Has Inclusion Gone Too Far?, 2018. Education Next, volume 18, no. 4, p. 9 – 16, https://www.educationnext.org/has-inclusion-gone-too-far-weighing-effects-students-with-disabilities-peers-teachers/

Table 3. Patterns of approaching special educational needs

Medical pattern	**Social pattern**
diagnosis	assessment; identification of needs
focus on disability	focus on skills
institutionalization	providing assistance
family separation	family and school education in the community
exclusion from the community / society	social inclusion

V. Balan, L. Borta, V. Botnari, 2017, p. 22

A more complete model of integration emphasizes skills and creates a context for maximizing success[62] (Table 4) by including information on health, equality, respect, valuing all participants and focusing on their skills, independence, etc., which belong to some different integration patterns:

Table 4. The parts of the inclusive skills pattern, S.L. Kasser and R.K. Lytle, 2005, p.14

Focus	**Origin**	**Consequences in physical activity**
Person focusing	Medical pattern	- adverse effects of the activity - recommendations for activity (medical risks)
	Social minority pattern	- labels removal - equality for all individuals - achievement versus helplessness

[62] Kasser, S.L., Lytle, R.K., 2005. Inclusive physical activity – a lifetime of opportunities. Human Kinetics Publishing House, Champaign, IL., p. 13 – 14.

	Social barriers pattern	- focus on context - personal development and achievements
Context focusing	WHO pattern	- barriers removal - adaptations

Over time, a series of general models for the integration of students with special educational needs[63] in mainstream school classes have emerged:

• *the model of the cooperation of the mainstream school with the special school* – the mainstream school coordinates the integration of students with special educational needs, and the teachers actively cooperate in preparing the content to be taught, the materials and the means to be used, also creating a comfortable environment for all students; the advantages of this model are represented by the minimum expenses and the valorisation of the experience of the teaching staff from both schools; the integration of students with deficiencies is, however, restricted because they will continue their extracurricular activity in the special school;[64]

• *the model based on the organization of a class with students with disabilities in mainstream school* - facilitates interaction and gives students the opportunity to get to know each other; this can only be achieved with the help of teachers and specialists who facilitate interaction; the model is criticized by some specialists who claim that integration of disabled students cannot be supported; furthermore, the separation in classes does not provide the possibility of a real interaction between the students, and, over time, obvious delimitations appear; at the same time, practice has proved the difficulty of applying[65] this integration model;

• *the model based on setting up in the regular school of a space or a room for training and resources for disabled students, integrated individually in regular classes in the mainstream school* - assumes the existence of the support teacher who works with the

[63] Integration of SEN children, https://www.academia.edu/28754880/Integrarea_copiilor_cu_ces
[64] Brasoveanu, E., 2005. Models and forms of achieving integrated education. Didactica Pro, Journal of educational theory and practice, no. 4(32), September, p. 40, http://www.prodidactica.md/revista/Revista_32.pdf.
[65] Brasoveanu, E., 2005. Models and forms of achieving integrated education. Didactica Pro, Journal of educational theory and practice, no. 4(32), September, p. 41, http://www.prodidactica.md/revista/Revista_32.pdf.

disabled students in the specially space, but also in the classroom when he collaborates directly with the teaching staff who coordinates the activity;

• *the itinerary model* – facilitates the integration of a small number of students with disabilities who live in the vicinity of the mainstream school; they participate in school activities, but are permanently supervised by an itinerant teacher who is a teacher specialized in a certain type of impairment;

• *the common model* – it is similar to the previous model, only the itinerant teacher takes care of the education of all children with disabilities in a certain area, helps them, monitors their progress, collaborates with teachers and parents and intervenes every time problems arise.

The integration of students with disabilities in the sports activity has generated many discussions. It is certain that adapted sports activity is or should be part of the therapies provided to all people with disabilities, especially people between the ages of 3 and 21.[66]

The adapted sports activity must consider the real needs of the disabled student and must be integrated within an individualized educational plan[67]. Moreover, the sports activity is organized, in a non-restrictive environment and is coordinated by a team made up of qualified staff (the number of these specialists is conditioned by the severity of the disability).

Another pattern of integration in sports activity belongs to Lieberman and Houston-Wilson[68] and consists of several options that range from segregation to total inclusion. Students can move freely between the different levels of inclusion, based on real needs.

S.L. Kasser[69] believes that the inclusion of students with special educational needs in sports activities alongside non-disabled students must consider:

[66] Assistance for education of all children with disabilities, Public Law 105 – 17, June 4, 1997', Part b, p. 1, https://ectacenter.org/~pdfs/idea/pl105-17partB.pdf.
[67] Lieberman, L.J., Houston-Wilson, C., 2002. Strategies for inclusion. A handbook for physical educators. Editura Human Kinetics, Champaign, IL, p. 6.
[68] Lieberman, L.J., Houston-Wilson, C., 2002. Strategies for inclusion. A handbook for physical educators. Editura Human Kinetics, Champaign, IL, p. 8 – 9.
[69] Kasser, S.L., 1995. Inclusive games – movement fun for everyones . Editura Human Kinetics, Champaign, IL, p. 7 – 9.

• *appropriate motivation* - students to participate by carrying out various activities; emphasis will be placed on the movements to be performed, not on the outcome (result) of the activity;

• *observance of chronological age*;

• *the motor tasks to be performed* – be a little more complicated compared to the real possibilities of students with disabilities; the moment they are learned and executed correctly by the deficient, they will become more difficult;

• *the individualization of tasks within the same game* based on the level of acquisition of motor skills;

• *involving students with special educational needs in motor tasks comparable to those of non-disabled students*.

Chapter 6. The psychological profile of students with special educational needs schooled in mainstream education, who are at risk of educational exclusion

Among the most important challenges faced by students with special educational needs are those related to developing learning strategies that support them in their process of adapting to the demands and expectations of the school environment and to acquire a level of acquisition adapted to the level the education cycle they are going through.

The specialized literature mentions a number of types of difficulties that students encounter on the way to school success:[70]

- Deficiencies of an intellectual nature, present since birth (neurological dysfunctions) which affect children's cognitive abilities - language, memorization and understanding.
- Emotional deficiencies - the lack of balanced social relations with teachers and colleagues often generates anxiety, depression or anger.
- The uneven development of children - we can talk about a gradual and complex, multidimensional cognitive development (thus, some children can solve certain cognitive tasks more difficult because they enter more slowly a certain stage of intelligence development).
- Acquired learning difficulties - as a result of family relationships (parents indifferent to what happens at school) and social (reference group, friends who do not value school success).

The psychological profile of the child with special educational needs (SEN), at risk of social and educational exclusion, was made based on the responses of 39 students (pre-adolescents) students at regular mainstream schools, schools that are supported to provide equal opportunities for all children and inclusive education for children with special educational needs.

The Learning Strategies and School Motivation Assessment Questionnaire (SMALSI), The Early Adolescent Temperament Questionnaire and the Values Self-

[70] Predoiu, R. (2019). School success and failure. In: Panişoara I.O., Manolescu M. (coord.), Pedagogy of primary and preschool education (p. 672 - 686). Polirom Publishing House, Iasi.

Assessment Questionnaire, from the Development Evaluation Platform - form b (PED^{b}), 6/7-18/19 years (Cognitrom). The tests are adapted and standardized for the Romanian population; scores are turned into T-scores (automatically generated), removing differences related to age and gender.

The results obtained are presented at a percentage level, thus highlighting which percentage of the children registered a high, average, or low score for different scales of the administered questionnaires (temperament, learning strategies and values). The percentage of children to be monitored (with priority) will be able to be observed - having high and very high or low and very low scores, in case of certain surveyed dimensions. The results that will be presented below concretely highlight the state of children with special educational needs, schooled in mainstream schools, at risk of social and educational exclusion, in terms of learning strategies, temperamental traits, as well as the existing value system.

6.1. Results of SEN students in the Learning Strategies and School Motivation Questionnaire (SMALSI)

A particularly important issue for children with special educational needs is how they approach learning. The complexity of the learning process demands from students a multitude of skills and strategies to support the processing, understanding, assimilation, retention and updating of information in an effective way. It is also important that students with special educational needs are helped to know their own needs, develop their cognitive skills and develop the most effective ways, techniques, strategies for effective learning. Thus, students can be helped, supported to develop effective, mature learning strategies for studying, taking notes, preparing and taking various tests or exams, etc. Students' awareness of these aspects and the use of learning strategies can contribute to increasing students' confidence in their own skills and increasing school performance.

The SMALSI questionnaires allow, using 10 scales, to know some aspects relevant to school success (respectively, to identify some of the causes of school failure), by assessing some constructs related to school motivation and learning strategies that are actively used by children, also referring to the student's strengths and weaknesses.

Learning strategies refer to those intentional behaviours of students in the learning process, by which the reception, acquisition and processing of information are favoured.[71]

By means of the School Motivation and Learning Strategies Inventory from the Development Evaluation Platform - form b (PED[b]), 6/7 - 18/19 years, those strategies are assessed so that students actually use them in the learning activity as well as to participate in the various tests or exams. SMALSI are very useful in order to optimize the educational instructional process, for planning the learning activity because "they do not provide a single generic score, but generate several scores, each of which can be used directly, for planning an intervention".[72]

SMALSI descriptive statistics – SEN students

Among the learning strategies that constitute the students' strengths (Table 5), we find, at the level of the evaluated group of students with special educational needs, that the highest average is **m**NOTES = 53.4 (Note-taking / listening skills) and the lower is mTEST = 48.9 (Strategies used in tests).

Table 5. Descriptive statistics indicators (mean, minimum, maximum, amplitude, standard deviation), **SMALSI STRENGTH POINTS** of SEN students.

	STUDY	**NOTES**	**READING**	**WRITING**	**TEST**	**ORGANIZATION**	**TIME**
Average	**50.3**	**53.4**	**52.2**	**50.7**	**48.9**	**52.0**	**51.4**
std error	1.28	1.52	1.35	0.998	1.32	1.67	1.53

[71] Stroud, K. C., Reynolds, C. R., Porumb, M., Porumb, D., Balaj A., Albu, M. (2010). SMALSI - the assessment questionnaire of learning strategies and school motivation. Adaptation and standardization of SMALSI on the Romanian population: handbook. ASCR Publishing House, Cluj-Napoca, p. 22
[72] Stroud, K. C., Reynolds, C. R., Porumb, M., Porumb, D., Balaj A., Albu, M. (2010). SMALSI - the assessment questionnaire of learning strategies and school motivation. Adaptation and standardization of SMALSI on the Romanian population: handbook. ASCR Publishing House, Cluj-Napoca, p. 23

	STUDY	NOTES	READING	WRITING	TEST	ORGANIZATION	TIME
Median	52	53	52	52	49	50	50
mode	43.0	61.0	58.0	52.0	49.0	65.0	48.0
std deviation	8.01	9.52	8.42	6.23	8.25	10.4	9.54
Minimum	35	36	35	36	34	33	33
Maximum	64	72	70	59	67	75	75

Note: STUDY - Study strategies; NOTES - Note taking / listening skills; READING - Reading / comprehension strategies; WRITING – Writing / research skills; TEST - Strategies used in tests; ORGANIZATION - Organization techniques; TIME - Time management

Among the learning strategies that constitute students' weak points (Table 6) we find that, in case of the TANX Scale - anxiety to tests (mean value: **m**TANX = 61.36) and DIFCON-difficulties in focus / attention (mean value: **m**DIFCON = 61.08) indicates that these have values at a level above the population average.

Table 6. Descriptive statistics indicators (average, minimum, maximum, amplitude, standard deviation), **SMALSI WEAK POINTS** of SEN students.

	MOTSCA	TANX	DIFCON
Average	**47.6**	**61.36**	**61.08**
std error	1.91	2.05	2.35
Median	45	58	57

	MOTSCA	TANX	DIFCON
mode	41.0	58	78
std deviation	11.9	12.8	14.65
Minimum	22	41	41
Maximum	76	95	91

Note: MOTSCA - Low academic motivation; TANX - test anxiety; DIFCON - difficulties focus / attention

SCALE: STUDY STRATEGIES

Study strategies are considered to be **strong points of the student** (strengths), to the extent that he develops them, because they contribute to school performance by increasing the efficiency and effectiveness of the learning process. Learning strategies can vary depending on the nature of the studied content, the student's learning style, but also the context in which the learning takes place (for example, face-to-face, in the classroom, or online). According to SMALSI[73], study strategies are behaviours that refer to both how to approach learning a certain content and strategies for taking tests (in assessment) to approach different exams and tests with more confidence and success.

Among the behaviours related to learning a material, we mention: listening carefully to the teacher during class, reading and understanding the text, making a list of important things, organizing, analysing the information in the content of a text and extracting the relevant information from a text, etc., use memorization techniques, effectively organize the learning activity: plan it, allocate the necessary time, take breaks, etc. The scale assesses the student's ability to develop and apply a study strategy, to select and identify important information in the learning process, to make

73

connections, to be able to access different resources when he does not understand a concept, to call on techniques / memorization and encoding strategies.

The average for study strategies, of the group of students at risk of exclusion, is **m**study_strategies = 50.33, which indicates that, at the level of the group of students with evaluated CES, these strategies are developed at an average level (Figure 5). Sometimes, students "plan their study activity very well, repeat to some extent, look for important study materials".[74]

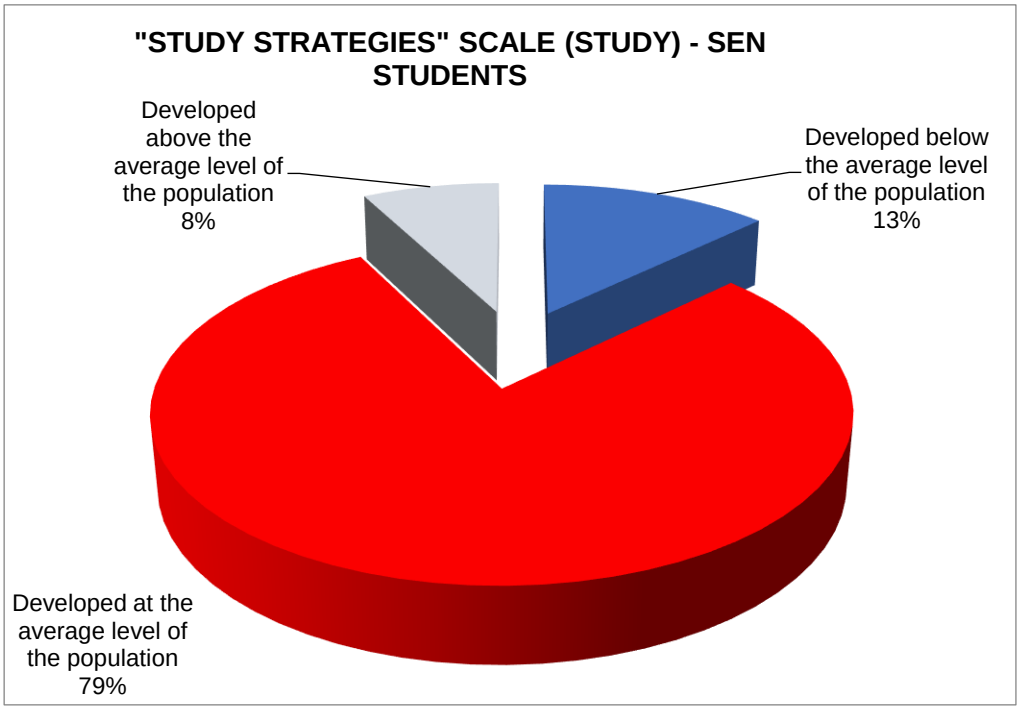


Figure 8. Results of research participants (SEN Students at risk of educational exclusion) on the *Study Strategies (*SMALSI) scale

At the level of the group of SEN students assessed for the *Study Strategies scale*, the following results were obtained:

• 13% of the research participants have low scores in terms of study strategies (but included in the 30 - 39T range), which means that they are developed below the

[74] Stroud, K. C., Reynolds, C. R., Porumb, M., Porumb, D., Balaj A., Albu, M. (2010). SMALSI - the assessment questionnaire of learning strategies and school motivation. Adaptation and standardization of SMALSI on the Romanian population: handbook. ASCR Publishing House, Cluj-Napoca, p. 49

average level. Thus, the student "occasionally makes a plan, fails to develop effective strategies, is much more concerned with the type of requirements from a test than with its content".[75]

• For 79% of the SEN students assessed, the results are at the level of the population average;

• 8% of research participants have a level of development of study strategies above the population average, which indicates that they use effective study strategies, generally use a plan, know how to repeat, know how to motivate themselves, ask for help when dealing with difficult subjects.

SCALE: NOTE-TAKING AND LISTENING SKILLS (NOTES)

This scale assesses the efficiency of the student taking notes, his ability to select the most important information during the lesson, the organization of the note-taking process. Note-taking and listening skills are strengths (to the extent they are developed) and conducive to academic success. The mean for the note-taking / listening skills of the group of students at risk of exclusion is **m**NOTES = 53.4 which indicates that, at the level of the assessed group, these strategies are developed at an average level (Figure 9).

[75] Stroud, K. C., Reynolds, C. R., Porumb, M., Porumb, D., Balaj A., Albu, M. (2010). SMALSI - the assessment questionnaire of learning strategies and school motivation. Adaptation and standardization of SMALSI on the Romanian population: handbook. ASCR Publishing House, Cluj-Napoca, p. 49

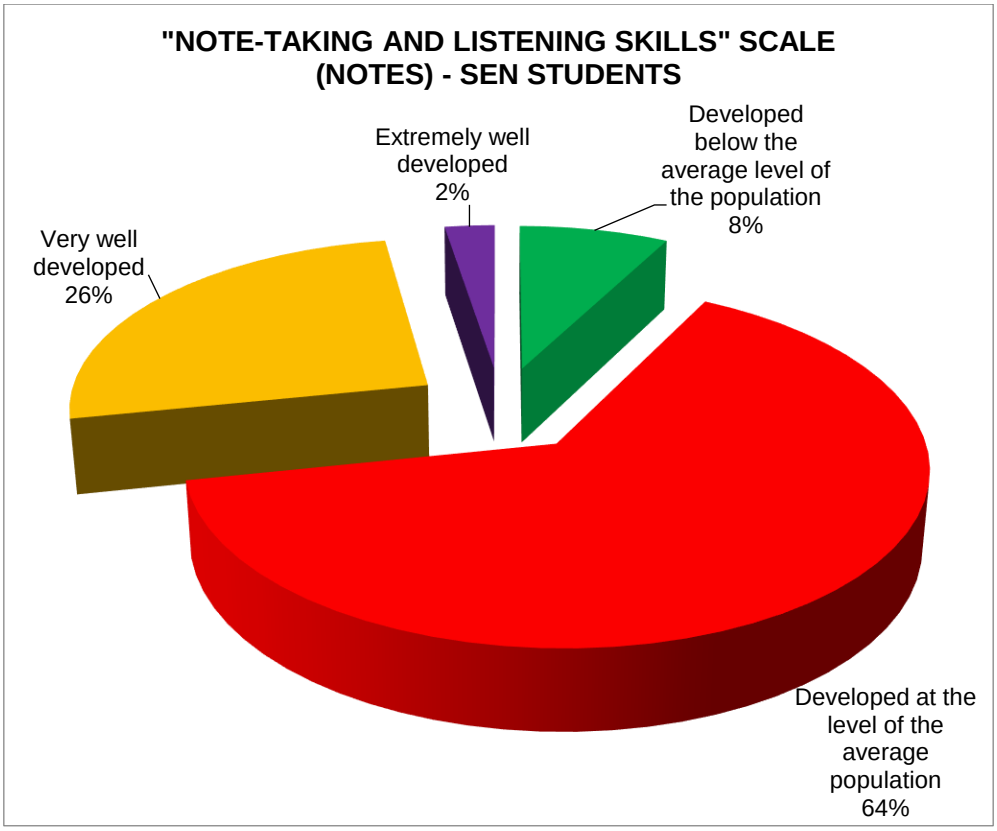


Figure 9. Results of the research participants (SEN Students at risk of educational exclusion) on the *Note-Taking / Listening Skills (NOTAT) scale – SMALSI*

The students "take notes and listen with an average level of attention, in general they are meticulous, but they do not have a specific case plan "[76]. The range of values varies between 36T and 72T.

The results of the *note-taking / listening skills (NOTES) scale*, at the level of the group of students at risk of educational exclusion, highlight the following:

• For 8% of the SEN students participating in the research, the results obtained are below the population average, which indicates an insufficient development of their note-taking / listening skills to effectively support the learning process. Occasionally they develop a plan, but overall, their note-taking system is deficient, poorly organized, they fail to select important information and develop effective idea schemes;

[76] Stroud, K. C., Reynolds, C. R., Porumb, M., Porumb, D., Balaj A., Albu, M. (2010). SMALSI - the assessment questionnaire of learning strategies and school motivation. Adaptation and standardization of SMALSI on the Romanian population: handbook. ASCR Publishing House, Cluj-Napoca, p. 49

• 64% of the research participants are at the average level of the population, they have an average level of development of note-taking / listening skills;
• 26% of the research participants have at the level of strong points, very well-developed note-taking / listening skills. They can plan and organize their note-taking and tend to develop strategies for doing so, they listen carefully and can select relevant information from the texts they read
• 2% of research participants are extremely well developed in these note-taking / listening skills.

READING STRATEGIES / COMPREHENSION SCALE (READING) – SMALSI

This scale highlights reading and comprehension strategies. To the extent that these are developed, they represent students' strengths.
The mean for reading/comprehension strategies, of the group of students at risk of exclusion, is **m**READING = 52.2, which indicates that, at the level of the assessed group, these strategies are developed at an average level in terms of organizing and understanding the studied information (Figure 10). The range of values varies between 35T and 70T.

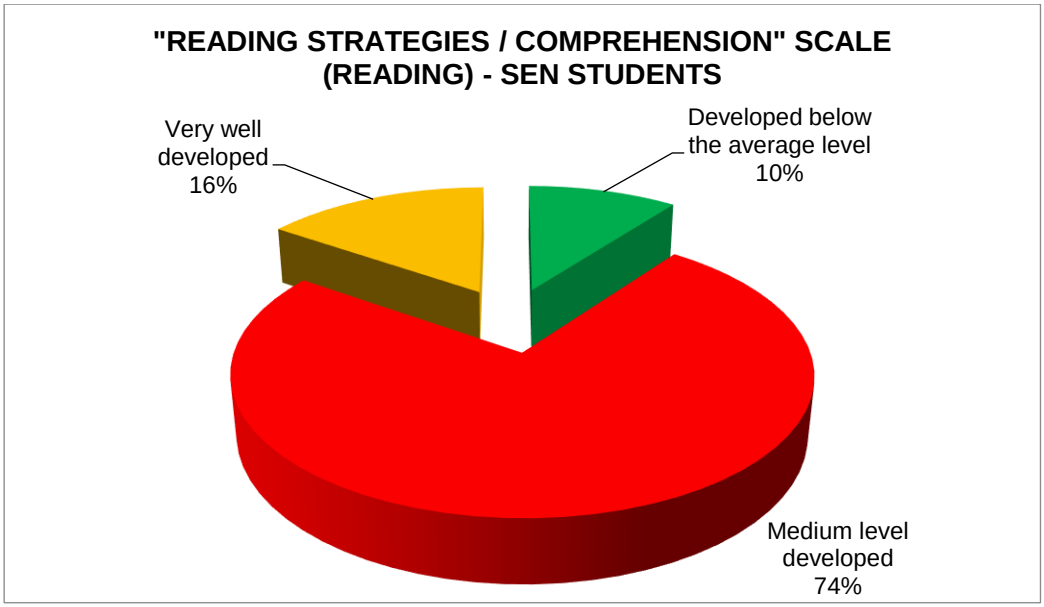


Figure 10. The results of the research participants (SEN Students at risk of educational exclusion) on the "*Reading / comprehension strategies" scale - SMALSI*

For the *Reading / Comprehension Strategies (READING) scale*, the results of the assessed SEN students at risk of educational exclusion highlight the following:

• 10% of research participants have a level below the population average, which indicates that the strategies developed by them are less effective for understanding the studied information, but sometimes they resort to more advanced organizational techniques.

• 74% of the research participants do not have an average level of development of reading / comprehension strategies;

• 16% of students at risk of educational exclusion have these reading / comprehension strategies, very well developed, at the level of strengths. This indicates that they can use these strategies to understand the material being studied and can ask for help if needed.

WRITING / RESEARCH SKILLS SCALE (WRITING)

Writing and research skills refer to the fact that students can carry out a research activity on different topics, know how to manage themselves to access the information they need, can use materials and sources of information, scheme ideas or

other advanced methods of organization. The mean for writing / research skills, obtained at the level of the group of SEN students at risk of exclusion, is **m**WRITING = 50.7, indicating an average level of development of these strategies (Figure 11). The values (expressed in T ratings) vary between 36T and 59T. None of the assessed students have these strategies developed at the level of strengths.

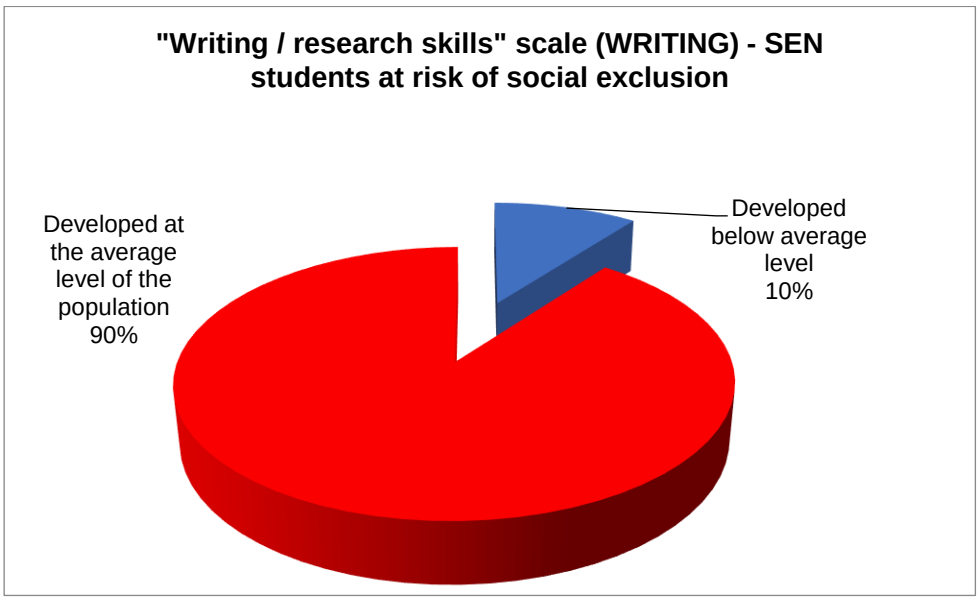


Figure 11. Results of the research participants (SEN students at risk of educational exclusion) on the *Writing / Research Skills (WRITING) scale* - SMALSI

The results of the *Writing / Research Skills (WRITING) scale*, at the level of the group of students at risk of educational exclusion, highlight the following:

• 10% of research participants are below the population average, meaning that their writing / research skills are underdeveloped, used ineffectively and cannot successfully support the learning process. Occasionally, they may use brainstorming or other advanced methods of organization, but overall, their writing / research system is deficient;

• 90% of the research participants are at the average level of the population, they have an average level of writing / research skills development;

SCALE OF STRATEGIES USED IN TESTS (TEST)

"The scale focuses on the methods applied to successfully prove how a student has learned. Developing and applying strategies to succeed on a test will lead to improved school performance."[77] The average for the strategies used in the tests of the group of students at risk of exclusion is **m**TEST = 48.9, which indicates that, at the level of the assessed group, these strategies are developed at the level of the population average (Figure 12). The range of values varies between a minimum = 34T and a maximum = 67T.

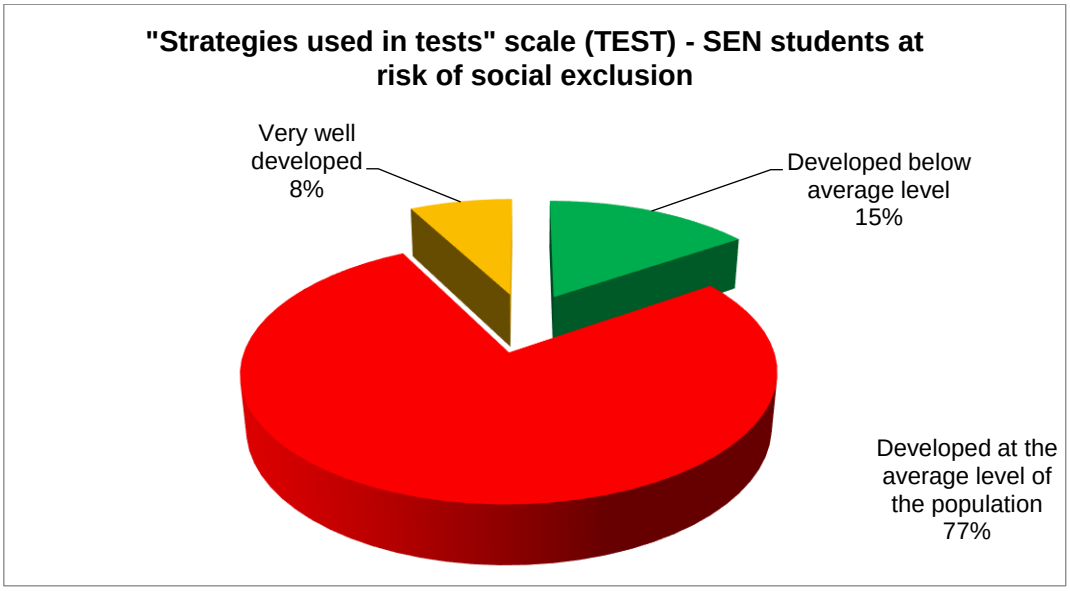


Figure 12. The results of the research participants (SEN students at risk of educational exclusion) on the *Strategies used in tests (TEST) Scale* - SMALSI

The results of the *Strategies used in tests (TEST) scale*, at the level of the group of students at risk of educational exclusion, highlight the following:

• 15% of the research participants have a level below the population average, which means that the *strategies used in tests* are insufficiently developed.

[77] Stroud, K. C., Reynolds, C. R., Porumb, M., Porumb, D., Balaj A., Albu, M. (2010). SMALSI - the assessment questionnaire of learning strategies and school motivation. Adaptation and standardization of SMALSI on the Romanian population: handbook. ASCR Publishing House, Cluj-Napoca

• 77% of the research participants are at the average level of the population, they have an average level of development of the strategies used to successfully prove that they have learned;

• 15% of the research participants have very well-developed strategies to report success in the tests (at the level of strengths). They are very good at developing and applying strategies to successfully cope with a test; they can analyse questions and approach them in a logical manner.[78]

ORGANIZATION TECHNIQUES SCALE (ORG)

This scale assesses the extent to which the student organizes the study materials, structures the tasks received and organizes the solving of the assignments. To the extent that they are developed, they represent the student's strengths, supporting, throughout the entire school activity, the effective use of other skills, including time management.

The average for the *organization techniques*, of the group of students at risk of exclusion, is **m**ORG = 52.0, which indicates an average level of development of these strategies (Figure 13).

The range of values varies between a minimum = 33T and a maximum = 75T.

[78] Stroud, K. C., Reynolds, C. R., Porumb, M., Porumb, D., Balaj A., Albu, M. (2010). SMALSI - the assessment questionnaire of learning strategies and school motivation. Adaptation and standardization of SMALSI on the Romanian population: handbook. ASCR Publishing House, Cluj-Napoca

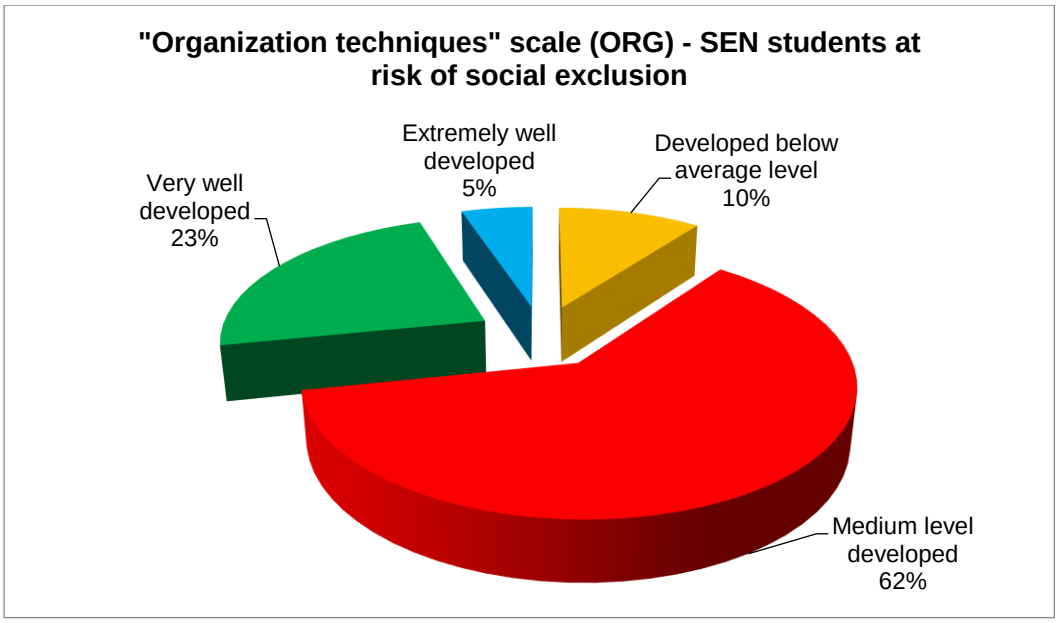


Figure 13. The results of the research participants (SEN students at risk of educational exclusion) on the *"Organization Techniques" (ORG) scale* - SMALSI

The results on the *Organization Techniques (ORG) scale*, at the level of the group of students at risk of educational exclusion, highlight the following:

• 10% of the research participants have a level below the population average, which means that their *organizational techniques* are insufficiently developed and are used ineffectively and cannot successfully support the learning process.

• 62% of the research participants are at the average level of the population, they have an average level of development of *organizational techniques*;

• 23% of the research participants have very well-developed *organizational techniques* (as strengths).

• 5% of the research participants have extremely well-developed *organizational techniques* (as strengths).

TIME MANAGEMENT SCALE (TIME)

This scale "evaluates the student's abilities to manage and use time effectively, to estimate the time needed for school tasks and to allocate his time according to their

difficulty"[79]. The mean for *Time Management (TIME),* of the group of students at risk of exclusion, is **m**TIME = 51.4, which indicates that these strategies are developed at the average level (Figure 14). The range of values varies between a minimum = 33T and a maximum = 75T.

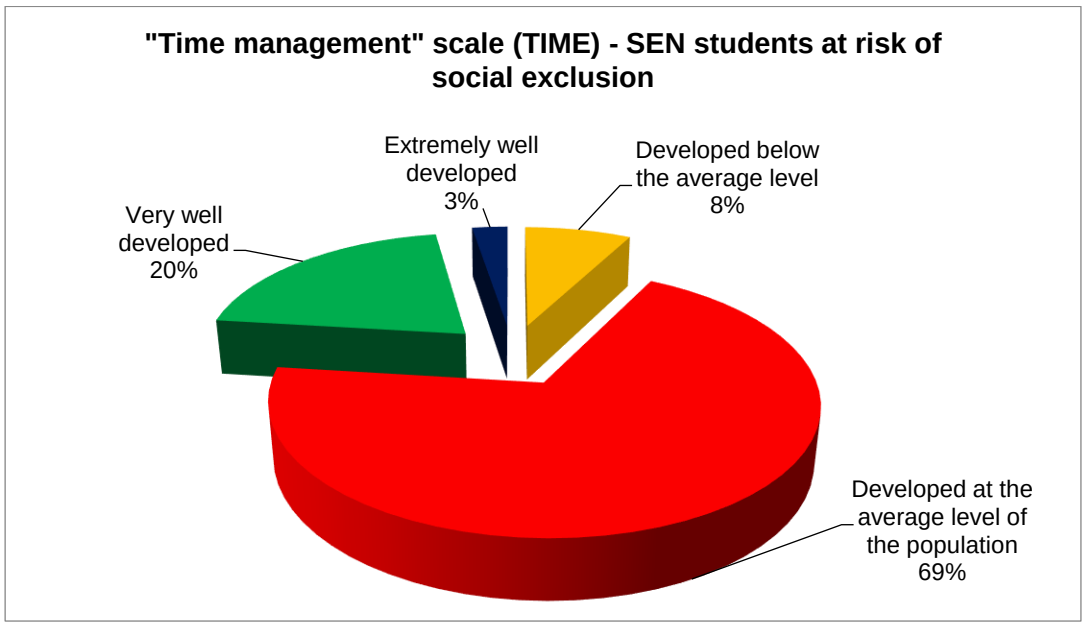


Figure 14. Results of the research participants (SEN students at risk of educational exclusion) on the *Time Management (TIME) scale* - SMALSI

The results of the *Time Management scale (TIME),* at the level of the group of students at risk of educational exclusion, highlight the following:

• 8% of the research participants have a level below the population average, which means that their *time management techniques* are insufficiently developed and used ineffectively and cannot successfully support the learning process.

• 69% of the research participants are at the average level of the population, they have an average level of development of *time management techniques*;

[79] Stroud, K. C., Reynolds, C. R., Porumb, M., Porumb, D., Balaj A., Albu, M. (2010). SMALSI - the assessment questionnaire of learning strategies and school motivation. Adaptation and standardization of SMALSI on the Romanian population: handbook. ASCR Publishing House, Cluj-Napoca, p. 51

• 20% of the research participants have very well-developed *time management techniques* (as strengths).

• 3% of the research participants have extremely well-developed *time management techniques* (as strengths).

LOW ACADEMIC MOTIVATION SCALE (MOTSCA)

Low academic motivation (MOTSCA*) is part of the scales regarding the student's weaknesses* and "assesses the student's lack of intrinsic motivation to engage in various school tasks and complete them successfully".[80] The mean for "Low academic motivation" of the group of students at risk of exclusion is **m**MOTSCA = 47.6, which indicates that, at the level of the assessed group, the intrinsic motivation (to get involved and succeed in school tasks) is at the level of the population average (Figure 15). The range of values varies between a minimum = 22T and a maximum = 76T.

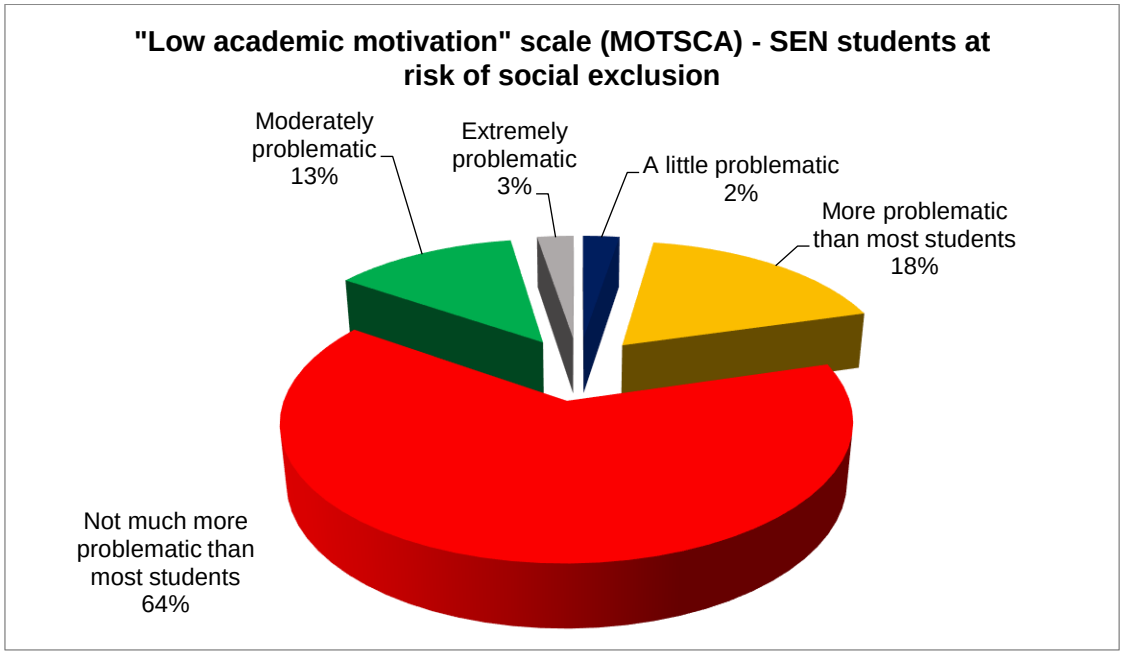


Figure 15. Results of the research participants (SEN students at risk of educational exclusion) on the *Low Academic Motivation (MOTSCA) scale* - SMALSI

[80] Stroud, K. C., Reynolds, C. R., Porumb, M., Porumb, D., Balaj A., Albu, M. (2010). SMALSI - the assessment questionnaire of learning strategies and school motivation. Adaptation and standardization of SMALSI on the Romanian population: handbook. ASCR Publishing House, Cluj-Napoca, p. 55

The results of the *Low Academic Motivation (MOTSCA) scale*, at the level of the group of students at risk of educational exclusion, highlight the following:

• 2% of the research participants obtained very low scores which states they have a very high level of academic motivation

• 17% of the research participants have a MOTSCA level below the population average, which states they have a strong intrinsic motivation that supports their school and learning activity, they have a strong desire for school success, internal locus of control;

• 64% of the research participants are at the average level of the population, they have an average level of school motivation;

• 13% of the participants are above the population average in terms of MOTSCA, which states they have low academic motivation, external locus of control, strong need for external encouragement, they have the impression that teachers are unfair and that school is not for them useful in life.

• 3% of the participants have extremely high scores, well above the population average in terms of the MOTSCA, which states they have very low academic motivation,

TEST ANXIETY SCALE (TANX)

Test Anxiety (TANX) *is part of the Student Weakness Scales* and "assesses the extent to which the student experiences symptoms of anxiety directly related to taking a test or undergoing any type of performance assessment" (Stroud et al., 2010).

The average for "*Tests Anxiety* " of the group of students at risk of exclusion is **m**TANX = 61.36, which indicates that, at the level of the assessed group, the parts of worry and emotionality are above the population average, representing weaknesses (Figure 16) .

The range of values varies between a minimum = 41T and a maximum = 95T.

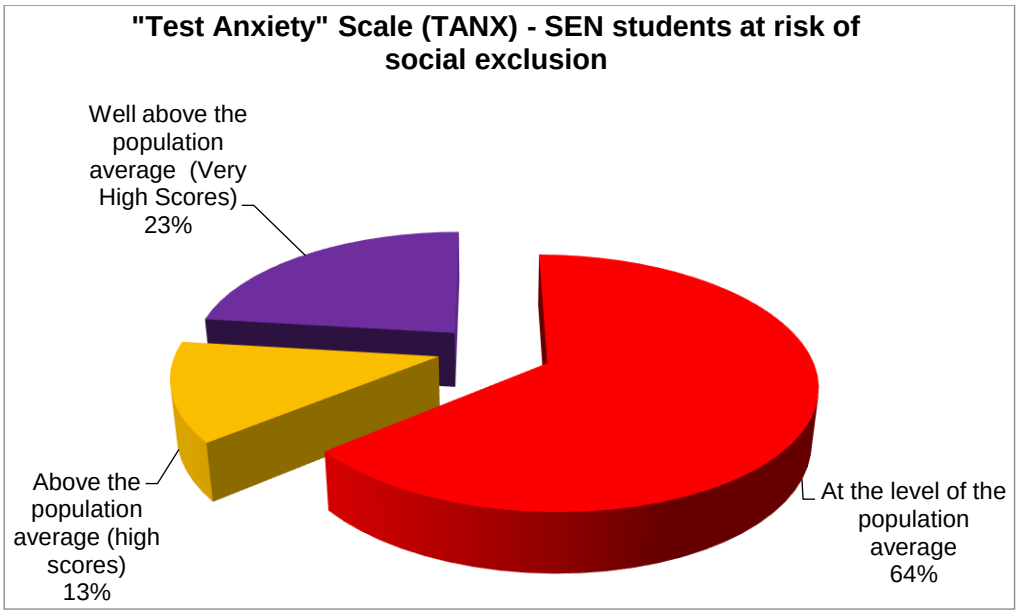


Figure 16. The results of the research participants (SEN students at risk of educational exclusion) on the *Test Anxiety scale (TANX*) - SMALSI

The results of the *Test Anxiety scale (TANX*), at the level of the group of students at risk of educational exclusion, highlight the following:

• 64% of the research participants are at the average level of the population, they have an average level of anxiety related to the performance related to the examination and structured assessment procedures.

• 13% of the participants have high scores, being above the population average, which states they cannot prove the level of knowledge in an organized environment because they are worried, have intrusive thoughts, use adaptive mechanisms.

• 23% of the participants have very high scores, being well above the population average.

FOCUS / ATTENTION DIFFICULTIES SCALE (DIFCON)

This scale measures "the student's perception of his own abilities to participate actively in class and other school tasks, to adapt his level of attention according to

what he is asked to do, to monitor his attention to a task and to ignore possible disturbing elements".[81]

The average for "*Focus / attention difficulties*" of the group of students at risk of exclusion is **m**DIFCON = 61.08, which indicates that, at the level of the assessed group, these strategies are developed above the population average level, constituting weak points (Figure 17). The range of values varies between a minimum = 41T and a maximum = 91T.

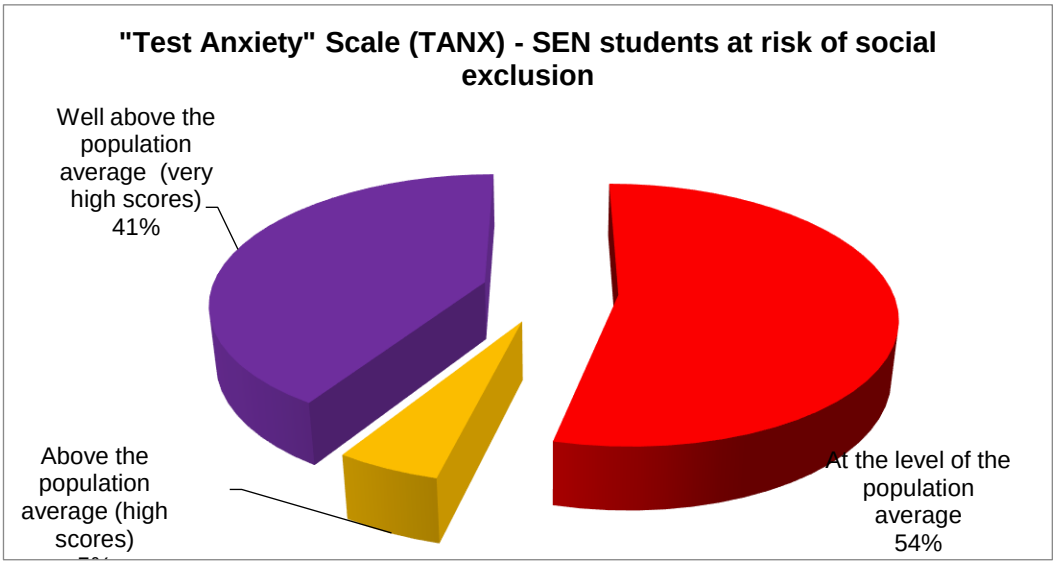


Figure 17. Results of the research participants (SEN students at risk of educational exclusion) on the Difficulties in *Focus / Attention SCALE (DIFCON)*

The results of the Difficulties of *Focus / Attention scale* (DIFCON), at the level of the group of students at risk of educational exclusion, highlight the following:

• 54% of the research participants are at the average level of the population, have an average level;

• 5% of the participants are above the population average in terms of DIFCON,

[81] Stroud, K. C., Reynolds, C. R., Porumb, M., Porumb, D., Balaj A., Albu, M. (2010). SMALSI - the assessment questionnaire of learning strategies and school motivation. Adaptation and standardization of SMALSI on the Romanian population: handbook. ASCR Publishing House, Cluj-Napoca, p. 56

• 41% of participants are well above the population average in terms of DIFCON (extremely high scores) which highlights increased difficulties with participating in class activities and other school tasks; often these students are distracted, they have a dreamy attitude, they are concerned about other things, which are not related to the demands during the lesson.[82]

6.2. Results of SEN students in the temper assessment questionnaire

Table 7 presents indicators of descriptive statistics (mean, minimum, maximum, amplitude, standard deviation), at the group level, in the case of temperamental traits.

Table 7. Descriptive statistics – temperamental dimensions

	C	AF	AG	NA	AT	TR	FR	CI	FRU	SP	PIM	SPR	TIM
Average	**48.2**	**46.2**	**52.2**	**47.6**	**45.1**	**57.6**	**54.3**	**44.8**	**51.9**	**50.7**	**49.1**	**45.6**	**53.3**
AS	8.82	11.9	9.71	13.1	10.3	9.34	9.77	8.86	9.94	7.46	8.56	11.3	9.18
Amp	34	47	47	47	34	39	36	30	40	28	28	45	33
Minimum	36	25	35	24	30	33	37	32	35	39	40	27	36
Maximum	70	72	82	71	64	72	73	62	75	67	68	72	69

Note: AS – Standard Deviation, Amp – Amplitude, C**: Activation Control, AF: Affiliation, AG: Aggressiveness, NA: Activation level, AT: Attention, TR: Sadness; FR: Fear, CI: Inhibitory Control, FRU: Frustration, SP: Sensitivity to pleasure, PIM: Pleasure to high intensity stimulation, SPR: Perceptual sensitivity, TIM: Shyness.**

At the group level, the results fall between 40 and 60 T quotas (Table 5), an aspect that translates into an average level result, in case of temperamental traits. Only one exception stands out - for the Sadness scale the score is slightly above average (between 56 - 59 T ratings).

[82] Stroud, K. C., Reynolds, C. R., Porumb, M., Porumb, D., Balaj A., Albu, M. (2010). SMALSI - the assessment questionnaire of learning strategies and school motivation. Adaptation and standardization of SMALSI on the Romanian population: handbook. ASCR Publishing House, Cluj-Napoca, p. 56

In other words, SEN preadolescents, at the group level: have an average level of ability to perform an activity even if there is a strong tendency to avoid it; shows (at an average level) the need for closeness to others, verbal and physical aggression, as well as the ability to focus; participates (at a moderate level) in physical activities; they are restless, worried, nervous and have (average) ability to control their reactions; they feel frustration (related to failure to achieve goals) and are shy (to a moderate level); they can enjoy new and complex activities, but also activities that involve little complexity and novelty, and have a moderate ability to identify low-intensity stimuli in the environment. At the same time, they feel a state of sadness at a slightly above average level.

It is therefore recommended, in the process of personal development - creating the premises for better social and educational integration: a higher level of attention and participation in physical activities, and a lower level in the case of sadness, frustration and fear (involves concern and nervousness) felt.

We highlight, next, the results of SEN children for each individual temperamental traits.

Activation control

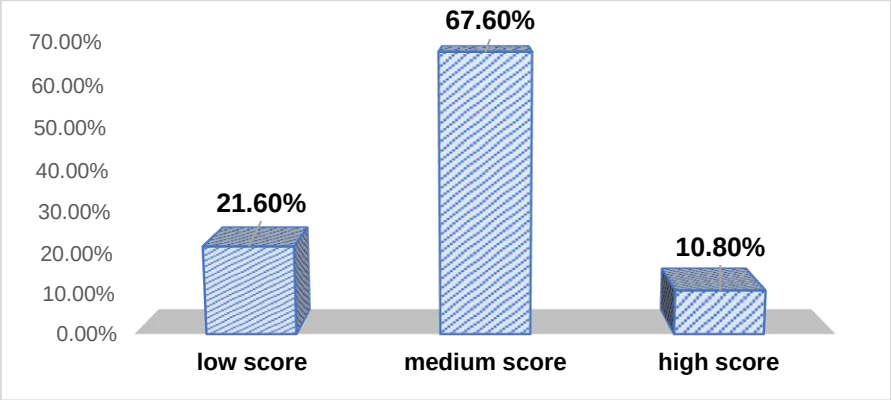


Figure 18. Activation control

Preadolescents at risk of educational and social exclusion (with CES), 10.8% obtained a high score in the case of the ability to perform an activity even if there is a

strong tendency to avoid it (Figure 15). These children easily comply with the wishes of adults (teachers, parents, etc.) in carrying out various tasks, even if, in reality, they do not want to participate.

Affiliation

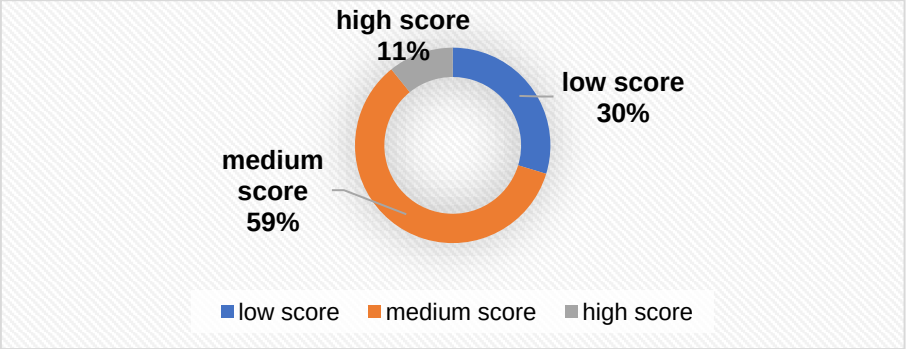


Figure 19. Affiliation

Considering vulnerable preadolescents (with SEN), only 11% obtained a high score regarding need for closeness to others, the need for harmonious relationships with those around them (Figure 19).

Aggression

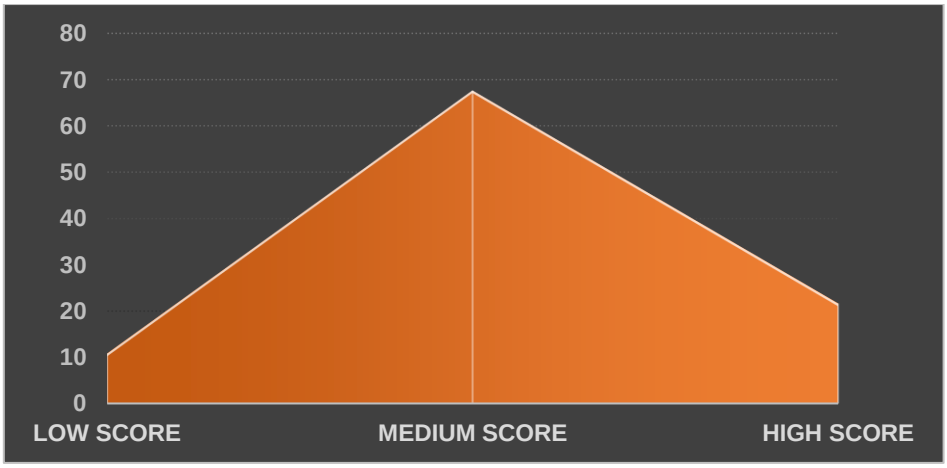


Figure 20. Aggressiveness of SEN children

21.6% of SEN children (at risk of social and educational exclusion) recorded a **high score** in the case of aggression (Figure 17). Thus, over 1/5 of pre-adolescents

show, at a high level, verbal aggression, physical violence and hostility directed towards objects and people.

Activation level

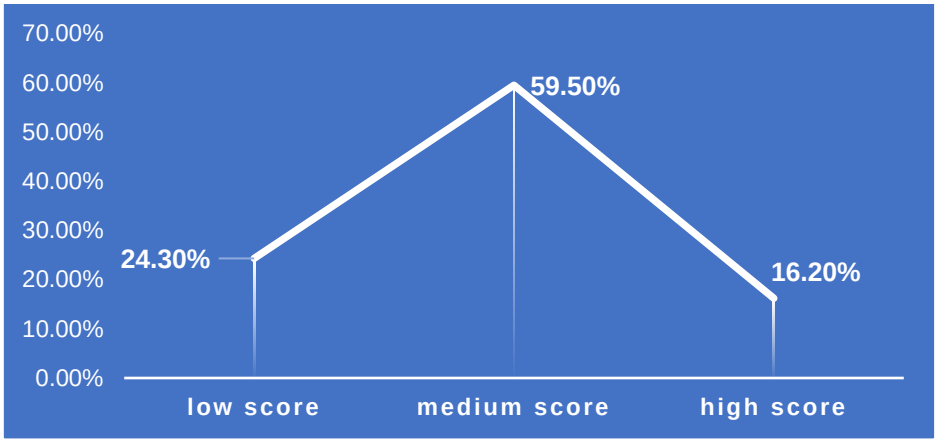


Figure 21. Activation level

24.3% SEN preadolescents (about a quarter of children) participate very little in physical activities, and the majority (59.5%) consider that they actively participate - at a moderate level, in various motor activities (Figure 21). Only 16.2% of children reported that they get involved in / enjoy physical activities.

Attention

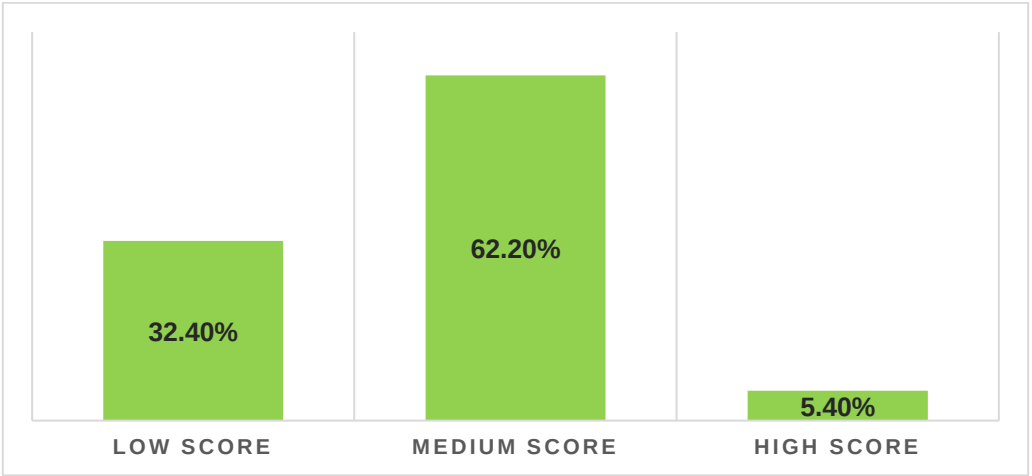


Figure 21. Attention of SEN children

32.4% SEN children with CES registered a low score in the case of the ability to focus attention (Figure 19), as well as for flexibility / mobility of attention, while the majority (62%) have an average ability to focus attention (focusing psycho-nervous energy on a stimulus / object).

Sadness

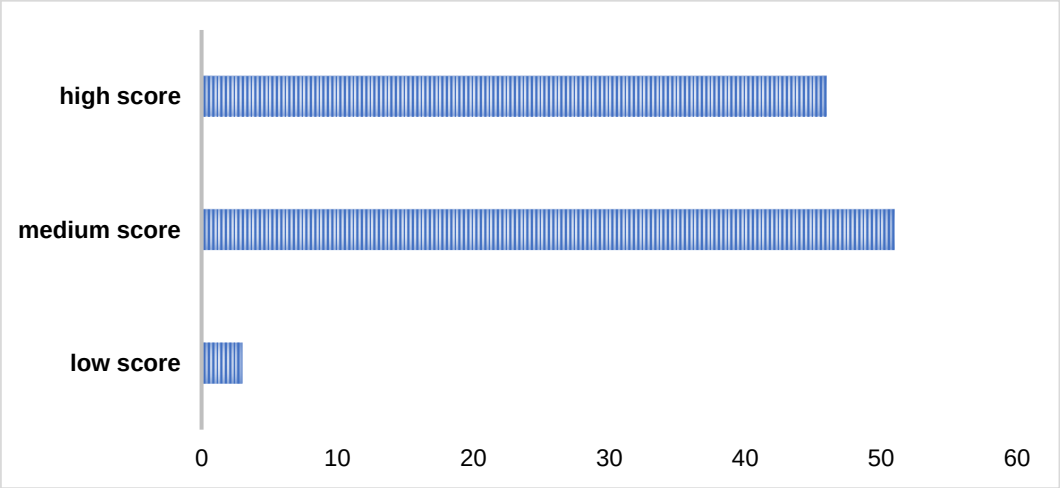


Figure 23. Felt sadness

Regarding the state of sadness felt, a consistent percentage of children (approximately 46%) who obtained a **high score** (they are generally sad) can be noted. Almost half of the children show a lack of pleasure, interest and low energy in daily activities, being sad (Figure 23).

Fear

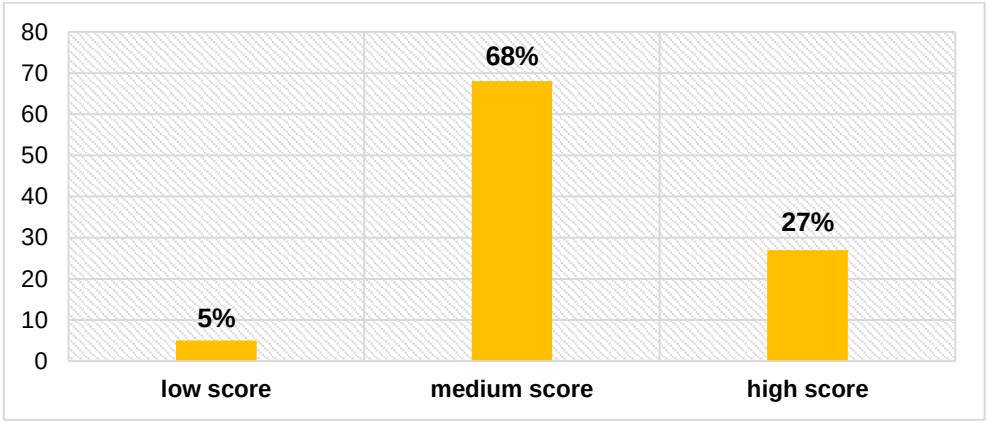


Figure 24. Fear – anxiety, worry, nervousness

27% (almost a third) of the preadolescents at risk of educational and social exclusion (with SEN) obtained a **high score** for restlessness, worry and nervousness (Figure 24), foreseeing stressful situations (aspect that plays an essential role in generating states of concern).

Inhibitory control

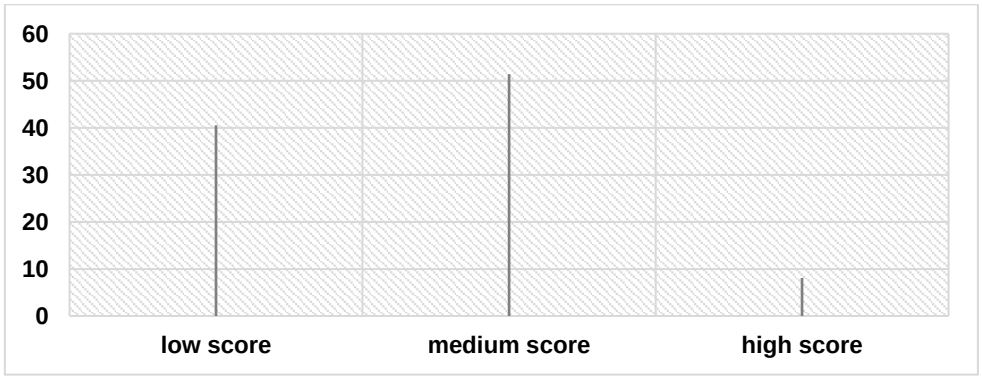


Figure 25. Inhibitory control

Inhibitory control refers to the ability of SEN children to suppress inappropriate motor or verbal responses (Figure 25). 8.1% have developed this ability very well, while 40.5% of preadolescents have a reduced ability to control their verbal and

behavioural reactions. The majority (51.4%) obtained an average score regarding this this temperamental traits.

Frustration

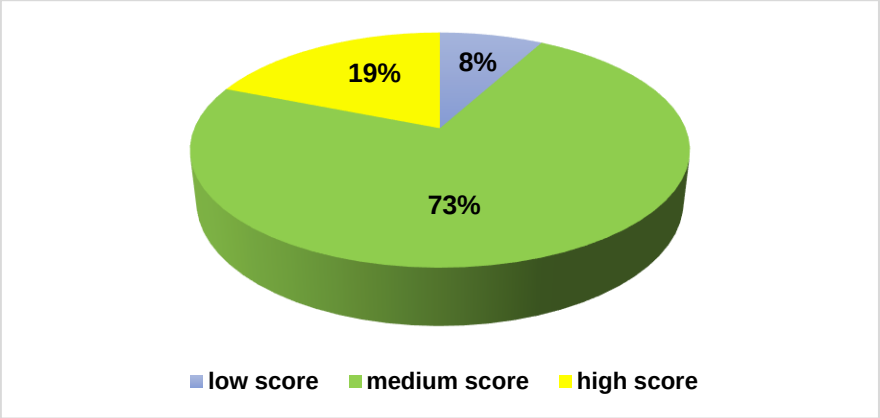


Figure 26. Frustration felt by children with CES

We observe that approximately 1/5 (19%) of SEN children experience a high level of frustration - negative affect related to failure to achieve goals, objectives (in general). The majority (73%) reported a moderate level (Figure 26).

Sensitivity to pleasure

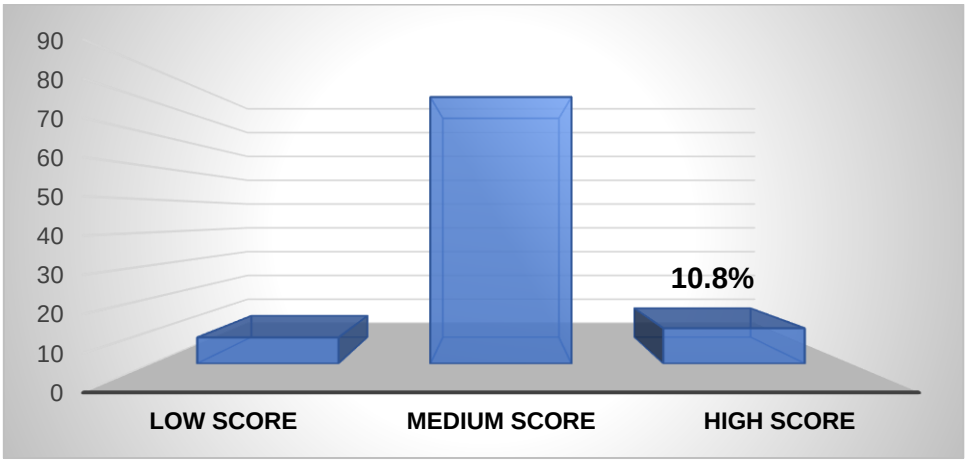


Figure 27. Sensitivity to pleasure

Only 10.8% SEN children can enjoy (at a high level) activities that are less complex and with a low degree of novelty, while approximately 8% of pre-adolescents feel almost no satisfaction in carrying out activities perceived as being simpler, having a lower level of complexity and novelty (Figure 27).

Pleasure to high intensity stimulation

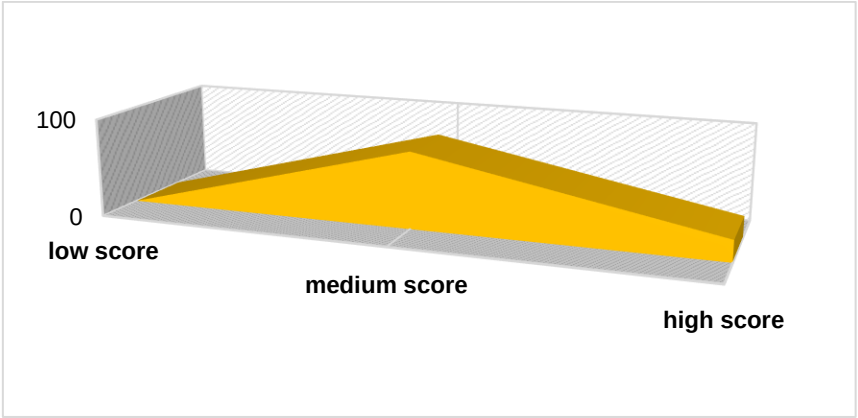


Figure 28. Pleasure at high intensity stimulation

Preadolescents at risk of educational and social exclusion (with SEN), approximately 21% can enjoy (at a high level) activities that involve novelty, complexity or high intensity (Figure 25). The majority (79%) feel pleasure at a moderate level during the performance of such activities (intense, complex and / or new).

Perceptual sensitivity

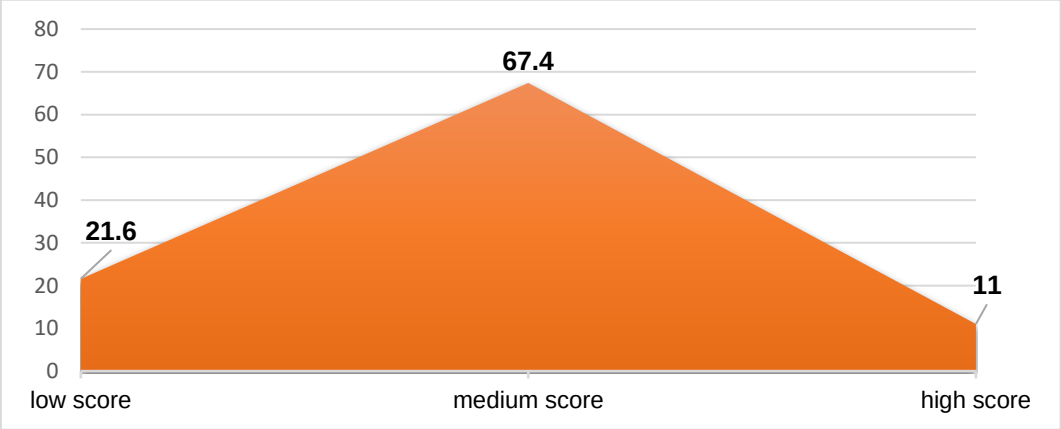


Figure 29. Perceptual sensitivity

In case of perceptual sensitivity, it is about the ability of SEN children to identify low-intensity stimuli in the environment. Only 11% of preadolescents reported that they have a very good ability to observe stimuli (few highlights, having a low intensity) in the surrounding reality (Figure 29). Approximately 22% of the children cannot identify such stimuli, while the majority (67.4%) consider that they have developed this ability at a moderate level (perceptual sensitivity is related to good observation, attention to details, to a performing involuntary attention).

Shyness

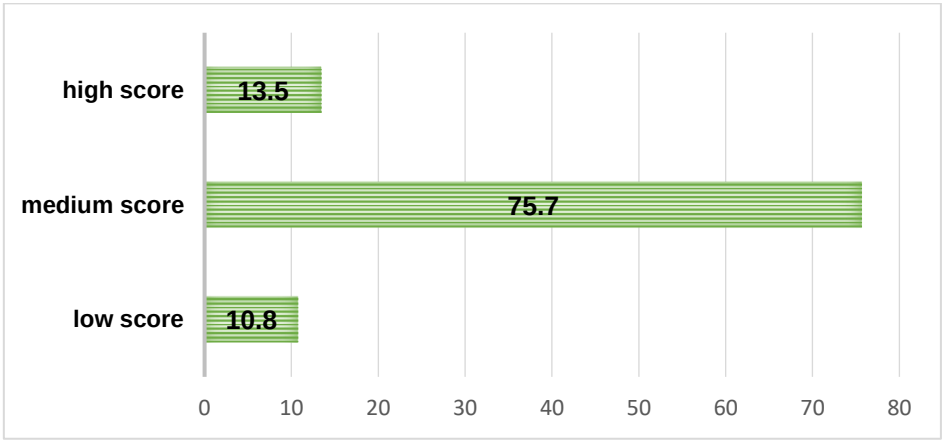


Figure 30. Shyness level of SEN preadolescents

We observe that a relatively small percentage of SEN children (13.5%) obtained a high score regarding shyness (Figure 30). These children show, at a high level, behavioural inhibition reactions related to new situations, especially social ones. Most preadolescents (75.7%) reported a moderate level of shyness.

6.3. Results of SEN students in the value system assessment questionnaire

The value system of SEN preadolescents was also researched. Table 8 highlights the main indicators of the descriptive statistics, regarding the dimensions valued by children.

Table 8. Descriptive statistics – value system (SEN children)

	RS	RES	TL	AUT	DAB	RECPR	SIG	PRO	ATR
Average	**75.0**	**72.9**	**76.7**	**75.6**	**72.3**	**76.5**	**66.8**	**70.3**	**54.9**
std error	2.67	2.87	2.08	2.51	2.60	2.39	2.45	2.42	2.72
Median	80	75	75	75	80	80	65	65	55
Mode	80.0	75.0	65.0	85.0	80.0	85.0 [a]	65.0	60.0	35.0
AS	16.7	17.9	13.0	15.7	16.3	14.9	15.3	15.1	17.0
amp	60	65	45	65	70	60	75	65	70
Minimum	40	35	55	35	30	40	25	35	25
Maximum	100	100	100	100	100	100	100	100	95

Note: AS – Standard Deviation, Amp – Amplitude, **RS: Social Relations, RES: Adherence to Rules, TL: Free time, AUT: Autonomy, DAB: Skill Development, RECPR: Professional Recognition, SIG: Safety, PRO: Challenge, ATR: Authority.**

At group level, preadolescents with special educational needs (learning difficulties) value the most:

1) **free time** - it is very important to give them time for favourite activities, for hobbies;

2) **professional recognition** - it is very important for children to be recognized for their work and the results obtained in the performed activities t;

3) **autonomy and social relations** - for SEN preadolescents it is important to succeed in life by their own efforts and to have pleasant relations with others, to get along well

with the people around them; the existence of an affectionate climate, free of conflicts, is preferable for the development of a healthy mentality.

At the opposite pole we note:

1) **authority** - it is less important for SEN preteens to impose their opinion (at any cost) and lead others;

2) **safety** - it is less important for SEN preteens that everything is as clear and safe as possible in their daily activities; it is not important for children to "play it safe", to know step by step what to do, constantly.

We also illustrate graphically (Figure 31) the value system of SEN children, who are at risk of social and educational exclusion.

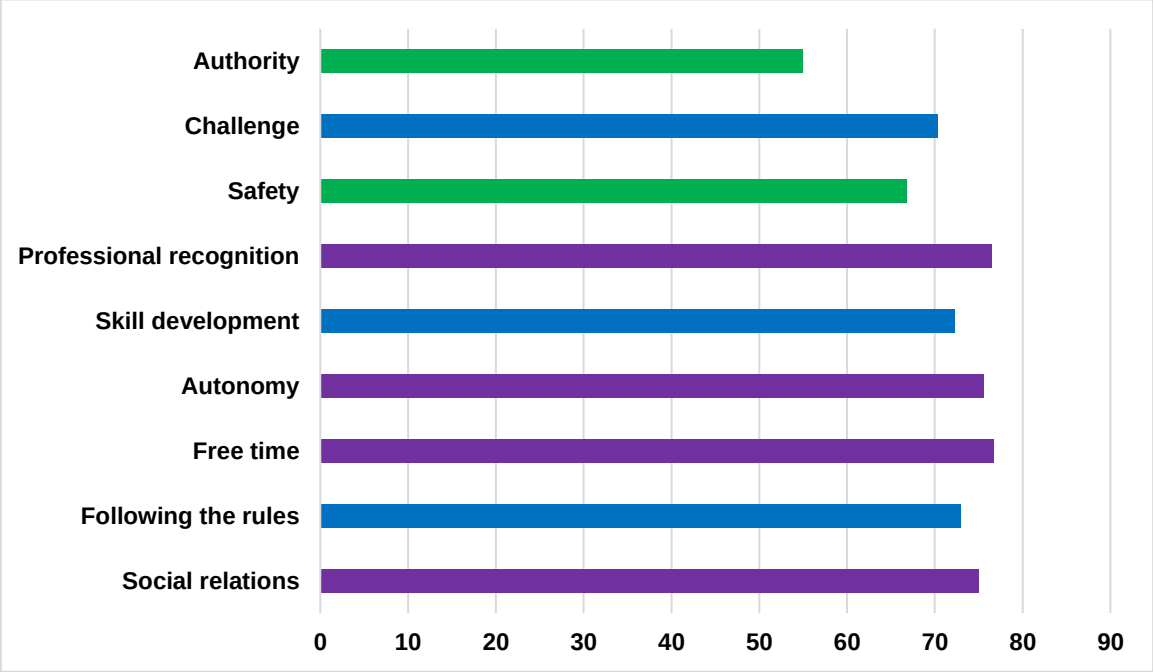


Figure 31. The value system of SEN preadolescents - the most important (Free time, Professional Recognition, Autonomy and Social Relations) and less important (Safety and Authority) dimensions for children

Apart from free time, professional recognition, autonomy and social relations (which we discussed previously - being most valued by SEN pre-adolescents at risk of social and educational exclusion), the development of skills and compliance with rules is

noteworthy. It is therefore important for children to be competent in their activities, including school ones, and to have rules and norms to guide them.

To be authoritative, to impose one's opinion, to lead others and to make decisions for others, along with safety - it is about carrying out activities where the probability of failure is very small - represent dimensions less valued by the SEN preadolescents.

Chapter 7. Conceptual clarifications regarding the impairment – disability – handicap triad. International classification of impairments

7.1. Conceptual clarifications

People who belong to disadvantaged social categories, especially those who are members of ethnic minorities, are subject to an increased risk of social exclusion, to restricted access to education, but also to less attention regarding their health.
In this context, it is necessary to focus our efforts to obtain public support in order to develop and adopt socio-economic policies targeting both access to education and healthcare services, based on a strategy to fight the existing inequalities.
We must, however, specify that a series of confusions still persists. And here we refer only to a few: the concept of handicap is often used as a synonym for a disability, although in reality handicap is a consequence of disability, or to define deficiencies and classify them in the appropriate category.

That is why, in order to intervene for educational purposes, for shaping some health skills, as well as for corrective purposes on deficiencies of various types, we consider necessary some conceptual delimitations regarding the deficiency - disability – handicap triad, starting from the concept of disease.

The initiative of conceptual delimitations belonged both to sociologists and to associations of disabled people, who, starting in the 1960s, focused their efforts in describing and explaining the complex relationships between disease (condition), deficiency, disability and handicap.

Over time, there were multiple attempts until, in 1980, the World Health Organization (WHO) agreed and adopted the scheme of Professor Philip Wood, from the University of Manchester, which became the ***Wood model***. Based on this conceptual scheme, in the same year, the WHO created a classification of disease-related phenomena, called the *International Classification of Impairments, Disabilities and Handicaps.*

According to the WHO, by the "International Classification of Impairments, Disabilities and Handicaps" document. Handbook of Classification Relating to the

Consequences of Disease"[83], the relationships between the concepts of condition, deficiency, incapacity and handicap were established.

Schematically, they are corollary induced in linear progression (Figure 32), as follows:

Condition → Impairment → Disability → Handicap

The condition prevents the individual from fulfilling their daily functions and obligations. In other words, a sick person is unable to perform his or her usual role.

Impairment corresponds to any loss of substance or alteration of a psychological, physiological or anatomical structure or function.

It should be emphasized that the deficiency can be congenital (for example, a genetic abnormality) or acquired (for example, the consequences of a car accident). The use of the term deficiency does not necessarily indicate the existence of a disease, so that the individual is considered sick. On the other hand, a latent deficiency cannot be considered. For example, the subject exposed to a causative agent with no relation to the deficiency cannot be considered as deficient. Deficiency should be considered only when the agent has induced a reaction of the body, such as the development of a pathological process.[84]

Figure 32. The Ph. Wood model, adapted and amended by us, 2022

Incapacity (Disability) is any restriction or loss of the ability to perform an activity within limits considered normal for an individual.

Incapacity must be seen in relation to the standard, in terms of the action of the individual and not in relation to an organ or mechanism. As a concept, disability is characterized by an excess or a diminution of normal behaviours or activities. These changes can be temporary or permanent, reversible or irreversible, regressive or progressive.

[83] http://apps.who.int/iris/bitstream/10665/41005/1/9782877100205_fre.pdf
[84] Idem (p. 24)

Incapacity corresponds to a functional notion (what an individual cannot do).

The main feature is the objectification of what an individual cannot perform, for example, the lack of the possibility of self-care, communication, orientation in space and in certain situations, the use of the body in certain motor acts, such as locomotion. *Handicap* is a "social disadvantage, installed as a result of a deficiency or incapacity that limits or prohibits the fulfilment of normal habits of life in relation to age, gender and socio-cultural factors". It states the subject's level of adaptation and interaction with the social environment.

The phrase "disabled person" is accepted, when an individual considers himself / herself to be deviating from structural, functional or executive normality. According to certain philosophical principles, normality is relative, dependent on the customs of a social group; thus, members of one society see a person as "handicapped", while members of another society see the same person as normal.

The handicap has an impact on schooling, social integration, financial and physical independence, as well as on the exercise of daily occupations, etc. All of these are disadvantages of handicap. As we mentioned, however, normality is relative and closely related to technological development, duration, status and role of the person in question.

So, handicap is determined in relation to others, and from this follows the importance of social values. Thus, the attitudes and responses of the non-handicapped play an important role in shaping the ego and defining the possibilities for a potentially handicapped individual. The latter, in turn, has very little freedom to determine or modify its own reality. At the same time, the degree of handicap increases proportionally with the individual's inability to comply with society's norms. Handicap thus becomes a social phenomenon that describes the social and surrounding consequences caused by the individual's deficiencies and inabilities.

To better understand the differences between disability / deficiency and handicap we will present two cases:

a) A person with paraplegia (paralysis of the lower limbs) for a long time has come to terms with the situation, has reorganized / adapted his environment, namely his home, workplace, car, etc., so he has a minor motor disability, but not he can walk again, so he has a very high degree of incapacity.

b) A professional pianist who suffered a stroke and has hemiplegia, recovers the ability to perform everyday gestures without difficulty, so the state of incapacity is minor or is not obvious, but has not regained the ability of the fingers, necessary to resume the profession, has a severe disability.

The WHO proposes (2001) a new classification of disability, namely *International Classification of Functioning, Disability and Health* (ICFDH), which is a *multidimensional approach* to *disability and handicap*, and which covers both health and related domains (education or work, for example).

From a medical point of view, handicap is a problem of the person, a consequence of disease or trauma, and therapy aims at the recovery or adaptation of the individual or the environment.

From a political point of view, handicap is a problem of health policies, and from a social point of view, it is created by society; it is not attributed to a person, but to complex situations created by the social environment, as a result, the solution is a social policy problem.

The *International Classification of Functioning, Disability and Health* (ICFDH) approaches disability from a biopsychosocial point of view (integrates the medical and social model; Figure 33).

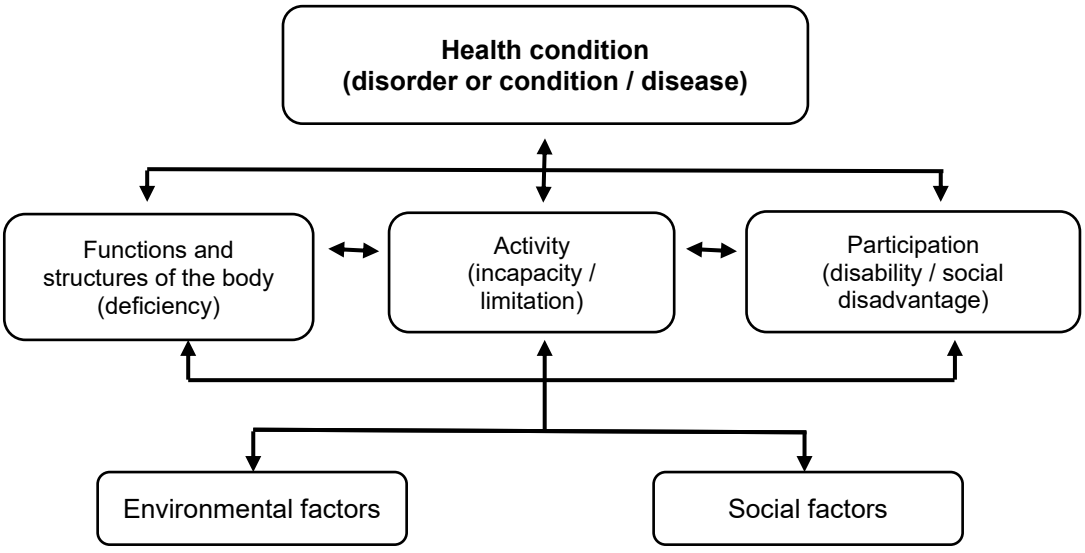


Figure 33. International Classification of Impairments (WHO, 2001, p. 18)

ICFDH is organized in two parts:

Part one addresses: functional status (deficiency / impairment), disability and handicap. Functional status refers to organic functions, the person's activities and social participation, and disability refers to impairments, activity limitations and participation restrictions.

Part 2 addresses contextual, environmental and personal factors. Environmental factors are grouped into: individual factors (home, environment, school, etc.) and social factors (social structures, services, rules of conduct).

Personal factors are represented by age, gender, lifestyle, education, etc. and have proven importance.

People with disabilities want to regain the state of normality, and according to the WHO it is about normal social roles.

7.2. International classification of impairments

The experience of our colleagues in implementing physical activities specific to some sports branches for the corrective purpose of certain categories of impairments, required the realization of a systematization of these deviations from the state of normality. The most appropriate for us seemed to be the manual, published by the World Health Organization, in response to a resolution of the Assembly of the World Health Organization by which it was decided to grant some codes to identify impairments. The measure was taken to develop a worldwide public health program, an approach that could only be achieved by a unitary approach to impairments based on unanimously accepted systematization.

In this context, starting from the idea that the impairment represents the externalization of a pathological state and reflects the disorders manifested at the level of the organs, the following systematization was adopted:

1. Intellectual impairments - include impairments in intelligence, memory and thinking.
2. Other mental impairments - include impairments of consciousness and wakefulness, impairments of perception and attention, impairments of emotional and volitional functions, and behavioural impairments.

3. Language and speech impairments - include communication impairments (this includes autism), impairments in understanding and using language, and other disorders related to language functions, including learning.
4. Auditory impairments - include impairments of auditory acuity, hearing and the auditory apparatus.
5. impairments of the visual apparatus - include deficiencies of visual acuity, visual function and ocular apparatus.
6. impairments of other organs - include deficiencies of internal organs and other specific functions.
7. impairments of the skeleton and supporting apparatus - include deficiencies of the head and trunk, mechanical and motor deficiencies of the limbs and deviations of the axes of the limbs.
8. Aesthetic impairments - grouped into deficiencies of the head and trunk, of the limbs which also include deformities, congenital malformations and other aesthetic deficiencies secondary to conditions that generate aesthetic changes in the body.
9. impairments of general, sensitive functions or other impairments - represents a generous category, which includes multiple, continence, metabolic deficiencies, sensory impairments with locations on different regions of the body, as well as other categories of impairments, not included in the previous categories.

We chose this classification, without going into too much detail and without presenting the codes granted and accepted internationally, because we considered it useful in systematizing interventions based on physical exercise programs, applied by direct or online interaction, which will be addressed in the following chapters.

Chapter 8. Sports activities implemented in the social and educational integration of students with language and speech impairments - autism

8.1. Children being diagnosed with autism spectrum disorders

Norweigan School of Sport Sciences (NSSS) made a project outline for a separate research project related to children with the functional impairment autism spectrum disorders (ASD), but due to Covid 19 this could not be carried out. We think the idea is good and we will therefore include the project plan as part of the larger project. Perhaps the project plan can inspire an upcoming research project for children with disabilities.

Background and previous knowledge

Both the number of children being diagnosed with ASD as well as the awareness towards ASD increase worldwide[85]. Budistenau, Rad, Tudosie, Zgura, Papuc, Tutulan-Cunita, Argir and Dobrescu (2017) describe that 14,3% of a cohort of 9135 children where 122 regular schools and 95 special needs schools were diagnosed with ASD.

Milton (2014) has conducted a PhD describing educational discourse and students with autism. Milton promotes that future research in studies including autism spectrum disorders should include the voices of persons with autism themselves. This follows in line with the “nothing about us without us”-claim made by proponents of the social model of disabilities. “Nothing about us without us” is a claim made in a wide

[85] Elsabaggh, M., Yusuf, A., Prasanna, S., Shikako-Thomas, K., Ruff, C. and Fehlings, M.G. (2014). Community engagement and knowledge translation: Progress and challenge in autism research. Autism, 18(7), p. 771-781

range of countries; from China[86], to America[87], Canada[88] (Vazquez, Khanlou, Davidson and Aidarus, 2018).

Connolly (2008) enhances the importance of including behavioural hallmarks of children with autism in movement contexts as fully worthy expressions of autistic being in the world. Attending to movements contexts, Connolly gives semiotic phenomenological descriptions of how children`s movements can be interpreted as expressions of how they experience sensation, fields of interest, social interaction and language understanding and expressivity when these features meet a certain culture like in a movement group or in a summer camp.

This application seeks to draw on synergetic effects from the developmental project “integration through sport” conducted in collaboration between the University of Physical Education and Sports (UNEFS), Romania and the Norwegian School of Sport Sciences (NSSS), Oslo. The aim of the developmental project is to prevent drop-out from school for vulnerable groups, that is girls, Romani children and children with disabilities that are enrolled in inclusive education in Romania.

Children with disabilities are one of the target groups of the developmental project. The project group visited two schools in the area of Giorgiu, where it was apparent both through observation and through information given by parents, teachers and principals that ASD was one of the main diagnoses in the group described as children with disabilities.

As a group, Children with ASD are recognized by a triad of impairments[89]. First, the social development of the child does not correspond with its general level of functioning. Second, communication at all levels are affected, meaning that both expressivity and interpretation are different than expected. Third, children with ASD are challenged in flexible thinking and behaviour. Thus, when it comes to physical activity and sports at camps of limited duration, distinct organizational frames, clear

[86] Zhang, C. (2017). Nothing about us without us: the emerging disability movement and advocacy in China. Disability & Society, 32(7)
[87] Iezzoni, L.I. and Long-Bellil, L.M. (2012). Training physicians about caring for persons with disabilities: "Nothing about us without us!" Disability and Health Journal, 5(3), p. 136-139
[88] Vazquez, L.M., Khanlou, N., Davidson, D. and Aidarus, F. (2019). Strategies to Promote the Inclusion of Young Adults with Developmental Disabilities in Community-Based Health Studies. Qualitative health research, 29(7): 958-971
[89] Jordan, R. (2013). Autism with severe learning difficulties. Human Horizon Series

expectations and acknowledgement of the child`s non-verbal, embodied communication are core factors that might profit children with ASD.

Scientific employees from the NSSS will participate on summer- and winter camps together with, amongst others, children with ASD from Romanian municipalities where poverty is high. In order to include the perspectives of Romanian children with ASD as suggested by Milton (2014), we ask a question that can be answered without the methodological challenges that would prevail if subjective experiences were collected through exchange of symbolic language. This subproject seeks to investigate the children`s perspectives by asking the research question "Which embodied expressions do Romanian children with ASD give when attending to camp"?

Theoretical perspective

To investigate the children`s experiences phenomenologically means to attend to their embodied expressions as fully worthy expressions. This approach relies on Frenchman Maurice Merleau-Ponty and his phenomenology of perception (2014). Merleau-Ponty acknowledges movement as a third path towards knowledge of human experience in a world where research approaches primarily have relied on objective descriptions and psychological explanations of human phenomenon.

Yet, attending to movement might provide knowledge that is subject-centred in a way that denies the meaning of the social context that frames and co-creates the movement as contextual. To be able to include the social surroundings on camp, we take a step towards a social constructivist understanding of phenomenology by relying on queer phenomenology[90]. Ahmed describes how things and environments carry cultural expectations on how they ought to be used, they can be approached in unexpected ways when the user is a person that sees the world in a queer way, different from what is expected.

[90] Ahmed, S. (2006). Queer Phenomenology. Orientation. Objects. Others. Durham and London: Duke University Press

8.2. Means of athletics

A. Direct interaction activities (ASD = autism spectrum disorders)

People with autism experience so many difficulties that an exhaustive list is difficult to achieve. Most of them are related to implicit rules: for example, in basketball, handball, football, the ball must be driven, in sprints in athletics the lane is kept, in gymnastics you do not leave the carpet, etc.

Autism is characterized by symptoms that can interfere with learning and playing a sport. In this context, a person with autism spectrum disorders can develop:
- perception disorders (difficulties in anticipation and attention, and / or making quick and coordinated gestures, etc.);
- sensory disorders (reaction to stimuli, reduced sensitivity, etc.);
- social and communication difficulties;
- resistance to change;
- stereotyped behaviours.

Despite the turmoil related to their disability, for ASD children, teens and young adults sport has important educational and therapeutic virtues. On a physical, sensory-motor and social level, practicing a sports activity allows them in particular:
- to develop their motor capacities (resistance, balance, muscle strength, coordination...);
- to process sensory information better;
- to know the body diagram better;
- to improve attention and focus;
- to develop their verbal and non-verbal communication, as well as (possibly) relational interactions within a group;
- reduction of anxiety disorders and maladaptive behaviours (aggression, self-stimulation, OCD, etc.).

Athletics exercises are practiced in general to obtain the physical condition and in particular to improve the coordination of movements (a more distant goal being the adaptation of the rhythm and distance), in parallel with the increase of motivation.

They are based on cyclical movements, respectively walking, an action that by diligent practice will be able to evolve into running. Routes (colours) are marked out, the child travels with the aim of placing brightly coloured sticks on a pole. The road to the finish line is full with various obstacles, which must be avoided, stepped on, jumped over or will be overcome by crawling.

8.2.1. Exercises to improve physical condition

1. Walking, picking a stick (possibly with help) and placing it on top of the others, on a pole;
2. Walking with passing over very low obstacles, with the aim of placing the stick on top of the others, on a pole;
3. Walking / running over low obstacles with each step (possibly with help);
4. Running over low obstacles with a stick in hand and placing it on a pole (at the end);
5. With help (teacher placed in front of the child who holds the hands), jumps on both legs;
6. Route: passing over a higher obstacle (in the middle of a mattress) + walk / run through circles (8) + step + walk on the bench + jump off the bench + run over small obstacles (6);
7. With a stick in hand, running over medium UNEQUAL obstacles (10) + running over sticks (4) + running over low but CLOSE obstacles + jumping from one foot to the other in circles (8) and placing the stick on the pole;
8. 2 legs and 1 leg jumps (in circles) - of the type of hopscotch and placing the stick on a pole;
9. On a lane formed by cones, run forward + walk backwards;
10. Running with passing over very low obstacles + a stick held with both hands, forward / up;
11. Running over 3 - 5 piles placed at an optimal distance - adapted to physical possibilities;
12. Winding run, bypassing 6 - 8 sticks, with the task of picking up a witness from the end of the route and bringing it to the start;
13. Walking on a ladder placed on the ground with both lower limbs stepping into the empty space. The final goal involves completing this exercise in easy running;

14. Idem exercise 13 on the side;
15. Walking over 4 - 6 fences with a height of 30 - 50 cm, adapted to the possibilities;
16. Walking under 4 - 6 fences with a height of 100 - 120 cm (adapted to the possibilities), keeping the correct position of the back;
17. Route with 4 lanes: 10m running on lane 1, with passing over 5 elevated poles (5 - 10 cm), left turn 180˚ with running on lane 2, provided with 3 low fences (20 cm), right turn and run over sticks placed on the ground (attack with each foot), turn left and again run over 3 low obstacles, placed as to allow attack with each foot.

8.2.2. Exercises to improve coordination

1. Face-to -face to the teacher, feet in middle circle, side step left, return, side step right, return. Acceleration is sought.
2. Integrating the exercise into a short route, to be performed from running:
- two low obstacles - will be attacked with both one foot and the other
- 3 circles placed in the vertices of a triangle - each sole in a circle;
- a higher obstacle (30 cm)

8.2.3. Exercises to increase motivation (route)

- the soles in the same circle, in front of a low obstacle (10 cm);
- vertical release and landing with the soles in two tangent circles;
- jumping over a low obstacle (10 cm) and landing on both feet in a circle, followed by turning around by jumping and resuming the actions (jump - landing with two feet in two circles - jump with landing in a circle);
- element of progression: performance with arms outstretched laterally.

B. Online Activities

Various experimental studies have shown that physical activity can improve motor skills while improving communication ability in children and teens with autism. On the other hand, the authors found no correlation with stereotypic behaviour.

Improved locomotor skills and an increased level of motor skills in this population segment are particularly important, as poor motor skills have been shown to be a significant barrier of people with autism to participate in physical activities.[91]

Playing collective games is a bit more complicated because of the social aspect; children are generally harsh with atypical (different) and play is not very constructive for an autistic person. On the other hand, running (or swimming) is the sport that can be practiced alone (in solitude) and outside school.

Physical activities regardless of their nature, can be a wealth and a source of fulfilment.

8.3. Means of gymnastics

Introduction

The gymnastics team that dealt with people with special educational needs in this project was made up of people with a lot of experience and outstanding performance in education, training, social integration of people with disabilities, especially people with autism / autistic spectrum disorders.

Benefiting from a wide range of time-tested tools, they approached a strategy adapted to the specific requirements of each experimental group, but also to the demands imposed by the social environment. We refer to goals, priorities, type of activities, methods, methodologies, techniques, general means, but also specific to various types / degrees of disorders.

The pandemic period, as well as the post-pandemic period, raised particular problems for the development of the planned activities, but also for the preparation - experimentation, implementation of the created methodologies.

By a continuous process of exploration, experimentation, orientation and adjustment that included periods of remote (online) activities, but also periods of direct interaction, the operational methodology of sustainable social and educational integration based on sports activities for children with disabilities was completed.

[91] Must, A., Phillips, S.M., Curtin, C., Bandini, L.G. (2015). Barriers to physical activity in children with autism spectrum disorders: Relationship to physical activity and screen time. Journal of Physical Activity and Health, 12(4), p. 529 – 534. https://doi.org/10.1123/jpah.2013-0271.

Direct knowledge by itinerant trips (to CSEI – BABENI, CSEI TARGU JIU), the mountain summer camp addressed to students with special educational needs and their parents, organized in the Prof. Virgil Teodorescu UNEFS Didactic Camp from Parang (July 22 – 29, 2022)), the weekly activities for the development of motor skills / abilities, of general motor skills, but also of preparing students for participation in gymnastics competitions, carried out with students from Special School No. 9 Bucharest (2021, 2022), participation in unified gymnastics competitions - applied courses or artistic gymnastics Special Olympics - level B (with the same students in April / June December 2022) gave us the opportunity to experiment, guide, operationalize the programs and operational means of social integration through sports activities, as well as confirming their concrete values.

Based on the accumulated experiences, a specific conditional algorithm was created to approach the objectives and reference solutions for the various categories of people with severe, medium or mild autism, which can be customized.

After repeated observations, it was concluded that for students with autism spectrum disorders, a first important goal is the development of the ability to perceive space and time!

The following tasks should relate to:

- postural education / re-education;
- reducing deficiencies;
- development of the general and specific physical condition necessary for practicing sports activities;
- development of motor and psycho-motor skills;
- education / development of coordination capacities – especially balance, segmental coordination of rhythm capacity, the capacity to reproduce pace and tempo by movement;
- self-awareness;
- shaping / changing the self-image;
- inducing and directing motivation;
- broadening the horizon of knowledge and communication;
- education of basic and applied-utility motor skills:
  - "school" of walking;

- "school" of running;
- "school" of jumping;
- "school" of shooting and catching;
- "school" of traction and push;
- transport of weights;
- climbing – escalading.
- crawling.

In order to achieve great performance in meeting these goals, in relation to the time available, operational approaches should consider the conditional relationships that must be met between the training components:

• general physical training - specific physical training;

• specific physical training – technical training;

• psychological training, theoretical training, biological training with all other components.

Among the most effective methods and techniques applied in the process of education, training, training, education, assessment of students with intellectual disabilities are:

- programmed training with algorithmic programs of learning, consolidation and improvement;
- game (method and means!);
- competition;
- race;
- baton;
- role-playing game;
- directed learning;
- imitation and the fragmented imitative method;
- directing learning by signs.

One of the most indicated forms / techniques of learning - training of people with disabilities is that in pairs (in pairs). And among them, the most recommended is the one formed between: **parent - student with special educational needs**, whom we will call a **special student**! Of course, there are many alternatives depending on the environment and circumstances: normal student - special student, student - special

student, normal person - special student; teacher - special student; specialist - special student, special student - special student, etc.

In group exercises / activities, the "unified" ones are the most recommended! Within the projects, alternatives were verified where parents, athletes, students, non-disabled students became the game partners, partners of competition, contest, of students with special educational needs - autism.

A. Direct interaction activities

A "key" role in determining the general, operational, individual or group, general or specific program / protocol of initial / staged / remedial-integrative training is played by the process of complex physical, motor, psychological, behavioural, etc. assessment of people in the experimental groups. It provides and grounds our knowledge.

Here are some guidelines / tests / tests applied by us in the various activities organized with groups of students with special educational needs - autism.

I. Postural, physical (qualities - abilities), mental assessment, determination of the level of knowledge, maintenance, of the fundamental and derived positions / determination of the level of knowledge of the general bases of the movement:

Here is a logistic panel regarding the assessment of the possibility of maintaining the fundamental positions and their derivatives, but also the action orientation towards the fulfilment of this very important goal.

a. **Sitting** (Figure 34):
   - sitting;
   - sitting with half-bent hips;
   - sitting with bent knees;
   - crouched;
   - crouched supported.

Figure 34. Options of the sitting position

o Standing apart (Figure 35):

- ✪ lateral;
- ✪ in front;
- ✪ back.

Figure 35. Options of the standing position

In each position of standing apart, the weight will be changed from one leg to the other;
o standing on tiptoe - maintenance;
o standing on the heels - maintenance;
o standing on one leg with the other bent / extended, supported / raised: forward / side / back (Figure 36).

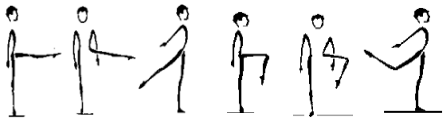


Figure 36. Options of standing positions on one leg

b. **On the knees** (Figure 37):

- o on the knees;
- o on knees with knees apart and heels apart;

- on the knee sitting on the heel;
- on one knee with the other leg, bent forward at 90°, on the sole supported;
- half-string;
- balance on one knee - maintenance.

Figure 37. Options of positions – on the knees

c. **Seated** (Figure 38):

- sitting with arms aside – maintaining / correcting;
- seated apart with arms aside – maintain / correct;
- sitting grouped with arms aside – support / correction;
- seated grouped with the soles raised from the ground, with the arms aside - maintenance / correction; the holding time is measured!
- sitting bent with arms up, hands on the tips – maintenance / correction; the bending amplitude is measured!
- seated apart bent with arms forward on the floor – maintenance / correction; the bending amplitude is measured!
- sitting apart with the trunk and arms on the ground – maintenance / correction; the performance is corrected!
- seated square with arms aside – maintaining / correcting.

Figure 38. Options of positions – seated

d. **Lying down** (Figure 39):

- lying on the back:
- ✓ with arms up;
- ✓ with arms aside, hands on the ground;
- lying on the back, legs bent, resting on the sole;
- lying face down with arms up - angle correction;
- supine facial support - maintenance.

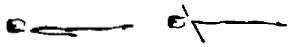


Figure 39. Options of positions – lying down

e. **Support – simple or mixed** (Figure 40):

- sustained support;
- group maintained support;
- movement in support (on the parallel bars);
- echer maintained support.

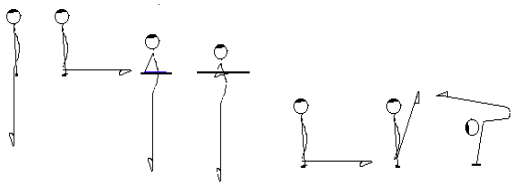


Figure 40. Options of positions - support

f. **Hanging – simple or mixed** (Figure 41):

- hanging standing with his back to the fixed scale postural and arm position correction;
- hanging maintained;
- hanging grouped maintained;

- hanging supine, standing up;
- hanging face down, standing up.

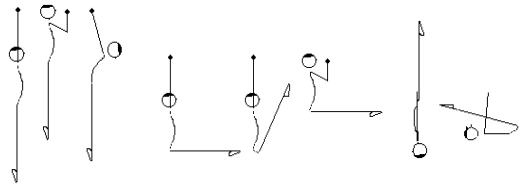


Figure 41. Options of positions - support

Some of the positions - maintained or starting positions for some physical exercises may enter the systemic assessment program. These can determine students' strength, power, coordination, balance and / or endurance of various muscle groups.

I.A. Assessment tests and general physical training with a partner (parent – special student)

Exercises / tests for the abdominal muscles (Abd.)

Abd. 1. Exercise / test – "Give me five" / "Clap your hands" (Figure 42)
Face-to-face partners;

Partner A / student – lying on back with bent legs, supported on soles;
Partner B / parent – standing apart, fix the student's feet at the ankles (to keep them close).

The student stands up in a bent position and claps his hands, synchronously with the parent, at the final moment of standing up (Give me five! or "Clap").

Figure 42. Exercise / test – "Give me five"/"Clap your hand"

The exercise can also be performed with help.

If the effort will be too high for the student, the parent will help him to lift by pulling his arms and then, after the student reaches the sitting position, they will also clap!

Unit = number of repetitions.

Abd. 2. Exercise / Test 2 (Figure 43)

The student, lying on his back, arms aside, palms on the ground, raises the legs to 90° and returns. The parent marks the amplitude, corrects the mistakes of the posture.

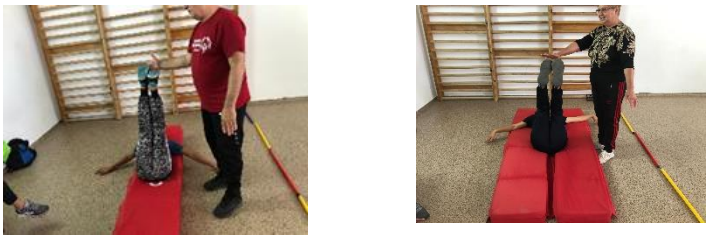


Figure 43. Exercise / test 2 – abdomen

Easy options:

a) raising the legs with the knees to the chest (Figure 44)

Figure 44. Exercise / test 2 - legs raised with knees to chest

b) lying on the back, feet on the soles supported, raising the knees to 90°
Unit = number of repetitions.

Abd. 3. Exercise / Test 3 (Figure 45)
Hanging with his back to the fixed ladder from the top bar, from the top grabbed; raising the knees to the chest / raising the legs extended to 90°
Unit = number of repetitions.


Figure 45. Exercise / test 3 – abdomen

Abd. 4. "Bicycle"
The student lying on his back with his arms at his sides; palms on the ground; amplitude controlled bicycle riding imitation.
Unit of measure = duration.

Exercises / tests for the muscles of the lower limbs (Pic.)

Pic.1. "The scales" - exercise with a partner
Partners standing face to face, arms forward and down, holding each other's hands; The student and parent, balancing and helping each other, perform alternate squats imitating the mechanism of the scales.
Unit = number of repetitions.

Pic. 2. "Squats" with or without a partner (Figure 46)

Partners standing face to face, arms forward and down, holding each other's hands;
The student performs squats; the parent supports / helps / corrects him!
Unit = number of repetitions.

Figure 46. "Squats" with a partner

Pic.3. Seated Half Squats (Figure 47)
Partners standing face to face, arms forward and down, holding each other's hands;
Partner A / student sitting on a chair with legs slightly apart.
Partner B / parent is sitting, in front of partner A. He stands up and returns to sitting by performing semi-squats: the parent supports him and helps him if necessary!
Unit = number of repetitions.

Figure 47. Seated half squats

Pic. 4. Standing long jump.
Unit of measurement = cm.

Exercises / tests for the back muscles (SP.)

SP.1. Exercise / test with a partner (Figure 48)

Partner A / Student: Lying face down with arms bent and hands behind the back of the head performs trunk extensions.

Partner B / parent, fix the legs with the hands at the level of the ankles, in / on the knees sitting on the heels. Unit = number of repetitions.


Figure 48. Exercise / test with a partner - back muscles

SP.2. Exercise with a partner (Figure 49)

Partner A / student lying face down with arms back;

Partner B / parent standing apart, partner A at thigh level grabs partner A's forearms;

Partner A performs trunk extensions with help. The scope of the action is directed by partner B.

Unit = number of repetitions.

Figure 49. Exercise with a partner - back muscles

SP. 3. "Superman"

Lying face down with one arm up and one down, fists clenched, raising body (trunk, head, legs) to full extension and holding: "Superman." Repeat by reversing the position of the arms.

*SP.4. Exercise (*Figure 50*)*

P.I. On your knees, leaning forward:

T.1-4. Raising the left arm and right leg in extension;

T.5-8. Return;

T.1-4. Raising the right arm and the left leg in extension;

T.5-8. Return.

Figure 50. Exercise for the back muscles

Exercises / tests for the arms muscles (Br.)

Br. 1. Exercise (Figure 51)

Inclined face supine support (angle directed according to possibilities 30°, 60°, 20°, 0°); flexions-extensions of the arms (push-ups).

a. With the palms on an inclined support;

b. With palms on the ground and feet on high, inclined support.

Figure 51 Exercise for the arms muscles

I. B. Exercises / tests for space perception (PS.)

PS. 1. Compass rose

Materials: circles, cones, cones;

Working group: 2 concentric circles: an inner one made of circles where the students are placed and an outer one formed by the parents behind their children (Figure 52).

Exercise in pairs: students leave the circle in given directions (Figure 53) and return; parents assist and correct them.

Figure 52. “Compass rose” setting

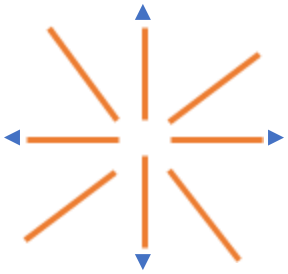


Figure 53. Compass rose setting

PS. 2. Exercise

Standing behind the circle with hands on hips:

T.1,2. Step forward with the left foot in a circle;

T.3,4. Return.

T.5,6. Step forward with the right foot in a circle;

T.7,8. Return.

PS. 3. Exercise

Standing sideways with your left shoulder to the circle:

T.1,2. Side step in a circle with the left foot;

T.3,4. Return.

Changing the position to the opposite side, the same exercise performed with the right leg

PS. 3. Exercise

Standing sideways with left shoulder to circle:

T.1,2. Side step in a circle with the left foot and bring closer the right foot;

T.3,4. Side step to the right side with the left foot coming out of the circle;

T.5,6. Step with the right foot in a circle and bring closer the left foot;

T.7,8. Side step to the right side with the right foot, stepping out of the circle.

PS. 4. Exercise

Standing in a circle with hands on hips:

T.1,2. Step forward with the left foot outside the circle;

T.3,4. Bring closer the right leg;

T.5,6. Step back with the left foot;

T7.8. Bring closer the right leg.

The same exercise performed starting with the right leg.

PS. 5. Exercise

Standing in a circle with hands on hips:

T.1,2. Step back with the left foot outside the circle;

T.3,4. Bring closer the right leg;

T.5,6. Step forward in a circle with the left foot;

T7.8. A Bring closer the right leg.

The same exercise performed starting with the right leg.

PS. 6. Exercise

Standing in a circle with hands on hips:

T.1,2. Side step with the left foot outside the circle;

T.3,4. Bring closer the right leg;

T.5,6. Side step with the right foot in the centre of the circle;

T7.8. Bring closer the left leg.

The same exercise performed starting with the right leg.

It can also be performed with ½ left, right, back.

PS. 7. Exercise

Standing in a circle with hands on hips:

T.1,2. ½ step left with left foot outside the circle;

T.3,4. Bring closer the right leg;

T.5,6. ½ step left with left foot;

T7.8. Bring closer the right leg.

The same exercise performed with the right or ½ right leg (Figure 54).

It can also be performed with ½ right, left, back.

Figure 54. Exercise PS.7.

Exercises PS. 2 - 7 can also be performed by jumping: forward, backward, 1/2 left, ½ right, forward and backward.

Methodical guidelines:

Students can be driven in given directions by grasping hands!

They must not step on the edge of the circle or circles!

Each exercise can become a test!

II.A. Exercises / tests for the "school" of walking and running (Sma.)

Sma.1. Exercise

Walking / running in place in own circle.

Parents correct the executions and regulate their rhythm and tempo.

Sma.2. Exercise

Circle to circle walking / running; the circles can be placed:

a) in column (adjustable distances)

b) zigzag;

Parents direct / assist, correct children's performance.

Sma.3. Exercise

Walking / running around own circle.

Parents direct / assist, correct children's performance.

Sma.4. Exercise

Walking / running in circles placed on different designs: circle (Figure 55), rectangle, square.

Figure 55. Exercise Sma. 4.

Sma.5. Exercise

Walking / running over obstacles (Figure 56):

a) of the same height;

b) of increasing heights;

c) of decreasing heights;

d) of combined heights, with many options.

Parents direct / assist, correct children's performance.

Figure 56. Exercise SMA.5.

Sma.6. Exercise

Walking on steps (Figure 57) placed parallel, at adjustable distances or placed in various designs or routes; children with their parents, guided or alone.

Figure 57. Exercise SMA.6.

Sma.7. Exercise

Walking / running on a route marked with numbers; the movement must be done in ascending order of numbers! children with their parents, guided or alone.

Sma.8. Exercise

Uphill walking / running: children with parents, alone.

Sma.9. Exercise

Downhill walking / running.

Sma.10. Exercise

Walking / running on varied terrain.

Sma.11 Exercise

Walking / running on drawings, lines, markings with and without help.

Sma.12. Exercise

Walking on "bricks" on adapted routes (Figure 58).

Figure 58. Exercise SMA.12.

Sma.13. Exercise

Walking - running, in place or with movement, in pairs (Figure 59), in column, facing the same direction, with 2 canes held parallel to the ends, one at each end. (position or movement of the arms can be changed or modified).

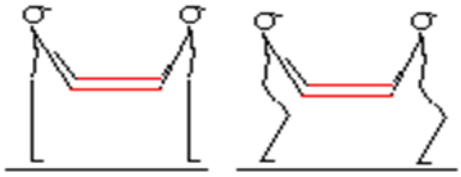


Figure 59. Exercise SMA.13.

Sma.14 Exercise

Options of walking / running made with the help of special "ladders" (Figure 60) for physical condition (walking, walking with the knees up, to the chest, walking / running with the heels to the back, running with the knees up, lateral running, etc.).

Figure 60. Exercise SMA.14.

Sma.15 Exercise

Options of walking running on / to the gym bench (Figure 61).

Figure 61. Exercise SMA.15.

Sma.16 Exercise

Options of walking / running made as a game:

a) "*Change the place*!" (children and parents are in pairs on two lines, in circles, face to face). At signal, they switch places using a command walk / run.

Option: Children and parents are in pairs in columns, for example 4. At signal, column 1 must switch places with columns 3. And column 2 must switch places with column 4.

b) "*Go around the partner*" (children and parents are in pairs on two lines facing each other); one line is number 1, and the other line is number 2. When they hear their

number, the pairs that carry it leave at speed in the ordered movement variation, bypass the partner pair and return to their place; first pair wins!

Sma.17 "Numbers Game" – race / relay

Children and parents are found in pairs, in columns, for example - 4. Each pair, in depth, within each column have ascending numbers on the lines: 1, 2, 3 4, 5, etc. The game master says a number; all pairs of that number and the same line go forward on their left, at top speed, go right around the first pair in their column, go right around the last pair, and return to their place.

II.B. Exercises / tests for jumping "school" (Ss.)

Ss. 1. Exercise

The children are in a circle; jumps in place in a circle:

a) grasped by hands;

b) with the parents face to face, holding hands;

c) jumps performed individually and monitored by parents.

Ss. 2. Exercise

The children are found in pairs face to face with their parents in a given formation; hops on one leg: left / right.

Ss. 3. Exercise

The children are found in pairs face to face with their parents in a given formation; semi-squat back with and without assistance and vertical jump; soft landing.

Ss. 4. Exercise

Children standing behind the circle:

T.1,2. Jump from 2 feet to 2 feet in a circle.

T.3,4. Return.

The exercise can be performed with or without help.

Ss. 5. Exercise

Children sitting in a circle:

T.1,2. Jump from 2 feet to 2 feet forward outside the circle.

T.3,4. Return.

T.5,6. Jump back outside the circle.

T.7,8. Return.

The exercise can be performed with or without help.

Ss. 6. Exercise

In pairs facing each other. Jumps directed laterally to the left and to the right (Figure 62).

Figure 62. Exercise Ss.6.

Ss. 7. Exercise

Sitting in pairs facing each other. Directed Jumps with forward displacement.

Ss. 8. Exercise

Children sitting in a circle:

T.1-8. Linked jumps forward, back, back, forward.

T.1-8. Linked jumps left side - return, right side - return.

Ss. 9. *The "hopscotch*" (Figure 63; the "hopscotch" can be drawn or made of circles). It can be played by walking, jumping on 2 legs, jumping on one leg, combined according to the specific rules.

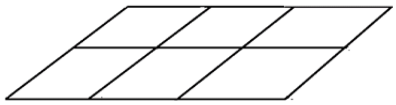


Figure 63. The hopscotch

Ss. 10. *The "plane*" (Figure 64; the "plane" can be drawn or made of circles).

It can be played by walking, jumping on 2 legs, jumping on one leg, combined according to the specific rules.

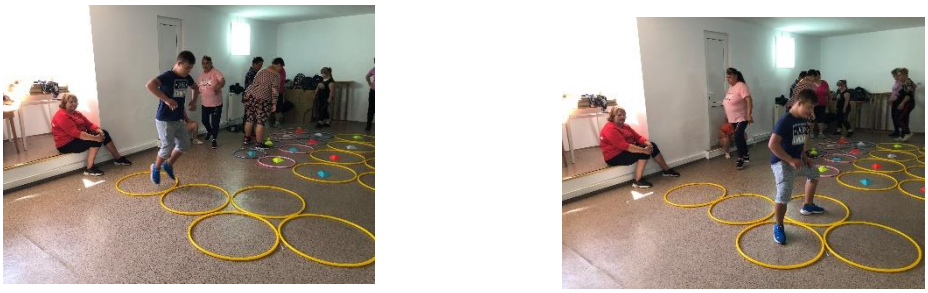


Figure 64. The plane

Ss. 11. Exercise

Variations of jumps on a given winding route:

a) on 2 legs (Figure 65);

b) on one leg;

c) frog jump;

d) bunny hop.

Figure 65. Exercise Ss.11.

Ss. 12. Exercise

Jumps in circles placed on different designs: circle, rectangle, square (Figure 66).

Figure 66. Exercise Ss.12.

Ss. 13. Exercise

Jumping over obstacles (Figure 67):

a) of the same level;

b) of increasing heights;

c) of decreasing heights;

d) of combined heights / lengths, with many variants.

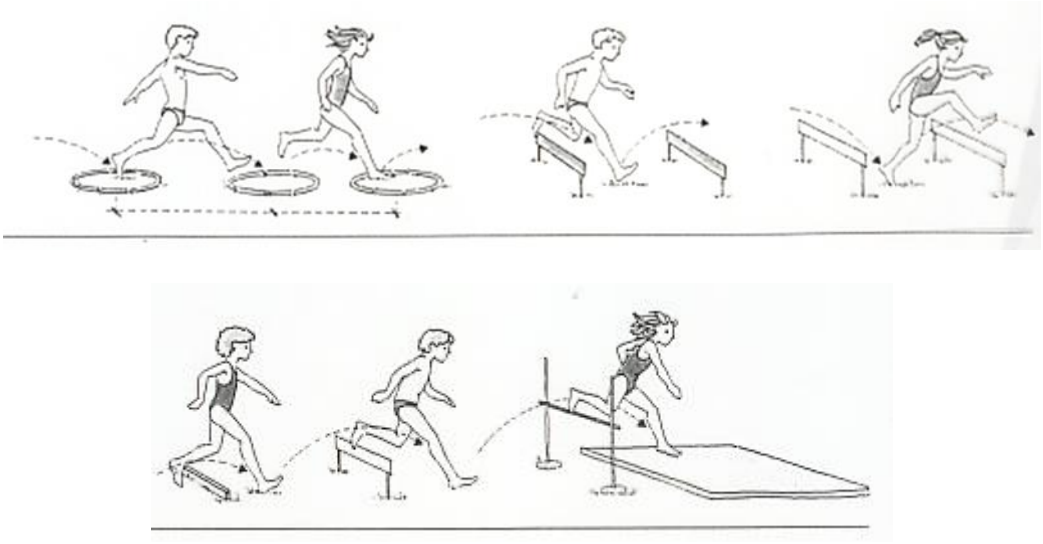


Figure 67. Exercise Ss.13.

Ss. 14. Exercise

Jumps on, over "up-down" type in height, in depth, plyometric type, on steps placed parallel, at adjustable distances or placed in various designs or routes; children with parents, directed or alone performed on one leg, on the other, on one leg, on two legs, combined.

Ss. 15. Exercise

Jumps on a route marked with numbers; the movement must be done in ascending order of numbers (Figure 68). Children with their parents, guided or alone.

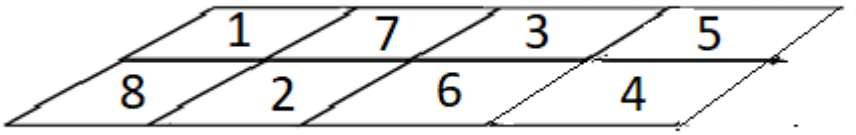


Figure 68. Exercise Ss.15.

Ss. 16. Exercise

Variants of jumps made on the fixed scale.

Ss. 17. Exercise

Variations of jumps performed on the gymnastic bench (Figure 69).

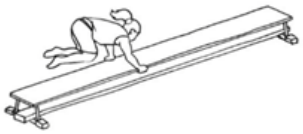


Figure 69. Exercise Ss.17.

Ss. 18. Exercise

Options of jumps made with the help of special "ladders" for physical condition (Figure 70).

Figure 70. Exercise Ss.18.

Ss. 19. Exercise

Options of jumps made over sticks placed parallel (Figure 71).


Figure 71. Exercise Ss.19.

Ss. 20. Exercise

Options of jumps made in various variants of applicative courses (Figure 72).

Figure 72. Exercise Ss.20.

II.C. Exercises / tests for the school of "shooting”

Precision Throw (Sarunc.)

Sarunc.1. Fixed target shooting from different distances

Free choice, in the open air, at the edge of the forest, shootings with cones in trees from individually controlled distances (Figure 73).

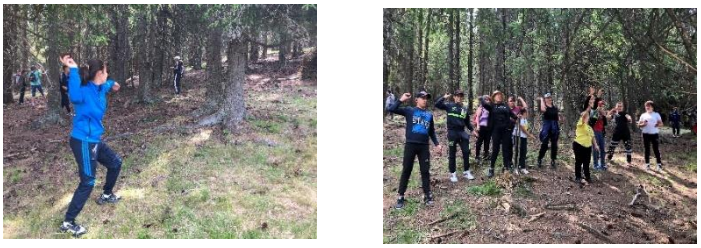


Figure 73. Exercise Sarunc.1.

Sarunc.2. Throwing sponge balls into the basket (Figure 74)

Figure 74. Exercise Sarunc.2.

Sarunc.3. Throwing balls into the basket

The performers, children and parents, are arranged in columns, face to face at a distance of 4 - 6 m; a basket is placed halfway between the 2 columns for each pair of columns; 7 balls are placed in front of each column of children (Figure 75). At the signal, the students take turns throwing the 7 tennis balls into the basket. After all the students have thrown, the parents throw the recovered balls. All contestants will enjoy applause and cheers!


Figure 75. Exercise Sarunc.3.

Long Shoot (Sarunc.d.)

Sarunc.d.1. Exercise

Who throws the cone the farthest?

Sarunc.d.2. Exercise

Who throws the sponge ball the farthest?

Sarunc.d.3. Exercise

Who throws the sheep ball the farthest?

III. Segmental coordination, shaping the general bases of movement (CS.)

CS.1. Exercise

Standing in a circle (Figure 76); raise arms obliquely up, hold x seconds, return.

Figure 76. Exercise CS.1.

CS.2. Exercise

Standing in a circle (Figure 77); raise arms to the side, hold x seconds, return.

Figure 77. Exercise CS.2.

CS.3. Exercise

Standing in a circle; squatting, catching the circle and lifting it, parallel to the ground up with outstretched arms, holding for x seconds, lowering the circle to the ground (Figure 78). The action is repeated 5 - 10 times.

Figure 78. Exercise CS.3.

CS.4. Exercise

Standing inside the circle held horizontally at the thighs:

T.1-4. Squat with the circle up;

T.5-8. Return;

T.1-4 Move forward 3 steps with approach simultaneously with raising the circle up;

T.5-8. Return by lowering the circle to the starting position.

IV. Exercises / tests for spatial-temporal orientation, action logic, movement speed, action decision (Ost/la.)

Ost/la.1. Arrange the sticks

In a square with 16 boxes (minimum 40/40 cm. each) drawn on the ground or marked by circles, 16 pieces of 4 different colours are spread (one in each box!) 4 for each colour.

At the signal, each student, at the highest speed, arranges the stick / balls of the same colours, in lines or columns (Figure 79).

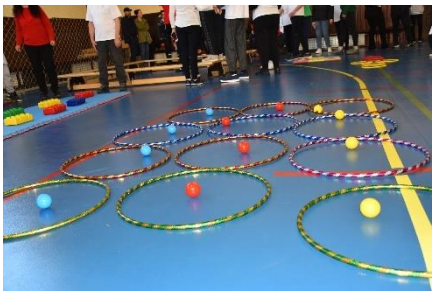



Figure 79. Exercise Ost/la.1.

Ost/la.2. Who puts / collects the balls on the tip of the cone faster?

Materials: 16 circles, 16 cones without a tip, 16 balls.

At the signal, the student starts at the highest speed to balance the balls on top of the 16 cones placed in circles (Figure 80). The action will be timed.

Figure 80. Exercise Ost/la.2.

Ost/la.3. Who gets the sticks / balls onto / from the top of the marking "cones" faster?

At the signal, the student begins, at top speed, to balance / pick up the stick / balls in / from the top of the 8/12 cones placed in the circle (Figure 81). The action will be timed.

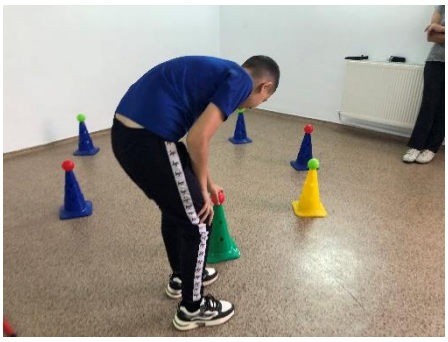


Figure 81. Exercise Ost/la.3.

Ost/la.4. "Who can take the most sticks?"

The students are in circles arranged in a large circle (Figure 82). In the centre of the large circle is a circle filled with sticks; at the signal all competitors move to the centre to take a stick which they store in their own circle; from that moment each player can take a stick both from the centre and from the left or right neighbours. The player who collects the most sticks wins.

Figure 82. Exercise Ost/la.4.

Ost/la.5. Hockey

The student with a plastic club in a classic 2-handed grip (Figure 83), directs a sponge ball between the posts; it returns by meandering through landmarks. Pass the club to the next performer.

Figure 83. Exercise Ost/la.5.

Ost/la.5. Place and collect the sticks

Children and parents are in small circles arranged in a large circle (Figure 84); in the middle of the circle, another smaller circle is made of cones that have a stick fixed at the top; at the signal, the first child runs, collects all the sticks; runs back and passes the sticks to the next player in the next circle next to him; this one runs, puts the sticks on the stakes, runs back around the circle and then passes the baton to the next student; he runs to the poles, collects the sticks, runs back and passes the baton (sticks), etc. The two actions of putting – collecting the sticks are performed until all the students and parents have entered the competition.

Figure 84. Exercise Ost/la.5.

Ost/la.6. Relay

Winding run through the milestones, return to the starting place and handing over the baton.

Working group: 4 teams; 4 columns with 8 - 9 students - parents; in front of the column there are 5 mattresses placed as pillars. Materials: rolled gym mats (Figure 85).

Figure 85. Exercise Ost/la.6.

Ost/to.7. Relay

Jumps on 2 legs, return to the starting place and handover of the baton.

Working group: 4 teams; 4 columns with 8 - 9 students - parents; in front of the column there are 5 mattresses placed as pillars. Materials: rolled gym mats.

Ost/to.8. Relay

Jumps on 1 foot (left / right), bypassing the poles, return to the starting place and handing over the baton.

Working group f: 4 teams; 4 columns with 8 - 9 students - parents; in front of the column there are 5 mattresses placed as pillars. Materials: rolled gym mats.

V. Assessment / training of segmental coordination, strength and motor potential for the social inclusion of these children (Competition):

Competition 1. Who hangs the longest at the fixed bar? (Figure 86)

Figure 86. Competition 1 – student with autism

Competition 2. Special Olympics artistic gymnastics competition level B – bars

Exercise description: Hanging; raising the knees to the chest, holding for 2 seconds. Return to hanging; spread the legs to the side, hold for 2 seconds; return; leaving the grip and lowering into standing with arms aside.

Beam:

Jumping (person with Autism)

Pommel horse:

Competition 3. Fitness competition

1. Pull-ups
2. Back muscles - trunk lifts (Figure 87)

Figure 87. Back muscles - trunk lifts

3. Squats
4. Push-ups on an inclined plane (Figure 88)

Figure 88. Push-ups on an inclined plane

5. Resistance – movement speed – spatial - temporal orientation

A semicircle is marked at a distance of 8m from the starting line; on it, at equal distances, place 5 - 8 cones; individually, each student / parent runs to the first cone,

touches it, returns, steps on the starting line, runs to the second cone touches it, returns, steps on the starting line and continues like this until all the markers are touched (Figure 89). The route will be timed. The contestant with the shortest time wins.

Figure 89. Resistance – movement speed – spatial - temporal orientation

6. Standing long jump

VI. Exercises for group activities – integration – socialization (Agis.)

Agis.1. Exercise

In columns of 5, (at least 2 m. between them); cones are fixed at 5 - 10m next to each column; at the signal, the first performer from each team starts speeding, goes around the milestone, returns to the start and takes the hand of the next competitor with whom this time they complete the route together; then take the hand of the third teammate and do the same (Figure 90); the race continues until all the players of the teams complete the route together. The team that reaches the finish line first and has no penalties wins. Teams can be mixed: students - parents.

Figure 90. Exercise Agis.1.

VII. Special exercises for flat feet (platfus)

a) lifting on the tips with the arms up, return;

b) standing – rolling with the sole of the right foot on the stick;

c) ditto the left;

d) ditto with a tennis ball;

e) lifting an object (ex: socks) from the ground with the toes of the right foot;

f) same with the left leg;

d) walking on different types of surfaces.

VIII. Skill Assessment / Training (Abi.)

Abi.1. "Raise, Lower and Undress the Circle"

Performers are found inside the circles. At the signal, they crouch, catch the circle and raise it parallel to the ground; at the signal they put it on the ground! It takes place as a game.

Abi.2. Driving the ball

The type of ball may differ: game type, medicine ball type; gymgall type, "beach" type:

a) with the foot;

b) with the hand;

c) with a hockey stick;

d) with the gymnastic stick.

Abi.3. Simple spool

Pass the ball (ball type may differ: games type, medicine ball type; gymgall type, "beach" type):

a) with the foot;

b) with the hand;

c) with a hockey stick;

d) with the gymnastic stick.

In one column there are the mothers, and in the other the students.

Abi.4. Exercise

Running with the stick and the cone on the head to the milestone and back; the cone is passed to the next player who already has another stick in hand; the stick of the first player is passed to the 3rd player.

IX. Balance assessment / training tests (Equilibrium.)

Echilibru.1. Exercise

Balance walk with arms at the side:

a) on a line drawn on the ground;

b) on a string placed on the ground;

c) on a low gymnastic beam placed at ground level / on the ground;

d) on the gymnastic bench;

e) on an "S" beam;

f) on the narrow side of the turned gymnastics part (Figure 91).

Figure 91. *Echilibru* Exercise.1.

*Echilibru.*2. Exercise

Standing in balance on one left / right leg (Figure 92); the other leg – passé, attitude etc.

Figure 92. *Echilibru* Exercise.2.

Echilibru.3. Exercise

Standing in balance on two legs / on the left /right leg on special balance devices ("lenses", "plates", "bossu") - Figure 93.

Figure 93. *Echilibru* Exercise.3.

Conclusions

Applied and adapted in accordance with their value, physical education is a cast plate of inestimable value in the complex process of social integration and, directly or indirectly, the reduction of school dropout. Their formative, educational, functional, motor effects contribute significantly to ensuring health, physical and mental shaping, motor control and self-control, the development of motor skills and capacities, to ensuring a baggage of general and specific skills, to resistance to stress.

In order to achieve the expected performance, gym applications must benefit from a superior methodological, methodical and operational reference support summarized in the following recommendations:

- *in all gymnastic applications the game must be prioritized as a method and means of preparation - education - development - training - assessment*;
- *race, competition often become important motivational and awareness elements in increasing the integrative yield, but also in supporting continuity and action tradition;*
- all operational steps must be subordinated to the programmed training process and the algorithmic programs of learning, consolidation, improvement;
- continuous monitoring by specific tools of the instruction and education process is mandatory;
- gymnastics applications must be objectified and dedicated to people with special educational needs depending on the type of condition and degree of impairment (severe, medium, mild);
- in many cases customisation of operational protocols is recommended;
- the yield of interventions is directly proportional to the level and quality of attitude, thought, positive example;
- physical, motor, educational, volitional, attitudinal progress must be subordinated to the continuous change of self-image, behaviour, freely consented discipline level, knowledge and experience level, confidence in one's own strength;
- in the report: goals – time available, the multi-goal operational applications must be capitalized;
- the quality and level of performances obtained by gym applications are conditioned by the level of specialist training! That is why we recommend special courses and experience exchanges for:

- all teachers / trainers working in education, integration of people with special educational needs;
- all parents who should manage, daily, 24 hours a day, the education, training, integration of their own children.

Chapter 9. Sports activities applied in the social and educational integration of students with multiple impairments – Down syndrome

9.1. Means of gymnastics

Introduction

The gymnastics team that dealt with people with special educational needs in this project was made up of people with a lot of experience and outstanding performance in education, training, social integration of people with disabilities, especially people with autism / autistic spectrum disorders.

Benefiting from a wide range of time-tested tools, they approached a strategy adapted to the specific requirements of each experimental group, but also to the demands imposed by the social environment. We refer to goals, priorities, type of activities, methods, methodologies, techniques, general means, but also specific to various types / degrees of disorders.

The pandemic period, as well as the post-pandemic period, raised particular problems for the development of the planned activities, but also for the preparation - experimentation, implementation of the created methodologies.

By a continuous process of exploration, experimentation, orientation and adjustment that included periods of remote (online) activities, but also periods of direct interaction, the operational methodology of sustainable social and educational integration based on sports activities for children with disabilities was completed.

Direct knowledge by itinerant trips (to CSEI – BABENI, CSEI TARGU JIU), the mountain summer camp addressed to students with special educational needs and their parents, organized in the Prof. Virgil Teodorescu UNEFS Didactic Camp from Parang (July 22 – 29, 2022)), the weekly activities for the development of motor skills / abilities, of general motor skills, but also of preparing students for participation in gymnastics competitions, carried out with students from Special School No. 9 Bucharest (2021, 2022), participation in unified gymnastics competitions - applied courses or artistic gymnastics Special Olympics - level B (with the same students in

April / June December 2022) gave us the opportunity to experiment, guide, operationalize the programs and operational means of social integration through sports activities, as well as confirming their concrete values.

Based on the accumulated experiences, a specific conditional algorithm was created to approach the objectives and reference solutions for the various categories of people with severe, medium or mild autism, which can be customized.

Based on the accumulated experiences, a specific conditional algorithm was created to approach the goals and reference solutions for students with Down syndrome.

After repeated observations, it was concluded that for students with Down syndrome (Figure 94), a first important goal is the development of the ability to perceive space and time!

Figure 94. Student with Down syndrome

The following tasks should relate to:

- postural education / re-education;
- reducing deficiencies;
- development of the general and specific physical condition necessary for practicing sports activities;
- development of motor and psycho-motor skills;
- education / development of coordination capacities – especially balance, segmental coordination of rhythm capacity, the capacity to reproduce pace and tempo by movement;
- self-awareness;
- shaping / changing the self-image;
- inducing and directing motivation;
- broadening the horizon of knowledge and communication;
- education of basic and applied-utility motor skills:

- "school" of walking;
- "school" of running;
- "school" of jumping;
- "school" of shooting and catching;
- "school" of traction and push;
- transport of weights;
- climbing – escalading.
- crawling.

In order to achieve great performance in meeting these goals, in relation to the time available, operational approaches should consider the conditional relationships that must be met between the training components:

• general physical training - specific physical training;

• specific physical training – technical training;

• psychological training, theoretical training, biological training with all other components.

Among the most effective methods and techniques applied in the process of education, training, training, education, assessment of students with intellectual disabilities are:

- programmed training with algorithmic programs of learning, consolidation and improvement;
- game (method and means!);
- competition;
- race;
- baton;
- role-playing game;
- directed learning;
- imitation and the fragmented imitative method;
- directing learning by signs.

One of the most indicated forms / techniques of learning - training of people with disabilities is that in pairs (in pairs). And among them, the most recommended is the one formed between: **parent – special student** Of course, there are many alternatives

depending on the environment and circumstances: normal student - special student, student - special student, normal person - special student; teacher - special student; specialist - special student, special student - special student, etc.
In group exercises / activities, the "unified" ones are the most recommended! Within the projects, alternatives were verified where parents, athletes, students, non-disabled students became the game partners, partners of competition, contest, of students with special educational needs – Down syndrome.

A. Direct interaction activities

The content of activities with direct interaction is identical to that addressed to students with language and speech impairments - autism presented in subchapter *7.3. Means of gymnastics.*

Conclusions

Applied and adapted in accordance with their value, physical education is a cast plate of inestimable value in the complex process of social integration and, directly or indirectly, the reduction of school dropout. Their formative, educational, functional, motor effects contribute significantly to ensuring health, physical and mental shaping, motor control and self-control, the development of motor skills and capacities, to ensuring a baggage of general and specific skills, to resistance to stress.
In order to achieve the expected performance, gym applications must benefit from a superior methodological, methodical and operational reference support summarized in the following recommendations:

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- continuous monitoring by specific tools of the instruction and education process is mandatory;
- gymnastics applications must be objectified and dedicated to people with special educational needs depending on the type of condition and degree of impairment (severe, medium, mild);
- in many cases customisation of operational protocols is recommended;
- the yield of interventions is directly proportional to the level and quality of attitude, thought, positive example;
- physical, motor, educational, volitional, attitudinal progress must be subordinated to the continuous change of self-image, behaviour, freely consented discipline level, knowledge and experience level, confidence in one's own strength;
- in the report: goals – time available, the multi-goal operational applications must be capitalized;
- the quality and level of performances obtained by gym applications are conditioned by the level of specialist training! That is why we recommend special courses and experience exchanges for:

- all teachers / trainers working in education, integration of people with special educational needs;
- all parents who should manage, daily, 24 hours a day, the education, training, integration of their own children.

9.2. Basketball tools

Beneficial activities for children with intellectual disabilities have proved the success of practicing sports by these children, the development of their physical abilities close to normal and their fulfilment by physical activity, the programs developing from year to year and containing progressions and refinements of activities corresponding to the individual requirements of intellectual disability.

The use of competition elements with themes from the basketball game, in the training of children with intellectual disabilities, generally aims at developing the children's

motor capacity depending on the level of physical, motor and mental development of the children they work with.

A. Direct interaction activities

"RACE OF NUMBERS"

Social valence of the game: shaping the basic motor skills, attention, combativeness.

Description: The players are in column, seated, numbered in depth. The teacher says a number (for example, 2), the players who heard their number (no. 2) stand up, sprint to a line drawn (for example, 10m) on the ground, return to their place and lay on the ground. The team whose player returns to the starting position first gets 1 point. The team that reaches 10 points first wins.

Working groups: 2 or more columns

Methodical guidelines: quick reaction to the signal

Material resources needed: basketball court or outdoors, unlimited number of players.

Options: Different types of movement can be used (squatting, jumping on 1 or 2 feet, dribbling), at different distances.

"COLLECT THE BALLS"

Social valence of the game: spatial - temporal orientation, attention, combativeness.

Description: on half of a basketball court, two teams each stand at one corner of the court. At the teacher's signal, the players must run and pick up all the balls that are scattered on the field and take them to the corner of his team. Each player is only allowed to take one ball to the corner of his court. When all the balls have been collected from the field, the balls collected by each team are counted. The team that collected more balls wins. Players are not allowed to touch each other to avoid accidents.

Working groups: equal groups of children

Methodical guidelines: pick up one ball as quickly as possible with two hands

Material resources needed: half a basketball court, 10 - 15 balls (basketball or other sizes and weights – volleyball, tennis), unlimited number of players.

Options: if only 2 types of balls are used, (equal numbers), the teams must each collect a certain type of ball in their own corner.

"BALL THROUGH THE TUNNEL"

Social valence of the game: coordination, getting familiar to the game object, attention.

Description: The players of a team are lined up behind each other, 2 arm's lengths apart, with their feet apart, behind a line drawn on the ground, with the first player having a ball. Another line is drawn behind the last player, this line cannot be crossed. At the teacher's signal, the first player bends down and gently rolls the ball to the next player. He takes the ball and rolls it to the next player and so on until the ball reaches the last player. The last player in possession of the ball runs with it to the end of the column, becoming the first player. During this time the whole column retreats 1 step back. The player with the ball, arriving in front of the column, with his feet apart and his toes behind the line, sends the ball "through the tunnel".

The game continues until the original formation is restored. The team whose player at the head of the column was the first to return to his place and raise the ball above his head wins.

Working groups: in column

Methodical guidelines: Pay attention to the colleague who gives the ball, catch and give the ball with two hands.

Material resources needed: number of balls equal to the number of teams. It can be played outdoors or indoors, unlimited number of players

Option: Players at arm's length, the ball is passed back into the hands of the next player, not rolled.

“BALLS TRANSPORTATION”

Social valence of the game: coordination, getting familiar to the game object.

Description: the players divide into teams with an equal number of players and line up in a column behind a starting line (bottom line). At 15 m (1/2 field) from this line, the return line (centre line) is established. Each team has 2 balls placed on the ground.

At the teacher's signal, the first player from each team picks up the 2 balls and runs with them to the set mark and back, places them on the ground, the next player will pick up the balls from the ground and continue the game in the same way. The team whose players finish the route first is the winner. The player carrying the balls must not be assisted in picking them up from the ground.

Methodical guidelines: the number of balls to be transported and the distance travelled will be determined according to the age and skills of the players.

Working groups: in column

Methodical guidelines: Control the carried balls, place the balls on the ground, don't throw them.

Material resources needed: basketball court, 2 basketballs for each team.

"KEEP THE PACE"

Social valence of the game: developing attention, developing pace, perfecting dribbling.

Description: on the spot, the teacher gives the players a certain pace they are obliged to dribble. The players must dribble at the same time, keeping the pace. If a player loses control of the ball or loses his pace, he is out and the other players continue.

Working groups: in a circle

Methodical guidelines: Keep your head up to see the pace you have to dribble, dribble to the side, push the ball don't hit it.

Material resources needed: basketball court, basketballs for each player.

Options:

- the players will change their dribbling hand at the teacher's direction (laterality);

A particularly important element is the encouragement that must be "offered" to the children during and at the end of the race.

Means of learning the fundamental position in the game of basketball

• Finding the optimal position (establishing the support base);

• Vertical, lateral and anterior-posterior balance;

• Imbalances: in pairs, one player in a fundamental position, the other tries to unbalance him;

• Jumps with landing in fundamental position with emphasis on vertical balance: without changing the landing plane; with changing the landing plane.

Means of accommodation with the ball. "School of ball".

• Passing the ball around the head, hips, knees, ankles.

• Passing the ball between the legs in the shape of an "8".

• Students in a low basic position, the ball held with two hands antero-posteriorly, between the legs: changing the grip by twisting the trunk right - left.

• From moving, passing the rolled ball between the legs with each step.

• From moving, throwing the ball from front to back and vice versa and catching it with two hands.

• From sitting, legs supported at 45º, passing the ball around the knees.

• From the same position, alternate passing the ball around the knees and hips. The legs remain permanently supported at 45º.

Learning aids for catching and holding the ball with two hands at the chest

• Slipping of palms and fingers on the ball on the ground.

• Lifting the ball off the ground, controlling the correct grip

• Taking the ball from the partner's hands and controlling the grip.

• Throwing the ball up - catching (on the spot, then from the jump) and controlling the correct catch.

• Catching the ball after it bounces off the ground;

• Exercises in pairs or in groups

• Students in a row, passing and taking the ball from the partner's hand. Grip control.

• Students arranged in two lines facing each other (standing or sitting), passing the ball rolled on the ground, and taking it in the grip.

B. Online Activities

Individual means specific to basketball with educational applicability to children with disabilities

• Spinning the ball around the head / pelvis / knees / ankles

Social valence: coordination, rhythm

Description: From standing apart, spinning the ball

Working groups: individual

Methodical guidelines: weight distributed on both feet, do not stick the ball to the body, head up - looking forward

Material resources needed: a basketball / sponge

https://youtu.be/RrvPucWH9lo

• Throwing the ball up and back - catch stop

Social valence: spatial-temporal orientation, increasing self-confidence, learning to catch the ball, learning to stop

Description: from standing apart, throw the ball up and back, turn 180, run-catch-stop.

Working groups: individual

Methodical guidelines: stand in the basic position, throw the ball slightly backwards, catch the ball with two hands, roll the sole when stopping

Material resources: sponge ball / basketball

https://youtu.be/m057a_epTbc

• Throwing the ball up and forward – turning 360º simultaneously with clap-catch-stop

Social valences: spatial-temporal orientation, pace, learning to catch the ball, learning stops, increasing self-confidence

Description: from the far stand, throw the ball up and back, turn 180, run-catch-stop.

Working groups: individual

Methodical guidelines: stand in the basic position, throw the ball slightly backwards, catch the ball with two hands, roll the sole when stopping

Material resources: sponge ball / basketball

https://youtu.be/kxVQZ5_LmkA

• Spinning the ball around the waist - throwing to the basket with one hand above the head

Social values: the development of the accuracy of throwing to the basket, the development of the sense and control of the ball, the increase of self-confidence and the level of showing pleasure for practicing basketball.

Description: from standing apart, rotating the ball around the basin 3 (three) times to the right - stretching the throwing arm forward - holding the ball in the palm - raising the ball above the head - throwing to the basket with one hand above the head

Working groups: individual

Methodical guidelines: the ball does not touch the torso, arm extended forward, raising the ball above the head so that one can see the ring under the ball, completing the throw with the arm extended, palm facing down, fingers spread and facing the ring.

https://youtu.be/yiWfbVg_zPQ

Material resources: sponge ball / basketball

• Imitating the spot pass

Social valences: developing the right work attitude, increasing self-confidence.

Description: from standing apart, palm to palm, elbows a palm apart from the torso - imitating the pass with two hands from the chest

Working groups: individual

Methodical guidelines: accept the position of the arms at the end of the pass - arms extended forward, palms facing outwards.

https://youtu.be/TJ1GJ7u4d4g

• Dribbling – sitting – rebounding

Social values: developing the right work attitude, increasing self-confidence, developing the ability to handle the basketball.

Description: Dribbling on the spot at the signal - sitting down continuing the dribble - at the signal returning

Working groups: individual

Methodical guidelines: fingers spread on the ball, the arm performs a pumping movement, control the ball during the lift

Material resources: basketball / sponge ball

https://youtu.be/VqG-r3fqfVU

Conclusions

In carrying out activities with basketball game themes, we must not neglect the level of children instruction. The technical procedure in which children compete must be known, its basic mechanism must already be formed, otherwise during the game the student will distort the movement due to the desire to compete. A particularly important element is the encouragement that must be "offered" to the children during and at the end of the race.

8.3. Means of bocce

Introduction

Bocce is a relatively new option among sports activities in our country. Simple and easy to practice, the means specific to the game of bocce can be successfully practiced by students with special educational needs, being able to be adapted to different deficiencies.[92]

A. Direct interaction activities

The proposed means can be practiced with bocce balls, balls of different sizes or other rolling spherical objects. It is important that the main rule of the game of bocce is observed: the bigger balls (objects) are launched towards a smaller ball (a smaller object).

It is preferable that during the bocce game each student has a maximum of 4 balls of the same colour or size so that the distribution of the players' balls is easier. If this is not possible, there can be different markings on the balls that students can easily recognize.

The specified distances between the launch line and the landmarks or the distances between the landmarks can be adapted according to the level of physical training of the students.

[92] The ways of adapting the game for students with different deficiencies can be found in the work: Mujea, A.M., Balan, V., Gherghel, C. (2019). Bocce - practical guide. Bucharest, Discobolul Publishing House.

To be easier to understand the graphical representations, we present the symbols used:

= player with the ball

=ball movement

= player movement

= bocce ball

= player without the ball

= pallina

= cone, supporting object

= the area where the ball must remain

= future position of the player

1. sitting, standing apart, sitting with bent knees, sitting on knees, sitting – throwing the ball /with both hands / with the right hand / with the left hand towards a marker placed in front of the student (Figure 95). The ball must stay as close to the mark as possible.

Figure 95. Throwing the ball towards a landmark placed in front of the student

2. standing apart in the sagittal plane (one foot forward and one back) – throwing the ball with both hands / with the right hand / with the left hand towards a landmark located laterally to the right or left of the throwing student (Figure 96). The ball must stay as close to the mark as possible.

Figure 96. Throwing the ball towards a landmark located on the side of the student

3. standing, standing apart in the sagittal plane (one foot forward and one back) – throwing the ball with the right hand / with the left hand / with both hands between two stakes / landmarks placed on the same line (Figure 97), at different distances from each other. It starts with a greater distance. Gradually, the distance between the milestones / benchmarks decreases until they reach 20 - 25 cm from each other. It is mandatory that the ball passes between the two markers. The milestones are permanently placed at the same distance from the launch line.

Figure 97. Throwing the ball between 2 stakes / landmarks placed on the same line

4. standing, standing apart in the sagittal plane (one foot forward and one back) – throwing the ball with the right hand / with the left hand / with both hands between two stakes / landmarks placed at the same distance from the launching line (Figure 98). It starts with a smaller distance (3 m). Gradually, the distance between the launch line and the stakes increases. It is mandatory that the ball passes between the two markers. Milestones are permanently placed at the same distance from each other.

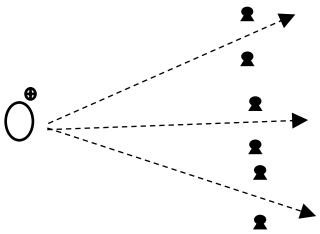

Figure 98. Throwing the ball between the stakes / landmarks placed at the same distance from the launch line

5. standing, standing apart in the sagittal plane (one foot forward and one back) – throwing the ball with the right hand / with the left hand / with both hands between two stakes / landmarks that are at different distances from the launch line (Figure 99). The distance between the milestones / benchmarks is different.

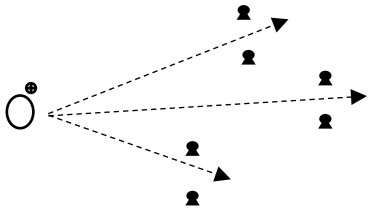

Figure 99. Throwing the ball between the stakes / landmarks placed at different distances from the launch line

6. standing, standing apart in the sagittal plane (one leg forward and one back) – throwing the ball with the right hand / with the left hand / with both hands from one student to another (Figure 100). The distance between performers can change.

Figure 100. Throwing the ball from one student to another

7. in pairs, both students standing or standing apart in the sagittal plane (one foot forward and one back). In one hand, each student has a marble or ball. Throw the ball simultaneously with the free hand to the other pair (Figure 101). It can be launched several times with the same hand, after which the places change.

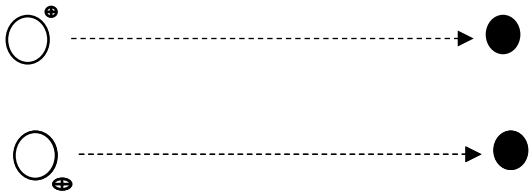

Figure 101. Throwing the ball simultaneously, in pairs

8. standing with the back to the throwing direction – throwing the ball with both hands towards a landmark (Figure 102). The distance between the student and the landmark can be changed.

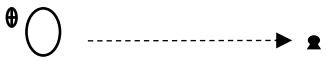

Figure 102. Throwing the ball with the back towards a landmark

The dynamic games presented can be practiced individually, each player practicing alone with the ball, or they can be practiced by 2 students. These games were taken from the specialised literature[93] and were adapted and supplemented.

1. Hunting

Formative values: education of precision and coordination, increasing confidence in one's own strength, perseverance, patience.

Description: each participant has a bocce ball. Before each row, at a certain distance, there is a target drawn on the ground. At the start signal, the first performers launch the ball, which must stop inside the target (Figure 103). When the first performer's ball stops, the second student launches.

Working groups: the students are seated in a row (column), behind the launch line.

Methodical guidelines: the student who placed more balls inside the target wins.

Figure 103. Hunting

2. Hit the square

Formative values: education of precision, collaboration between two players.

[93] Mujea, A.M., Balan, V., Gherghel, C. (2019). Bocce – practical guide. Bucharest, Discobolul Publishing House, p. 66 - 80

Description: The first player launches the ball so that it stops in the square (Figure 104). If the ball stays in the square, he gets a point. The player next to the square retrieves the ball and throws it back.

Working groups: one player is placed behind the starting line. At 5 m from this line, a square is drawn, where the second player is located.

Methodical guidelines: after 5 launches, change places. The player with the most points wins.

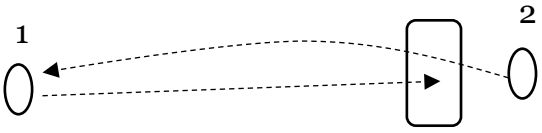

Figure 104. Hit the square

3. Hit the ball

Formative valences: educating precision.

Description: in a rectangle drawn on the ground, the pallina (or a smaller ball) is placed. From a starting line, established at least 5 m away from the ball, a player launches a ball towards the ball with the aim of removing it from the rectangle (Figure 105).

Working groups: players are placed in column.

Methodical guidelines: if he succeeds in removing the pallina (or small ball) from the rectangle, the player receives a point. After launching, the player moves to the end of the line. The game continues until all players have rolled 5 times. The player who touches the ball more times, thus getting more points, wins.

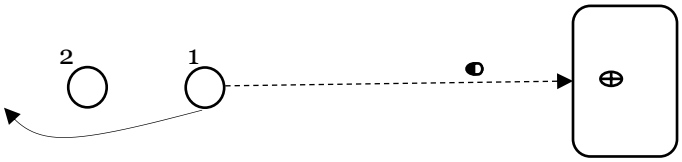

Figure 105. Hit ball

4. Hit the rectangle

Formative valences: educating precision.

Description: in front of the players, at a distance of 6 m, four rectangles are drawn. The first player has four balls. At the start signal, he launches the balls one by one, which must stop inside the rectangles.

Working groups: the players are arranged in column.

Methodical guidelines: if the ball stops in the rectangle, the player receives a point. Whoever has more points wins. In the first stage of learning, the ball can go beyond the rectangle (Figure 106). The point is awarded if the ball has passed through the centre of the rectangle.

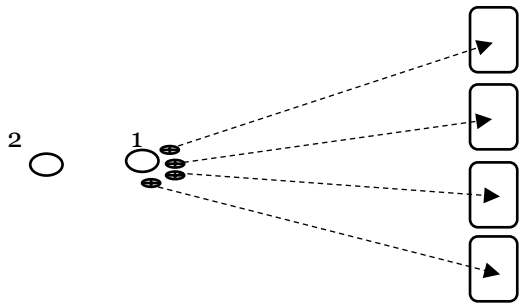

Figure 106. Hit the rectangle

5. Touch the square

Formative valences: educating precision.

Description: in front of each team, four squares numbered from 1 to 4 are drawn. Square number 1 is drawn 1 m from the launch line, and the others are at intervals of half a meter. The first player has four balls. At the starting signal, he releases a ball. If the ball has stopped inside the square, he also launches the second ball, which must stop in square number 2. If the first ball launched by the first player exceeds the sides of the square, he moves to the tail of the row, and the next ball is launched by the second player (Figure 107).

Working groups: the players are arranged in column.

Methodical guidelines: for each ball that remains inside the square, the player receives points depending on the square hit. The player with the most points wins.

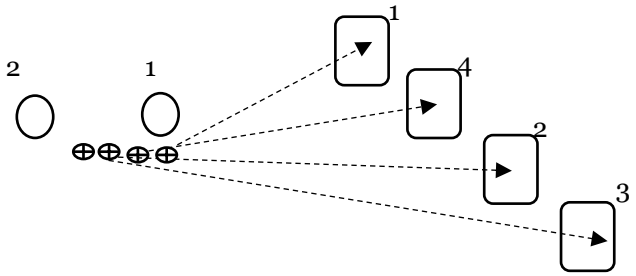

Figure 107. Touch the square

6. Ball targeting

Formative values: education of coordination between players and education of precision, compliance with the rules.

Description: the column is located 6 - 8 m from the launch line. Another line is drawn 10 m away from it. The second player has a ball. At the start signal, the ball is passed to the first player. He, when he is with the ball in his hand, runs to the line in front of him and launches the ball. After throwing, he moves behind the ball until it crosses the line placed 10 m from the throwing line (Figure 108). At this moment, the player picks up the ball and runs with it to the end of his line. After that, the ball passes to the player in front, the game restarting.

Working groups: the players are placed in a column.

Methodical guidelines: the player who delays the recovery of the ball receives a point. The student who totals fewer points wins.

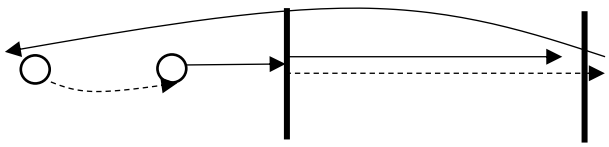

Figure 108. Ball targeting

7. Launch and go

Formative valences: educating patience and attention.

Description: at the start signal, the player with the ball throws it with his right hand towards the player sitting in front of him. After releasing the ball, the player walks behind the ball towards the other player. When he reached the number 2 student, he releases the ball and moves past it until he reaches the place where player no. 1 (Figure 109).

Working groups: players are placed face to face, at a distance of 7 - 10 m.

Methodical guidelines: the player who crosses the ball the fewest times wins.

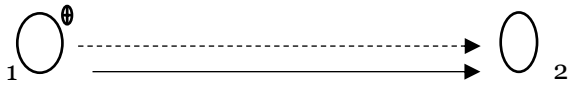

Figure 109. Launch and go

8. Launch and run

Formative valences: educating precision and patience.

Description: at the start signal, the player with the ball throws it with his right hand towards the player sitting in front of him. After launching the ball, the player runs towards his colleague, goes around him and returns to where he left (Figure 110). Player no. 2 (who received the ball) waits for his partner to sit down and in turn launches the ball and runs, bypasses his partner and returns to the starting place.

Working formations: players are placed face to face, at a distance of 7 - 10 m.

Methodical guidelines: the game ends when one of the two students misses the place to launch the ball.

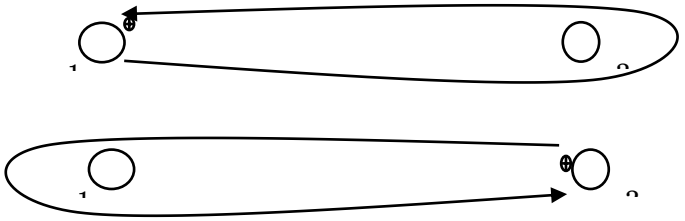

Figure 110. Launch and run

B. Online Activities

The pandemic period required the creation of means adapted to a limited space, where the possibility of launching the ball was almost non-existent. The presented means focus on working with both upper limbs, forcing the student to work for the education of different components of the coordinative capacities.

1. Standing, spinning the ball around the head and launching the ball, with the right hand
2. Standing, spinning the ball around the head and throwing the ball, with the left hand
3. Standing, spinning the ball around the torso, throwing the ball, with the right hand
4. Standing, spinning the ball around the torso, throwing the ball, with the left hand
5. Sitting apart, raising the right lower limb, spinning the ball around the thigh, throwing the ball with the right hand
6. Sitting apart, raising the left lower limb, spinning the ball around the thigh, throwing the ball with the right hand
7. Sitting apart, raising the right lower limb, spinning the ball around the thigh, throwing the ball with the left hand
8. Sitting apart, raising the left lower limb, spinning the ball around the thigh, throwing the ball with the left hand
9. Seated apart, alternate lifting of the lower limbs, spinning the ball around the thighs, throwing the ball with the right hand
10. Seated apart, alternate lifting of the lower limbs, spinning the ball around the thighs, throwing the ball with the left hand
11. On one knee, with the right side facing the direction of the throw, throwing the ball with the right hand
12. On one knee, with the right side facing the direction of the throw, throwing the ball with the left hand
13. On one knee, with the left side facing the direction of the throw, throwing the ball with the right hand

14. On one knee, with the left side facing the direction of the throw, throwing the ball with the left hand
15. Sitting on the left knee, right foot resting on the ground, right side facing the direction of the throw, throwing the ball with the left hand under the right foot
16. On one knee, throwing the ball with the right hand towards a sheet placed horizontally at 2 - 3m (depending on the available space); the ball must stop on the sheet
17. On the knees, launch with the right hand and with the left hand, two balls simultaneously, towards a sheet placed horizontally at 2 - 3m (depending on the available space); the balls must stop on the sheet.
18. On the knees, with the right side facing the direction of the throw, throwing the ball with the left hand
19. On the knees, with the right side facing the direction of the throw, throwing the ball with the right hand
20. On the knees, with the left side facing the direction of the throw, throwing the ball with the right hand
21. On the knees, with the left side facing the direction of the throw, throwing the ball with the left hand
22. Standing on the right leg, the left leg raised forward, throwing the ball with the right hand
23. Standing on the right leg, the left leg raised to the side, throwing the ball with the right hand
24. Standing on the right leg, left leg raised behind, throwing the ball with the right hand
25. Standing on the left leg, the right leg raised forward, throwing the ball with the left hand
26. Standing on the left leg, the right leg raised to the side, throwing the ball with the left hand
27. Standing on the left leg, right leg raised behind, throwing the ball with the left hand

Conclusions

The game of bocce and its equipment shapes itself very well to the abilities and education level of the fitness components of students with special educational needs. They add value to the intervention programs proposed for them to practice, regardless of the goal: learning, relaxation and fun or emulation.

Chapter 10. Sports activities implemented in the social and educational integration of students with hearing impairments (deaf)

10.1. Means of football

Introduction

The tools presented in this chapter are aimed at students with hearing impairments (deaf people).

The principle of inclusion, which appeared in the early 1990s, is based on the expansion of the application of human rights in order to ensure equal opportunities for each individual.

Inclusive education expresses the expansion of the purpose and organization of the regular school (its transformation) in order to be able to respond to a larger diversity of students, in this case marginalized, disadvantaged and / or excluded from education.[94]

The purposes of these means, in which students compete, perform something pleasant, attractive, motivating, as well as the organization of sports competitions at this level, are the following:[95]

- creating an effective climate in order to integrate in the community the disabled person with equal opportunities;
- increasing the importance of sport, physical activity in the life of the disabled person;
- the existence of a competition at national level that includes all types of handicaps and several sports branches, following the model of developed countries;
- attracting the attention of public opinion to the disabled person and his needs;
- contribution to the education of the civilian population in the direction in which sport is an important tool for eliminating / reducing social and educational exclusion;

[94] Ciolca, S.M., Ciolca, E.C. (2008). Football – Methodological guide for adapted and inclusive physical education, p. 4

[95] Ciolca, S.M., Ciolca, E.C. (2008). Football – Methodological guide for adapted and inclusive physical education, p. 6 - 7

- checking the training status of potential athletes who would represent our country at international competitions and the level of sports for disabled people compared to the European / world level;
- increasing the possibilities of integration into the community of people with impaired intellect, by practicing collective (team) games.

The specific means of football with applicability in social and educational integration must be pleasant, attract students, have the effect of play, relaxation, they are not means for learning a technical procedure or tactical actions.

Students need to control the ball as much as possible, develop their sense of the ball, play as much as possible and have the joy of movement and the achievement of a successful performance or the progress made by using these means.

A. Direct interaction activities

1 – Keeping the ball in the air - individually (Competition 1)

Formative valences: developing the sense and control of the ball, increasing self-confidence and the level of enjoyment of playing football.

Description: keeping the ball in the air (5 min), from the spot and away, with the foot and the head, in the form of a contest; the player who drops the ball is out from the competition; the one who keeps the ball in the air the longest wins.

Working groups: individually with the ball, arranged on the entire surface of the mini-football field.

Methodical guidelines: focus on precision and correctness (picking up and hitting the ball with the foot, thigh, chest and head).

2 – Keeping the ball in the air - teams (Competition 2)

Formative valences: developing the sense and control of the ball, developing the attitude of teamwork, developing the spirit of helping and collaborating, increasing self-confidence and the level of enjoyment of playing football.

Description: two to the ball, 2 - 3 m between teammates, keeping the ball in the air (5 min), from the spot and away, with the foot and the head, by successive passes in the form of a contest; the team where the ball touches the ground is out of the competition; the team that stands alone wins.

Working groups: teams made up of two players, arranged on the entire surface of the mini-football field.

Methodical guidelines: focus on precision and correctness (picking up and hitting the ball with the foot, thigh, chest and head).

3 – Circle passes

Formative valences: developing the attitude of teamwork, developing the spirit of helping and collaborating, increasing self-confidence and the level of enjoyment for practicing football.

Description: from the spot, pass in a circle to the right (1 minute) and to the left (1 minute) with taking over from the game of the ankles and passing with the same foot (with the right foot to the right and vice versa).

Working groups: 6 players arranged in a circle at a distance of 5 m from each other.

Methodical guidelines: focus on precision and correctness (picking up and hitting the ball with the inside of the foot).

4 – Square passes

Formative valences: developing the attitude of teamwork, developing the spirit of helping and collaborating, increasing self-confidence and the level of enjoyment for practicing football.

Description: from the spot, square passes to the right (1 minute) and to the left (1 minute) with ankle takeover and transmission with the same foot (right foot to right and vice versa).

Working groups: 4 players arranged in a square with a side of 6 m.

Methodical guidelines: focus on precision and correctness (picking up and hitting the ball with the inside of the foot).

5 – Triangle passes

Formative valences: developing the attitude of teamwork, developing the spirit of helping and collaborating, increasing self-confidence and the level of enjoyment for practicing football.

Description: from the spot, triangle passes to the right with the right foot (1 minute) and to the left with the left foot (1 minute) with takeover, from ankle play and pass with the inside

Working groups: 3 players arranged in an equilateral triangle with a side of 6 m.

Methodical guidelines: focus on precision and correctness (picking up and hitting the ball with the inside of the foot).

6 – Pass to the centre

Formative valences: developing the attitude of teamwork, developing the spirit of helping and collaborating, increasing self-confidence and the level of enjoyment for practicing football.

Description: from the spot, from the ankle game, passes to the centre and recovery, taking over with one foot and passing with the other (1 minute each player in the centre).

Working groups: 6 players arranged in a circle with a diameter of 9 m. (the player in the middle is 4.5 m from the other teammates)

Methodical guidelines: focus on precision and correctness (picking up and hitting the ball with the inside of the foot).

7 – Heading the ball

Formative valences: developing the attitude of teamwork, developing the spirit of helping and collaborating, increasing self-confidence and the level of enjoyment for practicing football.

Description: from the spot, from the ankle game, hitting the ball with the head from the ball given by the referee with two hands from the level of the abdomen, alternatively, from the feet and from the jump (1 minute each player in the centre).

Working groups: 6 players arranged in a circle with a diameter of 6 m. (the player in the middle is 4.5 m from the other teammates)

Methodical guidelines: focus on precision and correctness (picking up and hitting the ball with the inside of the same foot).

8 – Passes through the gate (Competition 3)

Formative valences: developing the attitude of teamwork, developing the spirit of helping and collaborating, increasing self-confidence and the level of enjoyment for practicing football.

Description: two ball players face to face at a distance of 10 m with a goal 1 m high 5 m between them, pass through it with the inside of the foot (pick up with one foot and pass with the other). (2 minutes) (penalty 1 point, if the ball is not passed under the goal; the player with fewer penalty points wins)

Working groups: 2 players face to face at a distance of 10 m.

Methodical guidelines: focus on precision and correctness (picking up and hitting the ball with the inside of the foot).

9 – Driving – Passing (Competition 4)

Formative valences: developing the attitude of teamwork, developing the spirit of helping and collaborating, increasing self-confidence and the level of enjoyment for practicing football.

Description: two players facing the ball at a distance of 20 m with a goal 1 m high 10 m between them, driving the ball between 4 goalposts 2 m apart, passing through the goal with the inside of the foot (taking over with one foot and passing with the other). (3 minutes) (penalty 1 point, if the ball is not passed under the goal, if a goal is missed or knocked down; the player with the fewest penalty points wins).

Working groups: 2 players face to face at a distance of 20 m, with a ball.

Methodical guidelines: focus on precision and correctness (picking up and hitting the ball with the inside of the foot).

10 – Driving - Shooting (Competition 5)

Formative valences: developing the attitude of teamwork, developing the spirit of helping and collaborating, increasing self-confidence and the level of enjoyment for practicing football.

Description: start from 23 m, (starting line), driving the ball in a straight line 5 m, dribbling between 3 goal posts 2 m apart, shot at the goal from 9 m, (the last goal post is 3 m of the 9 m square, designated end zone, without a goalkeeper (mini-soccer

goals); at the moment of the shot, the next player of the team leaves. less penalty points)

Working groups: teams of 6 players, one in a column, at the starting line, each with a ball.

Methodical guidelines: focus on precision and correctness (driving and hitting the ball with the inside or full lace of the foot).

11 – Controlled maintenance

Formative valences: increasing self-confidence and the level of enjoyment of playing football.

Description: two circles with a radius of 3 m (C 1) and - 2 m (C 2) are drawn on the surface of the land. The students will perform keeping the ball in the air with the foot in C 1 and with the head in C 2, from the spot and from the distance.

Working groups: groups made up of 3 - 4 students, one in a column, standing next to the circles, each with a ball.

Methodical guidelines: at the teacher's signal (sound or colour command) the students will move from one circle to the other; the transition can also be made after a predetermined number of holds (20x with the foot, exchange and 10x with the head) or after 30" with the foot in C 1 exchange 15" in C 2 with the head; several transitions from one circle to the other can be made.

12 – Setting traps

Formative valences: increasing self-confidence and the level of enjoyment of playing football.

Description in a square with a side of 4 m, the teacher positions 4 - 6 stakes in a zig zag pattern; 3 - 4 students will drive the ball between them: with the right foot, with the left foot or with both feet (on command), 5 - 6 students positioned outside the square, each with the ball at their feet, will hit the ball with the inside, so that to target the goalposts and change their position. The inside students drive the ball forward without touching the goalpost. If the respective student touches it, he leaves the square and will be replaced by the student who targeted the milestone.

Working groups: groups of 8 - 10 students.

Methodical guidelines: all methods of hitting or driving the ball can be used.

13 – Continue the game

Formative valences: increasing self-confidence and the level of enjoyment of playing football.

Description: in a square with a side of 4 - 5 m, 6 - 8 students will execute keeping the ball in the air: with the right foot, with the left foot or with both feet (on order), 3 - 4 students placed inside the square they will move permanently facing, backwards, with added steps. At the sound signal, they will ask for the ball from the closest student, they will take over in the air and continue to keep the ball in the air, and those without the ball will continue moving in the same way.

Working groups: groups of 9-12 students.

Methodical guidelines: keeping the ball in the air can be performed with only the head or with the foot and the head.

14 – The assembly

Formative valences: increasing self-confidence and the level of enjoyment of playing football.

Description: in a circle with a radius of 3 m, 7 - 9 students will keep the ball in the air: with the right foot, with the left foot or with both feet (at the teacher's command). At the sound signal, they will let the ball fall to the ground and group in 2, 3 or 4 groups. The free player will perform jumps like the ball on two feet until the exercise is resumed.

Working groups: groups made up of 7 - 9 students.

Methodical guidelines: keeping the ball in the air can be performed with only the head or with the foot and the head, and the student without the ball will be able to perform other tasks as well.

15 – Catch the ball

Formative valences: increasing self-confidence and the level of enjoyment of playing football.

Description: 5 - 6 students placed outside a circle with a radius of 5 m will constantly move facing, backwards, with added steps. At the sound signal, they will move at

speed towards the centre of the circle where the balls are (one less than the students outside the circle), they will each take possession of one and drive at speed - the method of their choice - until they reach the outside. The student who runs out of balls will move and collect the balls which he will place in the centre of the circle.

Working groups: groups of 5 - 6 students.

Methodical guidelines: driving the ball can also be performed by a procedure at the teacher's command.

16 – Combined passes

Formative valences: developing the attitude of teamwork, developing the spirit of helping and collaborating, increasing self-confidence and the level of enjoyment for practicing football.

Description: the group of students is divided into equal teams 6 x 6, 7 x 7, 8 x 8; football games will be held on ½ field, with the following content: the ball is offered by the teacher to one of the teams, it will pass the ball with the hand and foot alternately, after one player passes with the hand, the other will be forced to pass kick to a teammate who will catch it again with two hands and play continues until the team scores or loses the ball.

Working groups: teams of 6 x 6, 7 x 7, 8 x 8 students.

Methodical guidelines: at the moment of catching the ball with his hands, the student will stop and pass from the place where he stopped; the goal is only valid if scored with the foot or the head; if the ball touches the ground, the opposing team will gain possession of the ball.

17 – Which one

Formative valences: developing the attitude of teamwork, developing the spirit of helping and collaborating, increasing self-confidence and the level of enjoyment for practicing football.

Description: the group of students is divided into 2 teams of equal number and they will be placed on two parallel lines. Each student in the team on the left side of the teacher (placed at one of the ends) will have a number or a colour (1/blue, 2/green, 3/orange, 4/grey, 5/red, etc.), those in the team on the right side will have the number

or colour corresponding to the opponent on the diagonal. Between the groups there will be a ball, it must be taken by one of the two students who will hear its number or colour and it must be brought into the possession of the group from where it left without being touched by its opponent.

Working groups: teams of 6 x 6, 7 x 7, 8 x 8 students.

Methodical guidelines: touching will be done with the hand and only in the perimeter between the parallel lines where the students are.

18 – I am faster

Formative valences: developing the attitude of teamwork, developing the spirit of helping and collaborating, increasing self-confidence and the level of enjoyment for practicing football.

Description: the group of students is divided into two columns with an equal number of performers, arranged face to face. At the sound signal, the first students in the column will run at full speed and perform:

a. there is a ball at the first milestone located at a distance of 10 m from each column; the first to arrive will perform the protection of the ball with the help of the lower limbs for 10” or less, if possession of the ball is lost;

b. to the second milestone located 10 m away at which the ball will be thrown upwards, 2 each;

c. to milestone 3 where they will head the ball from the spot jump from the offered ball, using their lower limbs to get as high as possible.

Working groups: columns of 4, 5, 6 students.

Methodical guidelines: focus on correctness and sprint running.

B. Online Activities

Introduction

The tools presented below address the online activities carried out by students in situations where, due to objective reasons, it is not possible to work physically (face to face).

The specific means of football with applicability in social and educational integration carried out in front of the laptop / desktop computer / phone must be engaging, pleasant and effective, attract and motivate children, induce play and relaxation, capture their attention and focus when performing.

It is recommended that the performers (students) work as much as possible with the ball, develop their sense and control of it, play as much as possible (individually or with a partner, if any) and move with a lot of joy, in a relaxed, enthusiastic and relaxing atmosphere.

Means:

1 – Keeping the ball in the air (individual)

Formative valences: developing the sense and control of the ball, increasing self-confidence and the level of enjoyment of playing football.

Description: keeping the ball in the air (5 min), from the spot and away, with the foot and the head, individually; when the ball touches the ground, the exercise is resumed (the highest number of holds is recorded).

Working groups: individual with ball.

Methodical guidelines: focus on precision and correctness (picking up and hitting the ball with the foot, thigh, chest and head).

2 – Keeping the ball in the air (rural environment, in the yard / garden, in pairs / with a partner who can be a brother / sister / friend / neighbour)

Formative valences: developing the sense and control of the ball, developing the attitude of teamwork, developing the spirit of helping and collaborating, increasing self-confidence and the level of enjoyment of playing football.

Description: two on the ball, face to face, 2 - 3 m between teammates, keeping the ball in the air (5 min), from the spot and away, with the foot and the head, through successive passes, (the highest number of maintenances is recorded).

Working groups: two students at the ball.

Methodical guidelines: focus on precision and correctness (picking up and hitting the ball with the foot, thigh, chest and head).

3 – Self-passes in a circle (individual)

Formative valences: developing the sense and control of the ball, increasing self-confidence and the level of enjoyment of playing football.

Description: from the spot, self-pass in a circle to the right (1 minute) and to the left (1 minute), from self-throw with takeover from the ankle game and pass with the same leg (with the right leg to the right and vice versa, 5 milestones at 5 m each other). A player will pass (push) the ball with the sole of his foot in the circle / inside kick, from goalpost to goalpost, 5m apart, moving from goalpost to goalpost.

Working groups: one player with the ball.

Methodical guidelines: focus on precision and correctness (picking up and hitting the ball with the sole / inside kick).

4 – Square passes (individual)

Formative valences: developing the sense and control of the ball, increasing self-confidence and the level of enjoyment of playing football.

Description: from the spot, square self-pass to the right (1 minute) and to the left (1 minute), from a self-kick with a takeover from the ankle game and passing with the same foot (pushing the ball with the sole of the ball / inside kick, with the right foot to the right and vice versa, 4 milestones located 6 m from each other).

Working groups: one player with the ball.

Methodical guidelines: focus on precision and correctness (picking up and hitting the ball with the sole / inside kick).

5 – Triangle passes (individual)

Formative valences: developing the sense and control of the ball, increasing self-confidence and the level of enjoyment of playing football.

Description: from the spot, self-pass in a triangle to the right with the right foot (1 minute) and to the left with the left foot (1 minute) with takeover, from ankle play and pass with the inside of the foot (push the ball with the sole/kick with the inner part, 3 stakes located 6 m from each other)

Working groups: one player with the ball.

Methodical guidelines: focus on precision and correctness (picking up and hitting the ball with the sole/inside of the foot).

6 – Passes to the centre (individual)

Formative valences: developing the sense and control of the ball, increasing self-confidence and the level of enjoyment of playing football.

Description: from the spot, from ankle play, self-pass to the centre into a panel/wall 3m away and interception, 6m circle diameter, pick-up with one foot and pass with the other, moving to the right (1 minute) and then to the left (1 minute).

Working groups: one player with the ball.

Methodical guidelines: focus on precision and correctness (picking up and hitting the ball with the inside of the foot).

7 – Heading the ball (individual)

Formative valences: developing the sense and control of the ball, developing precision, increasing self-confidence and the level of enjoyment of playing football.

Description: from the spot, from the ankle game, head the ball from the two-handed free throw from chest level to a board / wall, located 3 m, alternatively, from the feet and from the jump (2 minutes).

Working groups: one player with the ball.

Methodical guidelines: emphasis on precision and correctness (receiving and hitting the ball with the head).

8 – Pass through the gate (rural environment, in the yard / garden, in pairs/with a partner who can be a brother / sister / friend / neighbour)

Formative valences: developing the attitude of teamwork, developing precision, developing the spirit of helping and collaborating, increasing self-confidence and the level of enjoyment of playing football.

Description: two ball players face to face at a distance of 10 m with a goal 1 m high 5 m between them, pass through it with the inside of the foot (pick up with one foot and pass with the other). (2 minutes) (penalty 1 point, if the ball is not passed under the goal; the player with fewer penalty points wins)

Working groups: 2 players face to face at a distance of 10 m with a ball.
Methodical guidelines: focus on precision and correctness of executions (picking up and hitting the ball with the inside of the foot).

9 – Driving – pass (rural environment, in the yard / garden, in pairs/with a partner who can be a brother / sister / friend / neighbour)
Formative valences: developing the attitude of teamwork, developing precision, developing the spirit of helping and collaborating, increasing self-confidence and the level of enjoyment of playing football.
Description: two players facing the ball at a distance of 20 m with a goal 1 m high 10 m between them, driving the ball between 5 goalposts 2 m apart, passing through the goal with the inside of the foot (taking over with one foot and passing with the other) (3 minutes) (penalty 1 point, if the ball is not passed under the goal, if a goal is missed or knocked down; the player with the fewest penalty points wins).
Working groups: 2 players face to face at a distance of 10 m, with a ball.
Methodical guidelines: focus on precision and correctness (picking up and hitting the ball with the inside of the foot).

10 – Driving - shooting (rural environment, in the yard / garden, in pairs / with a partner who can be a brother / sister / friend / neighbour)
Formative valences: developing the attitude of teamwork, developing the spirit of helping and collaborating, increasing self-confidence and the level of enjoyment for practicing football.
Description: on a field with a length of 10 m, driving the ball in a straight line 3 m, dribbling between 2 posts 2 m apart, shooting at the goal from 3 m, after the last post, without a goalkeeper (1 m goals length), working time (5 min.) (penalty 1 point if a goal is missed or knocked down, no shot on goal; player with fewer penalty points wins)
Working groups: individual with ball / 2 children with one ball each (competition).
Methodical guidelines: focus on precision and correctness (driving and hitting the ball with the inside or full lace of the foot).

11 – Controlled maintenance (rural environment, in the yard / garden, in pairs / with a partner who can be a brother / sister / friend / neighbour)

Formative valences: increasing self-confidence and the level of enjoyment of playing football.

Description: Two circles with a radius of 3 m. (C 1) and 2 m. (C 2) are drawn on the surface of the land. The students will perform keeping the ball in the air with the foot in C 1 and with the head in C 2, from the spot and away.

Working groups: 2 students, standing next to the circles, each with a ball (alternatively).

Methodical guidelines: at the teacher's signal (sound / verbal) the students will move from one circle to the other; the transition can also be made after a predetermined number of holds (20x with the foot, exchange and 10x with the head) or after 30" with the foot in C1 exchange 15" in C2 with the head; several transitions from one circle to the other can be made.

12 – Setting traps (rural environment, in the yard / garden, in pairs / with a partner who can be a brother / sister / friend / neighbour)

Formative valences: increasing self-confidence and the level of enjoyment of playing football.

Description: in a square with a side of 4 m, 4 stakes are positioned in a zig zag pattern; one student will drive the ball between them: with the right foot, with the left foot or with both feet (on command), the other student positioned outside the square, with the ball at the foot, will hit the ball with the inside, so that it hits the goalposts and change their position. The inside student drives the ball forward without touching the goal post. If the respective student touches it, he leaves the square and will be replaced by the student who shot the milestone.

Working groups: 2 students with a ball each.

Methodical guidelines: all methods of hitting the ball or driving can be used.

13 – Continue the game rural environment, in the yard / garden, in pairs / with a partner who can be a brother / sister / friend / neighbour)

Formative valences: increasing self-confidence and the level of enjoyment of playing football.

Description: in a square with a side of 5 m, 2 students will execute keeping the ball in the air: with the right foot, with the left foot or with both feet (on command), 1 student placed also inside the square will move permanently with front, back, with added steps. At the signal, they will ask the other student for the ball, he will perform a takeover in the air and continue to keep the ball in the air, and the one without the ball will continue moving in the same way.

Working groups: 2 students with one ball.

Methodical guidelines: keeping the ball in the air can be performed with only the head or with the foot and the head.

14 – The assembly (rural environment, in the yard / garden, in pairs / with a partner who can be a brother / sister / friend / neighbour)

Formative valences: increasing self-confidence and the level of enjoyment of playing football.

Description: in a circle with a radius of 3 m, 2 students will keep the ball in the air: with the right foot, with the left foot or with both feet (at the teacher's command). At the signal, they will place the ball on the ground and group shoulder to shoulder. (3 minutes)

Working groups: 2 students with one ball each.

Methodical guidelines: keeping the ball in the air can be performed with only the head or with the foot and the head.

15 – Catch the ball (rural environment, in the yard / garden, in pairs / with a partner who can be a brother / sister / friend / neighbour)

Formative valences: increasing self-confidence and the level of enjoyment of playing football.

Description: 2 students placed on the outside of a circle with a radius of 5 m, will move continuously facing forward, backward, stepping. At the sound signal, they will move quickly towards the centre of the circle where a ball is found, one will take possession of it and drive it at speed (procedure of your choice) until it reaches the

outside. The student who runs out of ball will move and bring the ball which he will place in the centre of the circle. (3 minutes)

Working groups: 2 students per ball.

Methodical guidelines: driving the ball can also be performed through a procedure at the teacher's command.

16 – Combined passes (rural environment, in the yard / garden, in pairs / with a partner who can be a brother / sister / friend / neighbour)

Formative valences: developing the attitude of teamwork, developing the spirit of helping and collaborating, increasing self-confidence and the level of enjoyment for practicing football.

Description: 2 students per one ball, one offers the ball to the other with two hands from the abdomen, who will pass the ball with his hand and foot alternately (after one player passes with his hand, the other will be forced to pass with his foot to the teammate who he will catch again with two hands and the game continues. (3 min, alternatively)

Working groups: 2 students per ball.

Methodical guidelines: when catching the ball with both hands, the student will stop and pass from the place where he stopped.

Conclusions

The technical-tactical means specific to the football game ensure a pleasant atmosphere in the performance of motor activities, in physical and online format with the students.

The game of football that is attractive, accessible and enjoyable can effectively contribute to the achievement of the goals of the motor activities (physical or online) carried out with students who have certain impairments.

The technical-tactical means and the bilateral game can be used effectively by the hearing-impaired students and provide great satisfaction to the practitioners.

The development of these means must comply with the methodological conditions for working with students according to age, level of training, degree of deficiency, performance conditions, number of participants and didactic materials.

10.2. Means of handball

A. Direct interaction activities

Introduction

The means of handball described below are addressed to students with hearing impairments (hypoacusis) who can practice similar means to non-impaired students if the level of education of their motor skills allows.

The presented means facilitate the integration of these students, giving them equal opportunities with their peers.

To make it easier to understand the graphical representations, we present the symbols used:

= player

= ball movement

= player movement

= dribbling

1. Who recovers the ball faster

Educational valences – cooperation, mutual help, team spirit;

Materials needed – balls, gymnastic benches;

Dominant actions – throwing the ball, quickly recovering the ball, moving up the field.

Game description

The handball court is divided into two with the help of gymnastic benches placed on the centre line. The children are divided into two numerically equal teams, each having a ball.

At the signal, each child throws the ball into the opponent's field, after which he recovers the balls thrown by the opponent and throws them back. At the second signal, the children stop and count the balls in each court. The team that has the fewest balls in their home field at the end of the game wins.

Methodical guidelines - children must recover only one ball at a time, not several balls at the same time; the game is played in 3 halves of 3 minutes each with a one-minute break between halves; the winner is the team that won the most innings.

2. Who passes more

Social valences – team spirit, collaboration, mutual help, fair play.

Materials – balls, shirts, gymnastic benches.

Dominant actions - catching and passing the ball in motion, marking - demarking, movement in the field.

Exercise description

The handball court is divided into 6 equal parts with the help of gymnastic benches. In each of the fields thus delimited, there are two teams differentiated by shirts. In each field there is a ball.

The teams take turns attacking (if they have the ball) or defending (if they don't have the ball). The attacking team tries to make as many consecutive passes as possible, and the defending team tries to prevent the attackers from passing. If the defenders recover the ball, they become attackers.

Working groups – 12 teams of 4 players each.

Methodical guidelines – the pass cannot be given to the player from whom the ball was received; game halves have a duration of 1 minute; a team wins if it manages to make at least 10 consecutive passes.

3. Target ball

Social valences – equal opportunities, respect for the game partner and the opponent, fair play.

Exercise description

Materials needed – handball court, balls for each child;

Dominant actions – Throwing accurately to a moving target

Progress

The teams are arranged along the length of the field, on either side of the median line. The players are lined up, at a distance of approximately 1 m between them, each having a ball.

An opponent rolls a ball on the ground in front of the team, parallel to the line on which the team is arranged, at a distance of 4 - 5 meters. Players throw the ball, trying to hit the ball rolling on the ground. After the throw, each child retrieves the ball and returns to his place. Each time the ball is thrown, the pitcher will change.

Working groups – two teams of 8 – 10 players each.

Methodical guidelines – the game lasts until each child has launched the ball once; the team that hits the rolling ball the most times wins.

4. Bounced ball

Social valences – compliance with rules, cooperation, communication within the group

Exercise description

Materials needed – balls, a wall, a line drawn on the ground, parallel to the wall at a distance of 4 - 5 meters.

Dominant actions – throws varied in strength, height and angle; footwork practice; anticipating the trajectory of the ball and catching the ball.

Progress

Each child throws the ball at the wall so that it bounces in the limited area in front of the wall. Players who do not bounce the ball into the wall or catch the ball are out of the game.

Working groups – teams of 5 – 6 players arranged in a row, one behind the other

Methodical guidelines – the player throwing the ball may take one or two steps before throwing; the height at which the ball is thrown varies.

5. The ball to the bracket

Social valences – equal opportunities, fair play, team spirit;

Exercise description

Materials needed – one ball for each child; tie shirts of four different colours; four circles; two handball gates, 8 cones.

Dominant actions – performing offensive actions dribbling towards the opposing gate, shooting with power and precision.

Progress

Two circles are fixed in the upper corners of the gates. Two goalposts at a distance of 1.5 m between them are arranged at the level of the 6 m semicircle representing the area from which it is thrown; on the centre line, on one side and the other of the field, there are two more cones, at a distance of 1.5 m between them, representing the starting area. The children are divided into four teams differentiated by shirts. Two teams will start from each starting area arranged in an Indian row.

Each child starts from the starting area dribbling, throws at the goal from the throwing area, trying to get the ball into the goal through one of the hoops. Each success means 1 point.

After the throw, each child retrieves the ball and moves on to the opposite string.

Working groups – teams of 5 children arranged in an Indian row.

Methodical guidelines – the shoot can be performed by a procedure indicated by the teacher; the goal kick may be preceded by a change of direction.

6. Defend the fortress

Social valences – team spirit, collaboration, mutual help, communication within the group

Exercise description

Materials needed – gym box, handballs

Dominant actions – catching and passing the ball, moving into a fundamental position, eyeing a static object, blocking shots.

Progress

The students are arranged in a circle with a radius of 5m, in the middle of which there is a gym box (the fortress) and a student (the defender of the fortress). The students in the circle have a ball that they pass between them in order to confuse the defender of the fortress. The player who reaches a favourable shooting position opens the

"fortress". If he touches it, he has "conquered" it and becomes the defender. The player who "protect" the fortress more than once wins.

Working groups – teams of 5 players arranged in a circle and a defender.

Methodical guidelines - the students will be asked to pass the ball between them in order to create a favourable position for "shooting"; there is no shooting if the defender is face to face with the player having the ball; defenders of the fortress can be two students; the radius of the circle increases or decreases according to the number of students in the circle.

7. The mouse and the cat

Social valences - collaboration, mutual help, communication within the group

Exercise description

Materials needed – balls

Dominant actions – catching and passing the ball, foreseeing the trajectory of the ball, marking – demarking.

Progress

Within a limited space (rectangle or circle) two students pass the ball between them. Another student (the cat) tries to take the ball (the mouse). If the student manages to get possession of the ball (catch the mouse), the role in the middle (the cat) will be taken over by the student who missed the pass.

Working groups - groups of 3 children each

Methodical guidelines - if the ball passes the limited space, the role of the cat is of the student who made the wrong pass, sending the ball outside the limited space; the ground passes and vaults are used; the student who is in possession of the ball dribbles to create a favourable position for passing the ball; the effort dosage is done by reducing or increasing the space of playing.

8. Sowing

Social valences – collaboration, team spirit, communication within the group

Exercise description

Materials needed – stickball or handball balls no. 1

Dominant actions – ball carrying, speed of movement, accuracy in execution

Progress

2 - 4 equal teams are arranged in rows, behind a starting line. In front of each team, two rows of circles with a diameter of 0.50 m are marked on the field. In each of the circles, from the right, a stickball or handball ball is placed. The first player from each team receives a ball. At the signal, the first ones run with the ball in their hands to circle 1, puts it down, then go and take it from circle 2, put it in circle 3, from circle 4 put it in circle 5, and the one of circle 6 they hand over to the next one, who will continue the exercise by placing the ball in circle 2 (Figure 111).

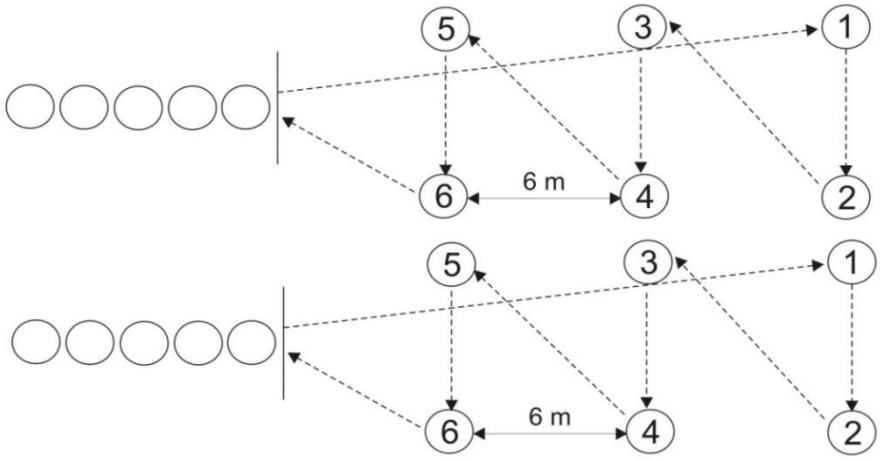

Figure 111. Sowing

9. Changing the nest

Social valences – collaboration, fair play,

Exercise description

Materials needed – balls, hoops in fewer numbers than the children in the game.

Dominant actions – multiple dribbling, quick reaction to the signal, field orientation

Progress

The students are arranged in a circle, each sitting in a circle drawn on the field, with handballs in hand. A single student remained outside the circle. At the start signal, the students leave the circles ("nests"), performing dribbling on the go and light running to the left or to the right, faster or slower, according to the teacher's instructions. At the second signal, each student tries to occupy a little nest: the student who initially did not have a "nest" tries the same thing. During the movement to the circles, the students

are obliged to dribble. In the end, another student, or the same one, is left without a "nest".

The students who at the end of the game (after a time set by the teacher) managed to never remain without a nest are the most diligent traveling birds.

Work formations - the children are arranged in a circle

Methodical guidelines - the students who took their place in the circle perform dribbling in multiple places; moving on the field and returning to it is done only by dribbling; the student who does not dribble under the rules remains a "bird without a nest".

10. The spool

Social valences –orientation spirit, discipline, dynamism

Exercise description

Materials needed - balls

The team is divided into two equal rows, placed face to face at a distance of 5 - 8 between them, the first performer having the ball. At the signal, he passes to the teammate in front and runs after the opposite row (Figure 109). The game continues until all students have passed the ball

Methodical guidelines – the ball can be passed by the following procedures. With two hands from the chest, with one hand above the shoulder.

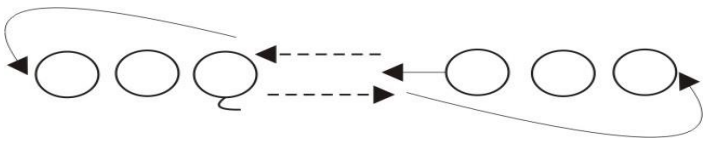

Figure 112. The spool

This exercise can be performed with multiple dribbles (Figure 113).

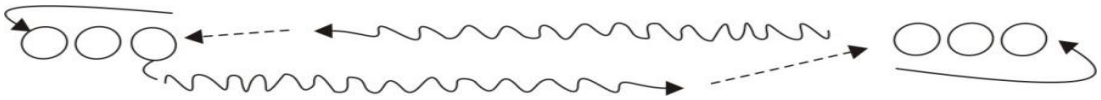

Figure 113. The spool with multiple dribbling

Conclusions

The means of the handball game give an extra to the intervention programs proposed for SEN students practice. Systematically practiced, they contribute to the education of fitness components and bring a strong integrative contribution.

Chapter 11. Sports activities implemented in the social and educational integration of students with deficiencies of the skeleton and supporting apparatus

11.1. Means of volleyball

Introduction

The presented exercises are aimed at students with static and posture impairments who cannot participate in the volleyball game practiced by non-impaired students. For para-volleys (sitting volleyball), students are permanently seated on the ground and move forward - backward - right - left on the playing area with the help of their upper limbs.

To make it easier to understand the graphical representations, we present the symbols used:

◯ = player

⟶ = ball movement

A. Direct interaction activities

Exercise 1

Social valence of the exercise: develops the capacity for intersegmental coordination, the ability to foresee the trajectory of an object, provides physical support for the sports performance, professional or social tasks, ensures a fair task for SEN students.

Working groups: two students with a ball, sitting on the floor, face to face at a distance of 4 - 5.

Exercise description: pass from the ball directly into the cup, by the colleague (Figure 114).

Methodical guidelines: it is insisted that the student who throws the ball does it exactly towards the partner, with a high trajectory

Material resources needed – volleyballs, undulating ground, vertical free space 4-5m.

Figure 114. Exercise 1

Exercise 2

Social valence of the exercise: develops the capacity for intersegmental coordination, the ability to foresee the trajectory of an object, provides physical support for the sports performance, professional or social tasks, ensures a fair task for SEN students

Working groups: two students with a ball, sitting on the floor, face to face at a distance of 3 - 4.

Exercise description: the ball is given directly into the cup by the teammate, control step, pass back to the partner (Figure 115).

Methodical guidelines: it is insisted that the student who throws the ball does it exactly towards the partner, with a high trajectory. For the control pass the cup will be oriented towards the ceiling.

Material resources needed – volleyballs, undulating ground, vertical free space 4 - 5m.

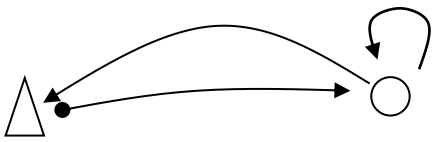

Figure 115. Exercise 2

Exercise 3

Social valence of the exercise: develops collaboration in the performance of a task, distributive attention, the ability to foresee the trajectory of the ball, space orientation, knowledge of the playing space, provides physical support for the sports performance, professional or social tasks, ensures a fair task for SEN students

Exercise description: in pairs with a ball, pass from above from sitting.

Working groups: pairs of players, face to face, sitting on the floor, distance 3 - 4m.

Methodical guidelines: the top pass will be executed with a high trajectory to allow adjustments of the performer's position; the extension of the elbows will be insisted upon at the end of the performance

Material resources needed – flat playing space, volleyballs

Exercise 4

Social valence of the exercise: the ability to foresee the trajectory of the ball, space orientation, provides physical support for the sports performance, professional or social tasks, ensures a fair task for SEN students

Exercise description: each player with the ball, self-pass, pass to the wall, catching the ball ricocheted from the wall in a cup (Figure 116).

Working groups: individual with a ball, sitting on the floor, distance 1 - 2m from a wall

Methodical guidelines: insist on the energetic extension of the elbows for the pass towards the wall; a target mark can be placed on the wall.

Material resources needed – flat playing space, volleyballs, smooth wall.

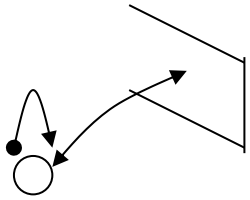

Figure 116. Exercise 4

Exercise 5

Social valence of the exercise: develops collaboration in the performance of a task, distributive attention, the ability to foresee the trajectory of the ball, space orientation, provides physical support for the sports performance, professional or social tasks, ensures a fair task for SEN students

Exercise description: in pairs with one ball, pass from above from sitting, with the rolling of a second ball on the ground between the two students.

Working groups: pairs of players, face to face, sitting on the floor, feet apart; the sole of the right foot is glued to the sole of the partner's left foot.

Methodical guidelines: the top pass will be performed with a high trajectory to allow the other ball to roll towards the partner, the ball is rolled alternately with the handy and non-handy hand.

Material resources needed – smooth playing space, volleyballs.

Exercise 6

Social valence of the exercise: develops collaboration in the performance of a task, distributive attention, the ability to foresee the trajectory of the ball, space orientation, knowledge of the playing space, provides physical support for the sports performance, professional or social tasks, ensures a fair task for SEN students

Exercise description: pass from above to the captain. The captain-student alternately passes to the two colleagues (Figure 117).

Working groups: groups of players, face to face, sitting on the floor in a triangle, distance 3 - 4m.

Methodical guidelines:

Material resources needed – flat playing space, volleyballs.

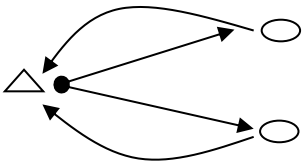

Figure 117. Exercise 6

Exercise 7

Social valence of the exercise: develops collaboration in the performance of a task, distributive attention, the ability to foresee the trajectory of the ball, space orientation, knowledge of the playing space, provides physical support for the sports performance, professional or social tasks, ensures a fair task for SEN students

Exercise description: pass from above in the rectangle, on the long sides and on the diagonals (Figure 118).

Working groups: 4 students with a ball, face to face, sitting on the floor, distance 3 - 4m.

Methodical guidelines: the ball will be passed following the predetermined route: side-diagonal-side diagonal.

Material resources needed – flat playing space, volleyballs.

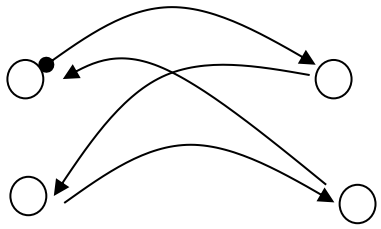

Figure 118. Exercise 7

Exercise 8

Social valence of the exercise: develops collaboration in the performance of a task, distributive attention, the ability to foresee the trajectory of the ball, space orientation, knowledge of the playing space, provides physical support for the sports performance, professional or social tasks, ensures a fair task for SEN students.

Exercise description: top pass in the triangle

Working groups: 3 students with a ball, placed on the floor in a triangle with sides of 3 - 4m.

Methodical guidelines: the ball will be passed only to the right or only to the left.

Material resources needed – flat playing space, volleyballs.

Exercise 9

Social valence of the exercise: develops collaboration in the performance of a task, distributive attention, the ability to foresee the trajectory of the ball, space orientation, knowledge of the playing space, provides physical support for the sports performance, professional or social tasks, ensures a fair task for SEN students

Exercise description: overhand takeover, from the ball coming from the opponent, organizing three shots in the own field - in conditions close to the game, passing the ball back over the net (Figure 119).

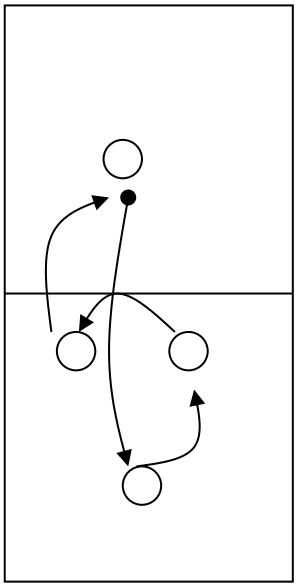

Figure 119. Exercise 8

Working groups: 4 students with a ball, one on one side of the net, the other three in a triangle in the opponent's court sitting on the floor, distance 3 - 4m.

Methodical guidelines: the pass is performed high to allow adjustments of the students' position.

Material resources needed – flat playing space, volleyballs.

Exercise 10

Social valence of the exercise: develops collaboration in the performance of a task, distributive attention, the ability to foresee the trajectory of the ball, space orientation, knowledge of the playing space, provides physical support for the sports performance, professional or social tasks, ensures a fair task for SEN students

Exercise description: overhand takeover, from the ball coming from the opponent, organizing three shots in the own field - in conditions close to the game, passing the ball back over the net (Figure 120).

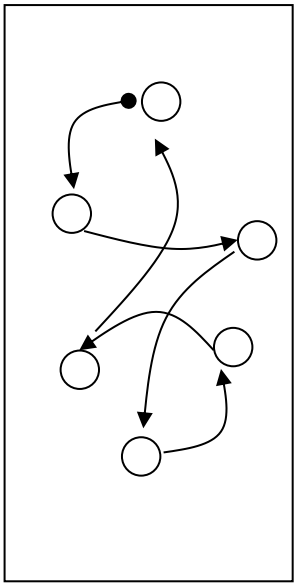

Figure 120. Exercise 10

Working groups: 6 students with a ball, placed in two triangles on one side and on the other side of the net, 3 - 4m sides of the triangle.

Methodical guidelines: the pass is performed high to allow adjustments of the students' position.

Material resources needed – smooth playing space, volleyballs

B. Online Activities

Exercise 1

Exercise description: series of overhand control passes performed from a seated position

Working groups: each student with a ball

Methodical guidelines: the cup is directed towards the ceiling, the elbows are oblique to the body

Material resources needed - vertical free space 3 - 4m, volleyballs, bench 40 - 50cm high

Exercise 2

Exercise description: the student throws the ball over his head and performs a back / overhand pass from above, turning and catching the ball ricocheting off the wall into the overhead cup

Working groups: each student with a ball, at a distance of 3-4m from a wall

Methodical guidelines: the motion is triggered by projecting the pelvis forward, at the end of the backward pass the arms are stretched above the head, the gaze follows the ball until it touches the wall

Material resources needed - vertical free space 3 - 4m, volleyballs

Exercise 3

Exercise description: low takeover performed with extended trajectory (no vault)

Working groups: each student with a ball, distance 4 - 5m of the wall

Methodical guidelines: the students will permanently keep the low position specific to the takeover from below; the exercise can also be performed under the lower edge of the net

Material resources needed - volleyballs

Exercise 4

Exercise description: underhand takeover from the side from the ball thrown by the partner to the side of the lowered shoulder

Working groups: in pairs with a ball

Methodical guidelines: the ball is thrown with vault; the takeover is made by bringing the arms to the side and raising the shoulder on that side

Material resources needed - vertical free space 4 - 5 m, volleyballs,

Exercise 5

Exercise description: underhand catch with one hand from the ball thrown by the partner towards the side of the raised shoulder

Working groups: in pairs with a ball

Methodical guidelines: the ball is thrown without vault; the catch is made as close to the ground as possible by lowering the centre of gravity and tilting the trunk to the side

Material resources needed - vertical free space 3-4m, volleyballs.

Conclusions

The specific means of volleyball with applicability in the social and educational integration of students at risk are pleasant, attractive and lead them to collaborate with colleagues and form teams, a fact that contributes to increasing group cohesion, to improving the image they have in social context with direct effects on the reduction of school dropout and social exclusion.

11.2. Means of football

Introduction

The tools presented in this chapter are aimed at students with (medium / moderate) physical impairments.

The purposes for which children compete, perform something pleasant, attractive, motivating, as well as the organization of sports competitions at this level, are the following:[96]

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- creating an effective climate in order to integrate with equal opportunities, in the community, the disabled person;
- increasing the importance of sport, physical activity in the life of the disabled person;
- the existence of a national competition that includes all types of handicaps and several sports branches, following the model of developed countries;
- attracting the attention of public opinion to the disabled person and his needs;
- contribution to the education of the population that sport is an important tool for eliminating / reducing social and educational exclusion;
- verification of the training status of potential athletes who would represent our country at international competitions and the level of sports for disabled people compared to the European / world level;
- increasing the possibilities of integration into the community of people with impaired intellect, by practicing collective (team) games.

The specific means of football with applicability in social and educational integration must be pleasant, attract students, have the effect of game, relaxation, they are not means for learning a technical procedure or tactical actions.

Students need to control the ball as much as possible, develop their sense of the ball, play as much as possible and have the joy of the movement and the achievement of a successful performance or the progress made by practicing these means.

A. Direct interaction activities

The content of the direct interaction activities is identical to that addressed to students with hearing impairments (deaf) and are presented in subchapter *9.1. Means of Football - direct interaction activities.*

B. Online Activities

The content of the activities with direct interaction carried out by students with deficiencies in statics and body posture is identical to that addressed to students with hearing impairments (deaf) and are presented in subchapter *9.1. Means of Football - online activities.*

Conclusions

The technical-tactical means specific to the football game ensure a useful and pleasant atmosphere in the performance of motor activities, in physical and online format with the students.

The football game that is attractive, accessible, pleasant, can effectively contribute to the achievement of the goals of motor activities (physical or online) conducted with students who have certain deficiencies.

The technical-tactical means and the bilateral game can be used effectively by students with deficiencies in statics and body posture because they provide great satisfaction to the practitioners.

The development of these means must comply with the methodological conditions for working with students according to age, level of training, degree of deficiency, performance conditions, number of participants and didactic materials.

Chapter 12. Methods and means of assessment and correction of postural deficiencies

12.1. Methods of assessment of postural deficiencies

For all anthropometric evaluations, the written and signed consent of one of the parents or the legal guardian will be required.

Assessment of body height

Body height is the distance between the vertex (top of the head) and the plantar plane (soles); ideally, it is measured with the stadiometer, but you can also use the tape measure or the metric tape.

Goal: to assess the level of growth in height

Tools needed: stadiometer / tape measure or metric tape

Test description: the subject is positioned in a standing position (orthostatism), as follows: "looking forward, horizontal chin, relaxed shoulders, straight torso, relaxed arms next to the body, palms facing forward (in an intermediate position of pronosupination), extended thighs and knees, legs oriented anteriorly with the toes and heels close together".[97]

From this position, the examiner measures the distance between the vertex (the growth of the head) and the plane of the plants (soles) with one of the instruments available (stadiometer / tape measure / metric tape).

Height assessment condition:

• the subject will be assessed in the morning or in the first part of the day.

Assessment of body weight

"Body weight is the sum of the weights of the structures that make up the body".[98]

Goal: to assess the level of weight gain

[97] Cordun, M. (2009). Kinanthropometry. CD Press Publishing House, Bucharest, p. 74
[98] Cordun, M. (2009). Kinanthropometry. CD Press Publishing House, Bucharest, p. 85

Tools needed: scale (mechanical or digital)

Tools needed: the subject is in a sitting position (orthostatism). The examiner asks him to step on the scale.

Body weight assessment conditions:

• the subject will be weighed lightly dressed (shorts and tank top or bathing suit);

• weighing will be done in the morning, before the first meal and possibly after the discharge of the digestive tube.

The repeated assessment of body weight will be carried out under the same conditions (the subject is lightly dressed – shorts and tank top or bathing suit).

Span measurement

Span is the distance measured with a tape measure between the digital points of the dactylion - the middle fingers of the hands.

Goal: assessment of upper limb alignment

Tools needed: measuring tape (tailoring centimetre)

Test description: the subject is positioned in a standing position (orthostatism), the upper limbs are stretched laterally (in 90^{o} abduction at the level of the shoulder joint), extended elbows, palms facing forward, towards the examiner (intermediate position). The examiner will measure with the tape measure the distance between the tips of the middle fingers of both hands[99] (between the digital points of the dactylion, respectively the medius - medius distance).

Assessment of postural deficiencies

1. Spine deficiencies

a. Kyphosis

Kyphosis represents a curvature of the spine in the sagittal plane, with the convexity posteriorly oriented.

a. 1. Instrumental somatoscopy

[99] Cordun, M. (2009). Kinanthropometry. CD Press Publishing House, Bucharest, p. 34

Goal: identification of kyphosis-type deficiency

Tools needed: lead wire and a graduated ruler. The lead wire can be made of plastic string / thread to which a weight is attached / fixed (for example: a dead battery, a pen or a pencil); the weight will keep the thread straight; it will represent the vertical to which the alignment of the spine is related.

Test description: the subject, dressed lightly (shorts and tank top or bathing suit), is positioned in a standing position (orthostatism) with his back to the examiner. The examiner places the lead wire next to the C7 spinous process without bringing it close to this point (the C7 spinous process is the process that protrudes from the cervical spine). The lead wire is kept vertical and parallel to all segments of the spine (dorsal, lumbar and sacral); in the dorsal region, however, the lead wire touches this vertebral segment at the point where the spine is maximally curved (the lead wire becomes tangent to the maximally curved dorsal area, with the kyphosis apex). The examiner will measure, with a graduated ruler, 2 distances (one in the cervical region and one in the lumbar region), as follows: the distance between the wire and the spinous apophysis of the C7 and the distance between the wire and the spinous apophysis of the L4/L5 vertebra; the measurement will be made by positioning the graduated ruler perpendicular to the lead wire.[100]

Normal values: lead wire distance – C7 spinous apophysis = 3 cm, and lead wire distance – L4/L5 spinous process = 3 cm. In case of kyphosis, the values of these distances increase, but the tangency of the lead wire with the spinal segments is achieved at one point (peak of kyphosis).

a. 2. Spine mobility in kyphosis

Goal: assessment of spinal mobility in thoracic kyphosis

Tools needed: graduated ruler or measuring tape (tailoring centimetre)

Materials used: gym mat

Test description: the subject in the face lying position (ventral decubitus) on the gymnastics mat and with the upper limbs next to the body; the examiner will ask him to perform trunk extension and will measure, with a graduated ruler or a measure tape,

[100] Cordun, M. (1999). Normal and pathological body posture. ANEFS Publishing House, Bucharest, p. 105 -106

the distance between the trunk (sternum, more precisely, xiphoid appendage) and the support surface.

b. Lordosis

Lordosis represents a curvature of the spine in the sagittal plane, with the convexity anteriorly oriented.

b. 1. Instrumental somatoscopy

Goal: identification of lordosis type deficiency

Tools needed: lead wire and a graduated ruler. The lead wire can be made of plastic string / thread to which a weight is attached / fixed (for example: a dead battery, a pen or a pencil); the weight will keep the thread taut; it will represent the vertical to which the alignment of the spine is related.

Test description: the subject, dressed lightly (shorts and tank top or bathing suit), is positioned in a standing position (orthostatism) with his back to the examiner. The examiner places the lead wire next to the C7 spinous process, without bringing it close to this point (the C7 spinous process is the process that protrudes at the level of the cervical spine). The lead wire is kept vertical and parallel to all segments of the spine (dorsal, lumbar and sacral region); in two regions, however, respectively dorsal and sacral, the lead wire touches these vertebral segments at the point where the spine is maximally curved (the lead wire becomes tangent to the dorsal and sacral areas); in the sacral area the lead wire passes through the space between the two buttocks (interfacial fold). The examiner will measure, with a graduated ruler, 2 distances (one in the cervical region and one in the lumbar region), as follows: the distance between the wire and the spinous apophysis of the C7 and the distance between the wire and the spinous apophysis of the L4/L5 vertebra; the measurement will be made by positioning the graduated ruler perpendicular to the lead wire.[101]

Normal values: lead wire distance – C7 spinous apophysis = 3 cm, and lead wire distance – L4/L5 spinous process = 3 cm. In case of lordosis, the values of these

[101] Cordun, M. (1999). Normal and pathological body posture. ANEFS Publishing House, Bucharest, p. 106

distances increase, but the tangency of the lead wire with the segments of the spine is achieved in two points (dorsal and sacral).

b. 2. Spine mobility in lordosis

Goal: highlight the mobility of the spine in order to identify the lordosis

Tools needed: graduated ruler or measure tape (tailoring centimetre)

Materials used: raised surface

Test description: the subject is positioned in a standing position (orthostatism). The examiner asks him to bend over (perform trunk flexion on the pelvis) so that the tip (dactylon) of the middle fingers (medius) of the hands touch the toes.

If the subject cannot completely perform this movement (within the normal amplitude), the evaluator will measure, with the tape measure, the distance between the tips of the middle fingers of the hands and the support surface; the measured distance is assigned a negative value (flexion deficit).

If the subject touches or exceeds the support surface with the fingertips, the measurement will be made by positioning it on a raised surface[102]. The distance by which the tips of the middle fingers of the hands exceed the raised surface shall be measured.

Normal value: 0 cm (the subject touches the support surface - ground / floor) with the tips of the middle fingers.

c. Scoliosis

Scoliosis represents a "three-dimensional deficiency of the spine, as it shows deviations in the three anatomical planes: frontal, transverse and sagittal"[103]. In the frontal plane, the lateral deviation of the spine occurs, in the transverse plane, the rotation of the vertebral bodies occurs (since the onset of the deficiency), and in the sagittal plane, the costal gibbosity (curvature of the ribs creating a "costal hump") is highlighted, which is the consequence of the vertebral rotation.

[102] Cordun, M. (1999). Normal and pathological body posture. ANEFS Publishing House, Bucharest, p. 107
[103] Cordun, M. (1999). Normal and pathological body posture. ANEFS Publishing House, Bucharest, p. 131

c. 1. Instrumental somatoscopy

Goal: to identify the lateral deviation of the spine in scoliosis

Tools needed: lead wire and a tape measure (tailoring centimetre). The lead wire can be made of plastic string / thread to which a weight is attached / fixed (for example: a dead battery, a pen or a pencil); the weight will keep the thread taut; it will represent the vertical to which the alignment of the spine is related.

Test description: the subject, dressed lightly (shorts and tank top or bathing suit), is placed in a standing position (orthostatism) with his back to the examiner. The lead wire is applied to the C7 spinous process and held vertically to the tip of the coccyx. The examiner measures, with the tape measure, both the distance between the C7 spinous process and the tip of the coccyx, following the row of spinous processes deviated laterally by the scoliotic curvature or curvatures, and the straight-line distance between the same anatomical landmarks. Normally, the lead wire should have followed the line of spinous processes of the spine in a straight line.

Value: the proportionality index is calculated, which represents the ratio between the two lengths of the spine, measured in the sequence shown. The higher the value of the ratio, the greater the deviation.

Measurement of rib gibs can also be performed, but assessment is more difficult and requires skilled personnel. This can be estimated by a test consisting of flexion of the trunk on the pelvis, a movement that produces the accentuation or prominence of the rib gibbosity.

2. Deficiencies of the knees

a. Genu varum

Genu varum is the deficiency in which the medial axis of the calf forms an inward opening angle with the medial axis of the thigh (lower limbs in brackets / "O").

b. Genu valgum

Genu valgum is the deficiency in which the medial axis of the calf makes with the medial axis of the thigh an angle with lateral opening, with a value below 170° (lower limbs in "X").

Goal: identification of knee deficiencies

Tools needed: graduated ruler or measure tape (tailoring centimetre)

Test description: the subject is positioned in a standing position (orthostatism). For knee deficiencies in the frontal plane (genu varum and genu valgum), the distances between:

• internal femoral condyles;

• between the tibial malleolus shall be measured

Normal value: 0 cm between these anatomical landmarks.

Pathological values – there are distances between the mentioned anatomical landmarks, as follows:

- genu varum - the distance between the internal femoral condyles is higher compared to the distance measured between the tibial malleolus;

- genu valgum - the distance between the internal femoral condyles is smaller compared to the distance measured between the tibial malleolus.

3. Foot deficiencies

Flat foot consists of the flattening / effacement of the plantar arch.

Goal: Identify flattening / effacement of the plantar arch

Test description: the barefoot subject steps on a talcum-powdered surface, then takes 2 steps (left – right). Plantar prints are assessed.

Normal values: support is achieved on the heel, forefoot and lateral edge of the foot.

Pathological values: support is achieved on the entire surface of the soles (plantar).

12.2. Means of corrective intervention

Introduction

The proposed exercises are aimed at correcting spine deficiencies (thoracic kyphosis, lumbar lordosis, left total C scoliosis, right dorsal S scoliosis), knees (genu varum, genu valgum) and foot (platfus / flat foot).

The kinetic program will be customised according to the particularities of each child diagnosed with one or more deficiencies.

A. Direct interaction activities (student – physical education and therapist / sports teacher)

Thoracic kyphosis

1. Walk on tiptoe with hands clasped on head and palms turned up, elbows pulled back (Figure 121).

Figure 121

2. Walking on tiptoe with a (medicine) ball on the head (Figure 122).

Figure 122

3. From sitting with the hands on the back of the head, a lateral lunge is performed accompanied by a lateral tilt on the same side of the trunk (Figure 123).

Figure 123

4. From standing at a distance, grab a stick which is placed horizontally at the level of maximum kyphotic curvature. Trunk movements consisting of lateral tilts are performed (Figure 124).

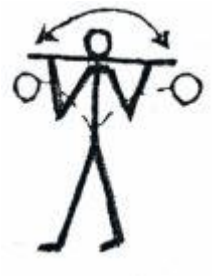


Figure 124

5. From standing at a distance, grab a stick which is placed horizontally at the level of maximum kyphotic curvature. Trunk movements consisting of twists are performed (Figure 125).

Figure 125

6. From the supine position with a pillow inserted under the kyphosis, the lower limbs are separated and pulled (alternatively or simultaneously) to the chest (Figure 126).

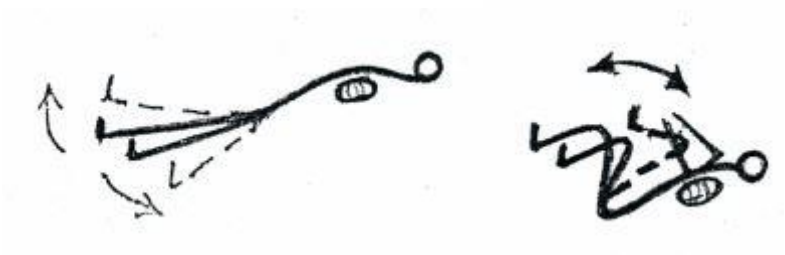


Figure 126

7. From a seated position leaning against a trellis or a wall, alternately bend the knees and pull them to the chest (Figure 127).

Figure 127

8. From a seated position leaning against a trellis or a wall, the lateral and oblique upward and posterior bringing of the arms is performed with breath in and return with breath out (Figure 128).

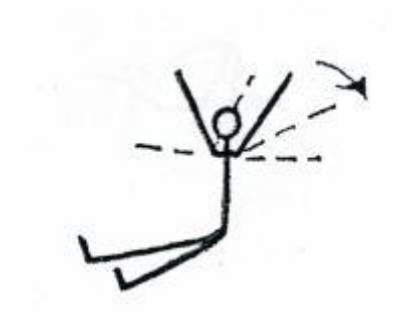


Figure 128

9. From a prone position with support on the elbows, lower limbs apart, trunk extension is performed with breath in and return with breath out (Figure 129).

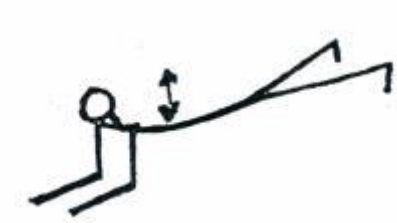


Figure 129

10. From the position of sitting on a chair without a backrest or on the gymnastic bench, trunk extensions are performed accompanied by bringing the upper limbs up with breath in and return with breath out (Figure 130).

Figure 130

Lumbar lordosis

1. Walking on the heels with the hands on the back of the head and forward tilt of the trunk (Figure 131).

Figure 131

2. Crouched walk, with hands on hips and forward tilt of trunk with each crouched step (Figure 132).

Figure 132

3. Walking with the trunk bent forward, knees extended, hands grasping the ankles, is the so-called elephant walk (Figure 133).

Figure 133

4. Standing apart with the upper limbs to the side, bend the trunk to 90 degrees (Figure 134).

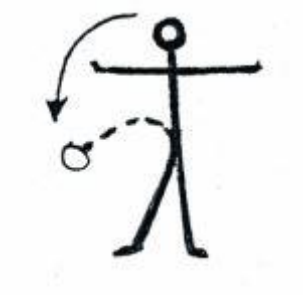


Figure 134

5. From sitting with a stick placed under the shoulders and grasped by the ends, the alternate pull of one knee to the chest is performed (Figure 135).

Figure 135

6. Sitting with bent knees - raising arms up or to the side with breath in, bending the trunk and hugging the knees with breath out (Figure 136).

Figure 136

7. Sitting on the floor with the knees bent and embraced, go into a squat with support on the palms and roll forward or backward (Figure 137).

Figure 137

8. Lying on the back with the hands under the back of the head, alternate or simultaneous bending of the knees and pulling them to the chest is performed (Figure 138).

Figure 138

9. Sitting on a chair with hands on the hip, flex the trunk until the chest rests on the thighs on breath out and return to the initial position with breath in (Figure 139).

Figure 139

10. On the knees, with the hands on the back of the head, crawl forward (Figure 140).

Figure 140

Scoliosis

I) in C total left

1. Walking with the leg on the gymnastic bench, with the left hand behind the back, left lateral bending of the body, with arches of the right upper limb above the head (Figure 141).

Figure 141

2. From standing with a stick at the back, at the level of the shoulder blades, and held with the right hand above and the left below, a forward lunge is performed with the left lower limb simultaneously with the extension of the trunk (Figure 142).

Figure 142

3. From standing with the lower limbs apart, throw the (medicine) ball to the left over the head simultaneously with bending the trunk to the left (Figure 143).

Figure 143

4. From standing apart with a (medicine) ball on the head supported by the right hand, rotate the trunk to the left with breath in and return with breath out (Figure 144).

Figure 144

5. From sitting on the right thigh, with the left lower limb stretched sideways, upper limb exercises are performed by taking them to the side, bringing the left upper limb to the hip or to the back and the right upper limb under the armpit, on the shoulder, on the head or vertically next to them head (Figure 145).

Figure 145

6. From the supine position, arms outstretched to the sides, pulling the left knee to the chest (Figure 146).

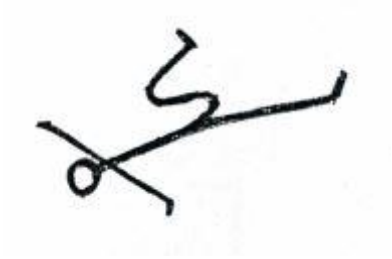


Figure 146

7. From the right lateral decubitus, support on the elbow of the same side, the left hand on the hip, the lateral lead of the left lower limb is performed (Figure 147).

Figure 147

8. From the left lateral decubitus, with a (medicinal) ball under the left hemithorax, with the lower limb on the same side bent to the chest, the right upper limb is carried out through the side upwards with breath in and return with breath out (Figure 148).

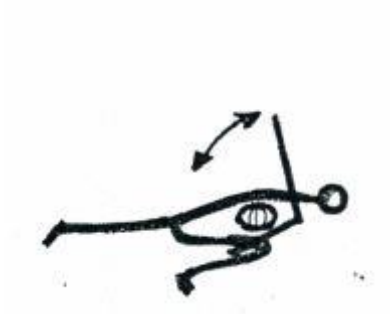


Figure 148

9. From the prone position on the bench, the upper limb straight forward, the right hand grasps the bench, while the left hand grasps the bench at the level of the shoulders or below, the lateral lead to the left of the lower limbs is performed (Figure 149).

Figure 149

10. On the knees with support on the palms - the left knee and the right hand crawling forward is performed (Figure 150).

Figure 150

II) in the right dorsal S

1. Walking on tiptoes with the left hand at the back of the head and the right at the back, in two steps, lunge forward on the left leg (Figure 151).

Figure 151

2. Crouching walk on the left leg, the upper limbs extended laterally at shoulder level (Figure 152).

Figure 152

3. From standing apart, with the right hand behind the back, perform a lateral tilt of the trunk to the right, a movement amplified by the left upper limb (Figure 153).

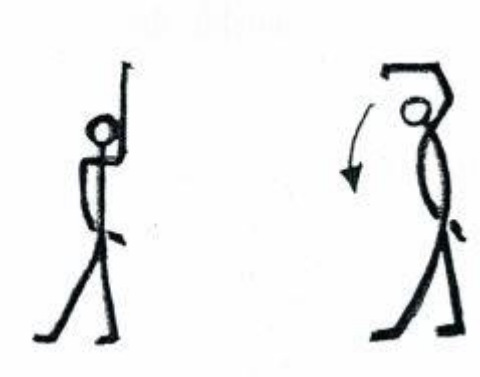


Figure 153

4. Standing apart, with a cane attached to the back with an asymmetric grip (left hand above and right hand below), trunk extensions are performed with breath in, followed by flexions with breath out (Figure 154).

Figure 154

5. From sitting astride on the gymnastic bench, with a sandbag under the left buttock, the right arm is brought forward, backward by pulling the right shoulder while the left arm pushes the shoulder on the same side up (Figure 155).

Figure 155

6. From sitting astride on the gymnastic bench, with a sandbag under the left buttock, with the left hand on the shoulder and the right behind the back, perform a right lateral tilt of the trunk followed by twisting to the left (Figure 156).

Figure 156

7. From sitting with the left buttock on a sandbag, with a (medicine) ball on the head supported by the left hand, the right hand behind the back, the trunk is bent to the right side (Figure 157).

Figure 157

8. From sitting on the left buttock, with the right lower limb stretched laterally, upper limb exercises are performed: lateral movement of the upper limbs, movement of the left upper limb to the vertical next to the ear, on the vertex, at the back of the head, on the shoulder, under the armpit, while the right lower limb is brought to the back or on the hip (Figure 158).

Figure 158

9. From the supine position with a sandbag under the right hemithorax, the separation of the lower limbs is carried out simultaneously with the lateral bringing of the upper limbs (Figure 159).

Figure 159

10. From the supine position with a sandbag under the right hemithorax, pull the left knee to the chest (Figure 160).

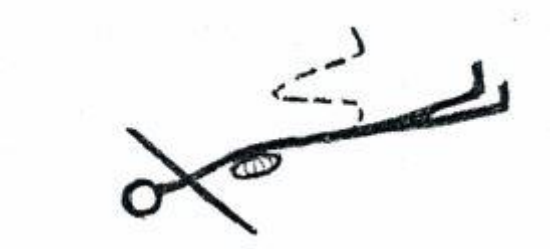


Figure 160

Knees deficiencies

I) genu varum

1. Walking with the support of a (medicine) ball at the level of the knees.
2. Walking on the inner edge of the sole.
3. From sitting, supporting a (medicine) ball at the level of the knees, simultaneously with lifting on the toes.
4. Seated with bent knees – lifting arms up or to the side with inhalation, bending the trunk and hugging the knees with breath out.
5. Sitting with a (medicine) ball at the level of the knees, crawling is performed.
6. Lying on the back, with a (medicine) ball at the level of the knees, simultaneously bend the knees and pull them to the chest.
7. Lying on the back, with a (medicine) ball at the level of the knees, twist the pelvis to the right until the knees touch the floor, return to the initial position. Next is the performance to the left.
8. Lying prone, with a ball at the level of the knees, bend the knees and return to the initial position.
9. From the position hanging on the fixed ladder, with a (medicine) ball at the level of the knees, simultaneously bend the knees and pull them to the chest.
10. Lying on the back on the gymnastic bench, with a (medicine) ball at the level of the knees, crawl is performed.

II) genu valgum

1. Walking with the support of a (medicine) ball at the level of the ankles.
2. Walking on the outer edge of the sole.
3. Side lunges are performed from a standing position.
4. From sitting, holding a (medicine) ball at the level of the ankles, simultaneously with lifting on the toes.
5. Sitting with a (medicine) ball at the level of the ankles, crawling is performed.

6. Lying on your back, with a (medicine) ball at the level of your ankles, simultaneously bend your knees and pull them to your chest.
7. Lying on the back, with a (medicine) ball at the level of the ankles, twist the pelvis to the right until the knees touch the floor, return to the initial position. Next is the performance to the left.
8. Lying prone, with a ball at the level of the ankles, bend the knees and return to the initial position.
9. From the position hanging on the fixed ladder, with a (medicine) ball at the level of the ankles, simultaneously bend the knees and pull them to the chest.
10. Lying on your back on the gym bench, with a (medicine) ball at the level of your ankles, crawl is performed.

Flat foot

1. Alternate walking on the toes with the lateral lead of the arms with breath in and walking on the heels with flexion of the trunk with breath out (Figure 161).

Figure 161

2. Walking on the lateral edge of the plant (Figure 162).

Figure 162

3. Walking on tiptoes with the support of a (medicine) ball on the head (Figure 163).

Figure 163

4. From standing on the tip of the legs with the hands behind the back, the descent is performed, then the lifting on the heels, after which the exercise is resumed (Figure 164).

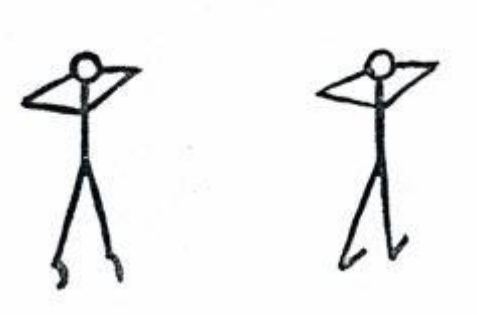


Figure 164

5. From sitting with the plants on the floor, the lower limbs slightly apart, the inner edge of the legs is separated with the flexion of the fingers to accentuate the plantar vault (Figure 165).

Figure 165

6. From sitting with bent knees, bring one knee to the chest, the leg being oriented with the toe down, while the opposite lower limb rests on the toe. The exercise is resumed alternating the lower limbs (Figure 166).

Figure 166

7. From sitting on the leg over the opposite knee, the subject's fist is applied to the sole and the leg extension is performed with self-resistance (Figure 167).

Figure 167

8. From the supine position with the lower limbs oriented towards a wall, try to draw imaginary circles with the thumb on that wall (Figure 168).

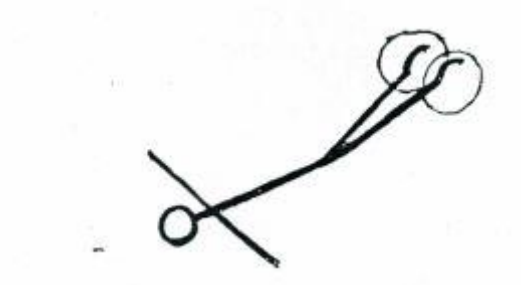


Figure 168

9. From the supine position, with a (medicinal) ball under the feet, try to move it by rolling it (Figure 169).

Figure 169

10. From the supine position, try to grasp some objects (stick, club, sheet) with the foot (Figure 170).

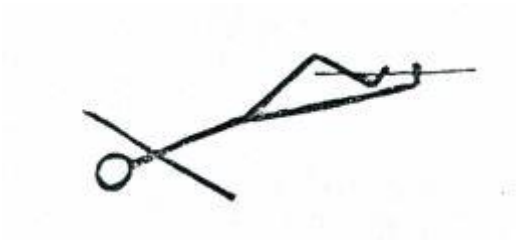


Figure 170

B. Online Activities

Most of the exercises proposed in point *A. Direct interaction activities*, can also be carried out in the online environment, within the limits of space and available materials. The following can be added:

Thoracic kyphosis

1. From standing apart, trunk extensions are performed accompanied by bringing the upper limbs up with breath in and returning with breath out.
2. From sitting with a medicine ball held in the hands, lift the ball forward and then back simultaneously with the trunk extension, with breath in and returning with breath out.
3. From the ventral decubitus, a stick is grasped, which is placed horizontally at the level of the maximum kyphotic curvature. Trunk extension is performed with breath in and returning with breath out.
4. From the prone position with the hands on the back of the head, crawl forward (snake walk).

5. From the prone position with the upper limbs next to the trunk, roll a medicine ball with the help of the vertex.

Lumbar lordosis

1. From sitting with hands on the back of the head, trunk flexions are performed with breath out and return to vertical (in anatomical zero) with breath in.
2. From the supine position with bent knees, they are performed from side to side left-right.
3. From the supine position with the upper limbs in abduction at 90º, bringing the knees to the chest and return
4. From seated position with the lower limbs extended, perform trunk flexions with breath in and returning with breath out
5. From the knees with support on the palms (quadrupedal position), perform the alternative flexion of the knees towards the chest.

Scoliosis

I) in C total left

1. From standing apart with the arms outstretched to the side, pull the left knee to the chest.
2. From the supine position, the right hand up, the left hand next to the trunk, the separation of the lower limbs is performed.
3. From the supine position, the right hand up, the left hand next to the trunk, the lower limbs are carried out to the left.
4. On the left knee, the right lower limb stretched laterally, the left hand behind the back, the right hand on the head, lateral bending of the trunk to the left is performed with breath in and returning with breath out
5. From the position on the knees with support on the palms (quadrupedal position) asymmetric crawling is performed (the upper limb and the opposite lower limb working simultaneously).

II) in the right dorsal S

1. Standing with the left foot on a higher surface (box/chair), the right hand on the hip and the left on the head, perform the right lateral bending of the trunk.

2. From the supine position, the upper right limb stretched sideways, the left hand up, the knees bent over the abdomen, the pelvis is twisted to the left until the knees touch the floor, then return to the initial position.
3. From the supine position, left hand up, right next to the chest, flexion of the left knee is performed simultaneously with abduction of the right lower limb.
4. From the supine position, the right hand on the hip and the left on the head, perform the flexion of the left lower limb on the abdomen.
5. From the position on the knees with support on the palms (quadrupedal position), symmetrical crawling (the upper and lower limb on the same side work simultaneously).

Deficiencies of the knees

I) genu varum

1. Walk on your toes with the support of the ball at the level of the knees.
2. From sitting, with a ball supported at the level of the knees, trunk flexion and return is performed.
3. From sitting, with a ball supported at the level of the knees, the lateral inclination of the trunk and return is performed (alternatively – right-left).
4. From the supine position, with a ball supported at the level of the knees, raise and then slowly lower the trunk.
5. From the prone position, with a ball supported at the level of the knees, trunk extensions are performed.

II) genu valgum

1. Walking on tiptoes with the support of the ball at the level of the ankles.
2. From sitting, with a ball supported at the level of the ankles, trunk flexion and return are performed.
3. From sitting, with a ball supported at the level of the ankles, perform the lateral tilt of the trunk and return (alternatively – right-left).
4. From the supine position, with a ball supported at the level of the ankles, raise and then slowly lower the trunk.
5. From the prone position, with a ball supported at the level of the ankles, trunk extensions are performed.

Flat foot

1. Walking on your heels with a (medicine) ball on your head.
2. Straight jumps are performed from a standing position.
3. From sitting, with a stick under the plants, try to move it by rolling it.
4. From sitting with support on the palms and a ball at the level of the soles, the raising and lowering of the lower limbs is performed.
5. From the lateral decubitus, the imaginary drawing of some letters or numbers with the foot (right / left) is performed.

Conclusions

The proposed exercises have the role of restoring the optimal functioning of the body's apparatus and systems, by increasing the self-confidence of children with special educational needs, because most of the time, they feel different and inferior to their peers. They also consist in promoting, maintaining and optimizing the state of health at any stage of life by selecting and adapting the means of intervention to individual possibilities.

Chapter 13. Possibilities of integrating students with special educational needs through competitive sports activities

13.1. The general framework for performing sports activities

Sports activities have become important means in the intervention program where people with impairments participate or should participate.

Sport has the role of prolonging "the recuperative, compensatory and developmental effects exerted by the kinetotherapeutic process and adapted physical education"[104], capitalizing on their abilities, as well as the interests or previous experiences of the students. Also, sports activity helps those with deficiencies "to develop, not only from a motor point of view, but also at an emotional and social level"[105] due to the well-being induced by practicing various sports.

Adapted sport represents a subsystem of sport, which "uses motor structures, specific rules, material and organizational conditions amended and appropriate to the requirements of different types of impairments"[106]. In this way, students with impairments can be "included in *social reintegration programs* whose goals can also be achieved through sports activities".[107]

In Romania, the possibility of people with disabilities to participate in sports activities / competitions is mentioned in the Physical Education and Sports Law no. 69/2000, article 3, according to which, "public administration authorities have the obligation to ensure conditions for the practice of physical education and sports by persons with physical, sensory, mental and mixed disabilities, in order to develop their personality

[104] Teodorescu, S., Bota, A. (2007). Physical education and sport adapted for people with motor impairments. Printech Publishing House, Bucharest, p. 192
[105] Doban, M. (2008). The role of movement therapy in the process of psycho-social rehabilitation of disabled people. In: Scientific-methodical bulletin, no. 2, ANEFS, DPPD, Bucharest, p. 11 - 12
[106] Dragnea, A. et al. (2002). Theory of physical education and sport, FEST Publishing House, Bucharest, p. 93
[107] Dragnea, A. et al. (2002). Theory of physical education and sport, FEST Publishing House, Bucharest, p. 93

and integrate into society, as well as the means to allow athletes with disabilities to participate in national and international competitions intended for them".[108]

The large number of students with disabilities, both nationally and internationally, has led the higher bodies to create competitive systems that would give disabled student-athletes the opportunity to show their abilities and achieve sports performance close to that of non-deficient athletes in various competitions.

The competition can be defined as "a synthesis of different forms of organization specific to an activity, which highlights, based on some rules, the results obtained and their ranking".[109]

According to the Explicative Romanian Dictionary., the competition (from fr. compétition) represents:

1) the fight between two or more people or states, organizations, which aims at the same advantage or the same result; contest; competition; race.

2) meeting consisting of the fight for primacy in one or more sporting events; sports competition; contest

For a complete and correct understanding of the competition term, we consider it necessary to define the following terms:

• *contest* (from fr. concours, lat. concursus) – its definition covers at least 2 aspects:

- (sports) competition that always ends with a ranking and with the awarding of prizes to the best of the participants;
- help, support, collaboration.

• *competition* (from fr. concurrence) – competition, rivalry in a field of activity;

• race – the action of racing and its result; contest, competition, emulation;

• emulation (from fr. émulation, lat. aemulatio, -onis) – feeling, desire, striving to equal or surpass someone in a field of activity.

The competitions present differences based on specific rules of conduct depending on the sport in which they are held. Based on these rules, the relationships between the participants, their age, level of training, etc. are established. The assessment criteria of the participants are unique within a subject, they offer equal chances to participating athletes and give them the possibility of comparing the

[108] https://lege5.ro/Gratuit/gi3dmnru/legea-educatiei-fizice-si-sportului-nr-69-2000
[109] Schiopu, U., (1997). Dictionary of psychology, Babel Publishing House, Bucharest

performances achieved with the proposed goals (table 9). Later, they allow checking the efficiency of the means used.

Table 9

Relationships between goals, means and results in the forms of practicing sports

Forms of practicing sports	**General goal**	**Training means**	**Results / performances**
High performance sport	Maximum performance	Established and original methods	Victories in the upper stages
Performance sport	Performance increase	Combined and original consecrated methods and means	Victories, sub-maintenance qualifications in different classes
Sport for all	Maintaining physical condition	Unique methods and means specific to certain sports	Self-confirmation of possibilities, participation in competitions, qualification, social communication
Adapted sport	Improving performance capacity and body structure	Differentiated methods and means	Victories, qualifications, social communication, psychological tone

According to Grosser, Brugemann and Zintl, 1986 completed by Dragnea A. and Mate-Teodorescu S., 2002

In order to provide the possibility of practicing adapted sports by as many people with disabilities as possible, some sports have adapted their motor structures

and regulations, creating material and regulatory facilities for these athletes. Moreover, the forms of practicing adapted sports[110] have diversified, today there are:

• **sport therapy** – aims to recover the athlete's physical or mental abilities; it is not competitive; it is practiced as a complementary means of physical therapy techniques and helps the impaired to learn new skills, starting from the previous motor experience;

• **performance-adapted sport** – made by practicing different sports branches by people with the same deficiencies who train to participate in national and international competitions.

In recent years, sports competitions aimed at people with impairments have become very large, as emphasised by the audience records set at the Paralympic Games in London (2012) - over 150 hours of live or online streaming, over 100 countries where images from the competitions were broadcast, 2.7 million tickets sold.[111]

Today, adapted sports competitions are organized according to types of impairments, each with its own sports classification criteria.

The assessment of athletes with motor and neuromotor deficiencies is carried out by qualified staff (doctors, physiotherapists, coaches, etc.) and includes 3 tests: the medical exam, the analytical balance and the functional balance.[112],[113] The results obtained are turned into points on the basis of which the athletes are assigned to sports classification groups specific to each sport. Assessments are made at important competitions, and their tests are a component part of the regulations of the respective sport.

The sports classification of a person with motor or neuromotor impairments may be final, may become final after a certain period of time, or must be reviewed at a time range specified by the assessors.

Visually impaired people are classified into 3 sports classes. The first is that of athletes who cannot see (blindness), the second includes athletes who can recognize different shapes of objects and can reach a visual acuity of 2/60 and / or visual field

[110] Rusu, O. (2008). Sociology - physical education and sport. Demiurg Publishing House, Iasi
[111] London 2012 Paralympic Games, https://www.paralympic.org/london-2012
[112]Marcu, V., Milea, M., Dan, M. (2001). Sport for disabled people, Oradea, Triest Publishing House, p. 19 - 20
[113] Nastase, D.V. (2003). Competition in adapted sports. In: Competition, International Scientific Conference, Bucharest

less than 5 (light perception), and the third includes athletes with a visual acuity between 2/60 - 6/60 and / or visual field between 5 - 20 (sees at 4 - 5m).[114]
The criterion for participation in competitions of people with special educational needs is an IQ = 70 for those with intellectual disabilities. For those with hearing impairments the level of perception of sounds is 55 decibels.
These diagnoses are established by specialists based on specialized exams.

13.2. Possibilities of integration through sports activities

Sport responds to modern social requirements and provides practitioners with opportunities to socialize and discover human performance, even for those whose activity involves some objective limits.

In this context, the adapted sports competition becomes one of the most applied means in the education, recovery and socialization of people with deficiencies, with direct effects both individually, socially and economically (Figure 168).

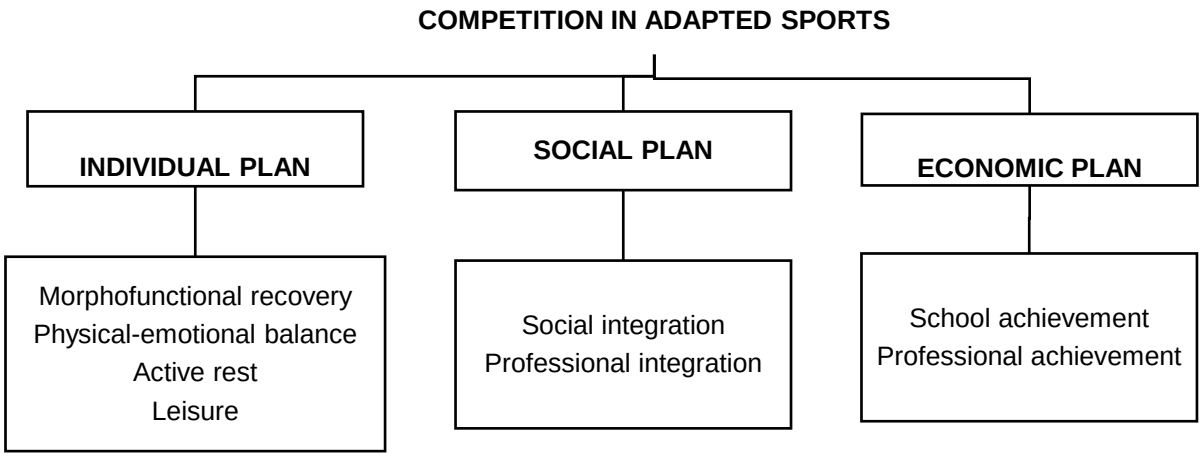


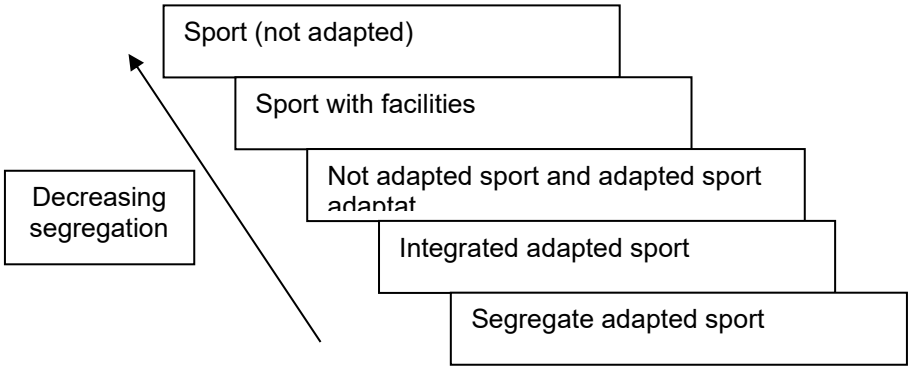
Figure 168. Competition in adapted sports (V. Nastase, 2003, p. 218)

In recent years, important steps have been taken in the social integration of people with impairments through sports activities. Initially, adapted sports were

[114] Marcu, V., Milea, M., Dan, M. (2001). Sport for disabled people, Oradea, Triest Publishing House, p. 35

practiced in segregated environments[115]. Today, adapted sport promotes integration and social inclusion (as a higher stage of integration) "which aims to value and promote diversity and equality"[116] on the sports field.

To put social inclusion into practice, an organizational framework was created that aimed to reduce segregation in sports arenas (Figure 169):



S. Teodorescu, A. Bota, M. Stanescu, 2007, p. 8

Figure 169. Continuum of integration through sports

13.3. Sports organizations and sports practiced by people with different types of impairments

The competitive activity of people with disabilities is carried out according to their types and is coordinated by several organizations:

1**. International Paralympic Committee**

In 1944, Dr. Ludwig Guttmann initiated the Paralympic movement at Stoke Mandeville Hospital where he established a medical rehabilitation centre for spinal cord injuries incurred by soldiers during the Second World War.

On July 29, 1948, Sir L. Guttmann organized the first archery competition addressed to people from the centre immobilized in wheelchairs. 16 athletes (women

[115] Bota, A., Teodorescu, S. (2015). Adapted physical activities - social inclusion tool. In: Physical activities adapted for social inclusion, Bucharest, Discobolul, p. 9
[116] Bota, A., Teodorescu, S. (2015). Adapted physical activities - social inclusion tool. In: Physical activities adapted for social inclusion, Bucharest, Discobolul, p. 9

and men) participated in the competition. After this date, the competition was held annually. Gradually, the number of participants increased.

From 1952, this competition became international, with English athletes being joined by disabled athletes from Holland.

In 1960, the competition became the Summer Paralympics, but at its start only athletes with spinal cord problems were allowed. As athletes with other types of impairments also wanted to participate in the Paralympic Games, a number of international organizations emerged and began campaigning for the rights of these impairments to participate in these competitions.

In 1982, the International Committee for Sport was established, becoming the International Paralympic Committee in 1989.

In 1986, athletes with intellectual disabilities and those with hearing impairments were accepted to participate in the Paralympic Games. Athletes with intellectual impairments responded to the invitation and took part in the Paralympic competition, while athletes with hearing impairments refused to participate, preferring to compete in the competition dedicated to them – the Deaflympics.

In 2000, athletes with intellectual disabilities stopped participating in the Paralympic competition until 2012.

Currently, athletes with motor and neuro-motor impairments, as well as those with visual impairments and intellectual disabilities compete in the Paralympic competition.

Since 19??, the Paralympic Games are organized, once every 4 years, in two editions - summer and winter, after the Olympic Games addressed to non-disabled athletes. By an agreement signed between the International Olympic Committee and the International Paralympic Committee, from Seoul (South Korea, 1988) for the Summer Games and Albertville (France, 1992) for the Winter Games, the competitions for the Paralympic athletes are organized in the same city and on the same sports facilities[117] as the Olympic Games addressed to non-disabled athletes.

[117] Balan, V. (2018). Adapted motor activities, course notes. Bucharest, Discobolul publishing house, p. 47

2. Special Olympics International

Special Olympics International was founded by Eunice Kennedy Shriver in 1968 when the first edition of the Special Olympics International Summer Games was organized in Chicago. At that competition, athletes with intellectual disabilities from the US and Canada competed in track and field and swimming.

Over time, the organization has developed and is today a recognized entity all over the world.

Sports competitions for athletes with intellectual disabilities are organized differently from those for other disabilities because all participants in the competitions are awarded according to skill levels, age categories, gender, etc.

Age categories are 8 - 11 years, 12 - 15 years, 16 - 21 years, 22 - 25 years, 26 - 29 years, +29 years.

The competition starts with the qualifying series (divisioning) where all the athletes who have registered for the respective event start. Based on the time performances achieved in the swimming and athletics events, the learning level of the various elements in gymnastics or the execution of the various motor skills in the team games, the athletes are assigned to value series and participate in the final competitions. Depending on the ranking, they are rewarded with medals (1^{st} – 3^{rd} places) or cockades (4^{th} – 8^{th} places). These awards are given in each series, with each athlete being recognized for their place.

In order to comply with the fair play rule, in sports where the final result is determined based on time, a limit was introduced beyond which it is not allowed to improve the performances achieved in the division versus finals. If an athlete achieves a better time by 15% - 25% in the final competition, compared to the time achieved in the qualification phase, he is disqualified, but his participation is recognized. The percentage is determined according to the test and the sport discipline.

Athletes with severe and profound mental impairments, who have a very low level of motor skills, are also welcomed into competitions. The competition of individual skills was created for them, in which they perform different motor actions.

To encourage social inclusion, Special Olympics International created and developed the unified sport that brings together on a team an approximately equal

number of disabled and non-disabled athletes. Unified sport has 3 forms of practice[118] that complement each other:

1 - unified competitive sport – athletes with and without impairments who have similar ages and abilities are involved, as well as the same level of physical and tactical training. Training starts at least 8 weeks before participating in international competitions at the highest level (Special Olympics European Games or Special Olympics World Games). The regulation is identical to that of non-impaired athletes;

2 - unified training sport – aims to improve the skills of players with impairments, since they have a lower technical level than non-disabled athletes. Training starts 8 weeks before participating in nationally organized competitions. The regulation according to which the competitions are organized is changed compared to that of non-disabled athletes;

3 - unified free time sport – aims to relax and spend free time together with relatives, friends or other people in inclusive sports activities. Training and competition are secondary, preparing the team for participation in locally organized competitions. The regulation is established by mutual agreement of the participants.

In the composition of a unified sports team[119], each component has an active role, the emphasis being placed on the skills of each athlete. It is the coach who facilitates social inclusion and the involvement of all athletes in training and competition, and the rule of fair play is constantly present.

3. **International Committee of Sport for the Deaf** (ICSD)

The International Committee of Sport for the Deaf is the organization coordinating the sporting activity of people with hearing impairments. It was founded in Paris in 1924, when the first edition of the International Silent Games was organized. Athletes from 9 countries, including Romania[120], participated in the competition. Since 1955, ICSD has been recognized as an International Federation with Olympic status by the International Olympic Committee.

[118] Special Olympics International (2012). Comparison among Unified Sport Competitiv, Player Development and Recreational Models, http://specialolympicswashington.org/wp-content/uploads/Unified-Sports-Comparison-All-Three-Models.pdf
[119] Balan, V. (2018). Adapted motor activities, course notes. Bucharest, Discobolul publishing house, p. 67
[120] According to: https://www.deaflympics.com/icsd/history

ICSD is also recognized by the International Paralympic Committee, but athletes with hearing impairments refused to participate in the Paralympic Games, continuing to take part in their own competition - the International Silent Games. Over the years, this competition evolved into the World Games of the Deaf (1969) and the Summer Deaflympics (2001).

In 1949, the first edition of the International Winter Games for the Deaf was organized. This competition was transformed in 1971 into the World Winter Games for the Deaf, and from 2003 it became the Winter Deaflympics[121]. Both summer and winter competitions are held once every 4 years.

Due to the medical issues, the disabled athletes cannot practice all the sports aimed at non-disabled people. However, some sports have changed their rules to be played by athletes with different impairments, or new sports have emerged that are played only by impaired people.

In summary, we present the sports practiced under the auspices of the previously mentioned international entities during summer (table 10) and winter (table 11) competitions:

Table 10. Summer sports practiced by personnel with disabilities

Sports	Paralympic Games[122]	Special Olympics[123]	Deaflympics[124]
Athletism	x	x	x
Badminton	x	x	x
Basketball	x*	x	x
Bocce		x	
Bocia	x		
Bowling		x	x
Canoeing	x		
Riding	x	x	

[121] Balan, V. (2018). Adapted motor activities, course notes. Bucharest, Discobolul publishing house, p. 75
[122] According to: https://www.paralympic.org/sports
[123] According to: https://www.specialolympics.org/our-work/sports/sports-offered
[124] According to: https://www.deaflympics.com/sports

Cycling	x	x	x
Cricket		x	
Dance	x		
Floorball		x	
Floor Hockey		x	
Football	x**	x	x
Artistic gymnastics		x	
Rhythmic gymnastics		x	
Goalball	x		
Golf		x	x
Handball		x	x
Swimming	x	x	x
Swimming in open water		x	
Judo	x	x	x
Kayak - Canoe	x	x	
Karate			x
Wrestling			x
Greco - Roman fighting			x
Cheerleaders		x	
Mountain bike			x
Netball		x	
Tourist orientation			x
Roller skating		x	
Powerlifting	x	x	
Motor activity training program		x	

Rugby	x*		
Fencing	x*		
Softball		x	
Shooting	x*		x
Archery	x		
Tennis	x*	x	x
Table tennis	x	x	x
Taekwondo	x		x
Triathlon	x	x	
Volleyball	x***	x	x
Sand volleyball			x
Yahting		x	

* takes place in a wheelchair

** is played in 5

*** is played sitting on the floor

Table 11. Winter sports practiced by disabled personnel

Sports event	Paralympic Games[125]	Special Olympics[126]	Deaflympics[127]
Biathlon	x	x	
Curling	x*		x
Ice hockey	x**		x
Skating		x	
Alpine ski	x	x	x
Cross -country skiing	x	x	x
Short track		x	
Snowboard	x	x	x

[125] According to: https://www.paralympic.org/sports
[126] According to: https://www.specialolympics.org/our-work/sports/sports-offered
[127] According to: https://www.deaflympics.com/sports

Snowshoeing (snow walk)		x	
Chess			x

* takes place in a wheelchair

13.4. Competitive sports activities held in Romania for impaired people

In 1990, the Romanian Sports Federation for the Handicapped[128] was established, which turned into the Romanian Sports Federation for the Impaired[129]. Since 2009, this federation is known as the National Paralympic Committee.

The classification of *Paralympic athletes* in Romania complies with international provisions only in the case of visual impairments (3 sports classes) and those with intellectual impairments (IQ below 70).

The sports classification of people with neuromotor impairments is very complex. That is why, in some sports, the international classification is observed. For others, a simplified classification is used that has two classes[130] and is used in countries where adapted sport is less developed:

• athletes competing in wheelchairs;

• athletes who compete standing up using the prosthesis.

Sports activities addressed to *athletes with intellectual disabilities* are coordinated by the Special Olympics Foundation in Romania (SOR), which has been operating in its current form since 2003.

The activity of athletes with *hearing impair*ments is coordinated by the Romanian Sports Association of the Deaf, which continues the activity of the Athletic Club of the Deaf in Romania, established in 1939. This association "organizes and

[128] Marcu, V., Milea, M., Dan, M. (2001). Sport for disabled people, Triest Publishing House, Oradea, p. 4

[129] Rusu, O. (2008). Sociology - physical education and sport. Demiurg Publishing House, Iasi

[130] Marcu, V., Milea, M., Dan, M. (2001). Sport for disabled people, Triest Publishing House, Oradea, p. 21

coordinates the entire sporting activity of its members - deaf, deaf-mutes, hearing impaired".[131]

Tables 12 and 13 present the sports practiced in Romania by athletes with disabilities.

Table 12. Summer sports practiced by personnel with disabilities in Romania

Sports	National Paralympic Committee [132]	Special Olympics Romania[133]	"Tacerea" Sports Club of the Deaf Cluj [134]
Athletics		x	
Badminton		x	
Basketball	x	x	
Bocce		x	
Bowling			x
Cycling	x		
Darts			x
Football		x	x*
Football - tennis			x
Futsal	x		x
Artistic gymnastics		x	
Futsal	x		
Swimming	x	x	
Judo	x		
Kayak - canoe	x		
Fishing			x
Chess			x
Archery	x		

[131] According to: https://federatiafrss.webs.com/statut.htm
[132] According to: https://npc.org.ro/sporturi/regulamente-ipc/
[133] According to: http://specialolympics.ro/sporturi/sporturi-oferite/
[134] According to: http://csstcluj.ro/

Tennis	x	x	
Table tennis	x		x
Sand volleyball			x

* is played in the form of mini-football

Table 13. Winter sports practiced by personnel with disabilities in Romania

Sports	National Paralympic Committee [135]	Special Olympics Romania[136]	"Tacerea" Sports Club of the Deaf Cluj [137]
Ice skating		x	
Alpine skiing		x	
Cross-country skiing		x	
Snowshoeing		x	

13.5. Clarifications regarding the regulations of some sports practiced by people with different types of impairments

To customize, we present the content of some sports practiced by people with intellectual disabilities.

13.5.1. Basketball rules for people with multiple disabilities (Down syndrome)

Basketball is one of the top sports at the Special Olympics. Athletes of all ages – from little ones learning how to hold and control the ball while dribbling to older and more experienced players who know the moves and strategies to play a complex game.

[135] According to: https://npc.org.ro/sporturi/regulamente-ipc/
[136] According to: http://specialolympics.ro/sporturi/sporturi-oferite/
[137] According to: http://csstcluj.ro/

Differences from regular basketball: Special Olympics basketball has some aspects where the International Basketball Federation rules are adapted, being optional. Some of these include the duration of the match, the permission to take two steps forward (which the FIB qualifies as walking), the permission for players taking free kicks to delay the release of the ball for 10 seconds, the rule that only five seconds of marking at centre, and awarding two free throws starting with a team's seventh foul in each of the two halves.

Special Olympics official rules also apply to Special Olympics basketball competitions. As an international sports program, Special Olympics created these rules based on the International Basketball Federation (FIBA) Regulations and the regulations of the National Governing Body specific to each country. FIBA rules will apply in international competitions, and the rules of the National Governing Body will apply in local competitions, except when the rules provided in the two regulations conflict with the provisions of the Official Special Olympics Regulations. In this case, the Official Special Olympics Regulations apply.

SECTION A – OFFICIAL COMPETITIONS

1. Team competitions
2. Half-court basketball: 3 on 3 competition
3. Team Competitions – Unified Sports
4. Half-Court Basketball – Unified Sports (3 on 3)
5. Individual Skills Competition – Unified Sports

The following tests are important for athletes with a low level of sports ability:

6. Competition of individual skills
7. Dribbling speed
8. Skills to play in the basketball team[138]

[138] Rules of the special olympics basketball game (2016) http://specialolympics.ro/wp-content/uploads/2016/01/Regulament_Baschet_SPECIAL_OLYMPICS.pdf

Playing field and equipment

The surface of the playing field is the one provided by the FIBA Regulation - 28/15m.

The basketball used in competitions for people with intellectual disabilities is ball no. 7 (weight 567-650 grams, circumference 74.9 – 78 cm). In women's competitions and in children's competitions under the age of 15, a basketball no. 6 (weight 510 – 567 grams, circumference 72.4 – 73.7 cm) is used.

The backboard, including the basket and the net, is at a height of 3.05 meters from the ground. For competitions of children under the age of 15, a basketball hoop located at a height of 2.44 meters from the ground can be used.

Pressure: the ball must be inflated with air to a pressure so that if dropped on a surface from a height of approximately 1.80 meters it will ricochet to a height of 1.20-1.40 meters.

The equipment will be represented by a t-shirt of the same colour for all members of a team, on which the game number will be inscribed on the back and on the front of the t-shirt, with a height of at least 20 cm on the back and 10 cm on the front of the t-shirt. The width of the lines describing the numbers must not be less than 2 cm thick. The numbers written on the shirt will be from 4 to 15.

Adaptations to the regulation

The regulation provides for certain changes in the games held for people with mental disabilities, adaptations that can be fully or partially adopted, this being at the organizers' discretion.

A game may consist of four halves of six minutes each.

A player can take two steps back, which is allowed. If the player creates an advantage and passes the defence as a result of the extra steps, he breaches the rule and this will be immediately sanctioned by losing possession of the ball.

Each team is entitled to four time-outs during a game.

If after the expiration of the playing time the score is equal, as many overtime periods of 3 minutes are played. until a team is tied. During these overtime periods, the coaches will not have a time-out.

The three-second violation is sanctioned when there is team control in the opponent's playing area (attack field).

The one who performs the free throw must release the ball within 10 seconds from the moment when he is indicated the place from where to do it by an official.

A team consists of five players. Each team is entitled to 5 substitute players.

It is not legal for the player to dribble twice (a dribble is considered to end when the player has control of the ball with both hands).

Unified racing competitions

Practicing basketball in the form of unified teams has a number of benefits, both for children with disabilities and for their partners:

- ✓ development of sports skills of people with mental disabilities and their partners;
- ✓ achieving a competitive experience;
- ✓ community participation in competitive activities;
- ✓ public education and the involvement of families in sports activities with the effect of improving the understanding capacity of people with mental disorder.

Unified contests can be held in both 3x3 half-court and 5x5 full-court basketball games. The following rules must be observed for the conduct of competitions within unified competitions:

The teams must be made up of a well-proportioned number of players and partners. During the competition, teams must not exceed three players and two partners (two players and one partner for the 3x3 game);

Each team must have a coach to take care of the team during the competitions.

13.5.2. Bocce rules for people with multiple impairments (Down syndrome)

Bocce[139] is a sports game that belongs to the category of "games in which driving the ball to the target is done by striking, pushing and hitting.[140]

This game can be played by all students with special educational needs, with some adaptations for different types of disabilities.[141]

The technique of the bocce game is simple and includes[142]: picking up the ball, the basic position, catching the ball and launching the ball.

The bocce court

Bocce can be played on almost any surface provided it is flat. Its length is 18.29 m and width 3.66 m[143] and it must be placed at a distance of 3.04 m from any wall.

There are 3 lines on the game surface (Figure 173):

- ✓ 2 launch lines – 3.05 m from the back line of the field;
- ✓ centre line – 9.15 m from the back line of the field.

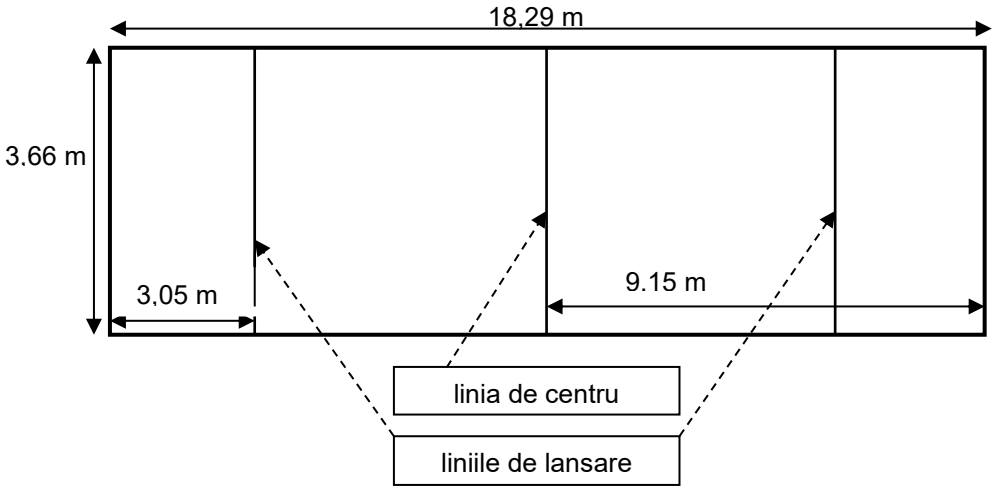


Figure 173. Dimensions of the bocce court

[139] The subchapter capitalizes on the experience gained within the Erasmus+ Sport project "Sport together, active forever" (590526 – EPP – 1 – 2017 – 1 – RO – SPO – SSCP, Grant Agreement: 2017 – 3137 / 001 – 001), project coordinated by the National University of Physical Education and Sport Bucharest and implemented between 1.01.2018 and 31.12.2019.

[140] Colibaba-Evuleţ, D., Bota, I. (1998). Sports games: Theory and methodology., Aldin Publishing House, Bucharest, p. 13

[141] Mujea, A.M., Balan, V., Gherghel, C. (2019). Bocce - practical guide, Discobolul Publishing House, Bucharest, p. 39 - 47

[142] Mujea, A.M., Balan, V., Gherghel, C. (2019). Bocce - practical guide, Discobolul Publishing House, Bucharest, p. 15 - 23

[143] Special Olympics, (2005). Bocce coaching guide: Planning a bocce training & competition season. https://sosd.org/images/files/Coaching_Guides/Bocce_Coaching_Guide.pdf, p. 54 – 55

Bocce balls

The balls[144] are made of plastic or wood, they weigh 900 g and a diameter between 107 - 110 mm.

A set of balls contains a smaller ball - pallina (diameter between 48 - 63 mm and can be white or yellow) and 8 coloured balls, 4 of one colour and 4 of another colour.

For the smooth running of the game, the referees use a measure tape (to measure the distance between the ball and the balls) and 2 flags (one red and one green) with the help of which the colour to be launched is indicated.

Bocce can be played individually, in pairs or in teams (4 players).

Gameplay

The competition starts with the draw of lots that determines the student / team that throws the ball. This is launched first on the playing surface. It must stop in the area bounded by the centre line and the throw line on the other side of the court (Figure 174).

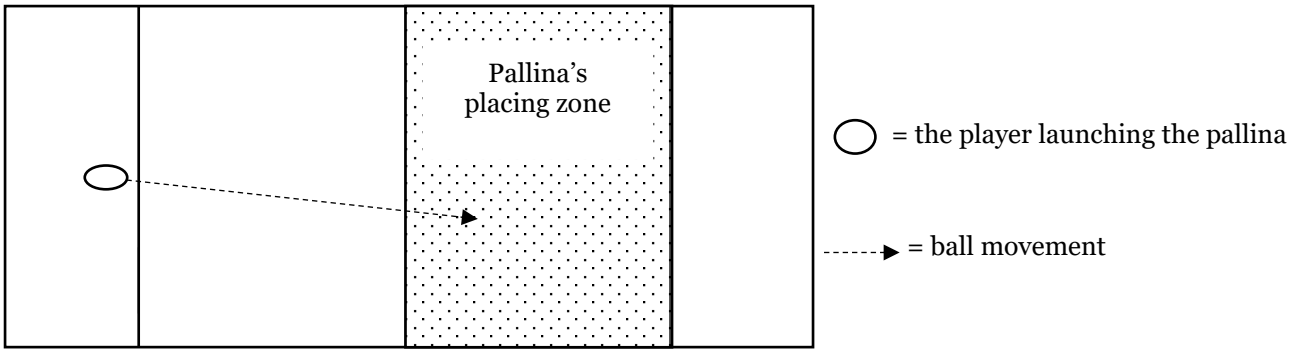


Figure 174. Ball launch area

To launch and place the pallina correctly, the first student with an intellectual disability has 3 attempts. If he fails to place the ball correctly in the indicated area, the referee gives the ball to the other player who has only one attempt. If even after this

[144] Special Olympics, (2005). Bocce coaching guide: Planning a bocce training & competition season. https://sosd.org/images/files/Coaching_Guides/Bocce_Coaching_Guide.pdf, p. 24

throw the ball is not properly placed, the referee places the ball in the middle of the centre line.

The player who launched the first pallina, launches one coloured ball, which can stop anywhere in the playing surface. Then the other player throws their ball. After these throws, the umpires measure the distances between the pallina and the balls. The player with the ball furthest from the pallina is to throw the ball. This rule is followed throughout the game.

After all the balls have been released, the referees measure and determine who has won the most points. Balls of the same colour that are closer to the pallina get one point each. The game is won by the student who gets 12 points faster in individual and pair games and 16 points when playing in teams.

During the game, the pallina can be kicked and pushed to any part of the court. If the pallina leaves the field of play after being knocked out by a coloured ball of one player, the other player receives 4 points.

When a coloured ball leaves the playing area he is a "dead ball"[145] and is out of play for that series of pitches. After the points are awarded, the dead ball is re-entered for the next round of pitches.

13.5.3. Football rules for people with multiple impairments (Down syndrome) and motor disability

The football is, without question, the most popular, the most loved and widespread sports game. The attraction to football is determined by the existence of its own features and characteristics, which make it have something extra, something specific compared to other sports. Millions of young people are engaged in its organized practice (mass basis of performance, performance and high performance) and with the character of active rest and recreation (sports leisure).

The dynamism and speed of the game actions, the permanent movement of the players, the quick transitions from defence to attack and vice versa, the increased

[145] Special Olympics, (2005). Bocce coaching guide: Planning a bocce training & competition season. https://sosd.org/images/files/Coaching_Guides/Bocce_Coaching_Guide.pdf, p. 14

ability to control the ball through technical-tactical actions of great finesse and efficiency performed at high speed, are just some of the characteristics and at the same time the imperatives of current football on the international arena.

Football is one of the sports practiced within the Special Olympics specific competitions. Players of all ages, from 4 - 5-year-olds who play learning the ABCs of football in an enthusiastic atmosphere to older and more experienced players who know the moves, executions, strategies and ways to participate in spectacular competitions.[146]

Special Olympics Official Rules also apply to Special Olympics soccer competitions. As an international sports program, Special Olympics has created certain rules starting from the Regulations of the International Association Football Federation (FIFA) and the Regulations developed and adapted by the responsible and certified Departmental Institutions of each country.

The International Football Federation for People with Motor Disabilities, in collaboration with the International Association Football Federation (FIFA), has been organizing football competitions for people with motor disabilities since 1999, with the observance of some basic rules of the game adapted to the specifics of these activities. People with Down Syndrome can also participate in these competitions, an aspect that is emphasized in special schools. Following these competitions, the participants become more confident in their potential, enjoy achievements and great satisfaction.[147]

Special medical conditions

The wearing of prostheses must not be allowed during the game.

Game description

Official games must start between 2 teams containing no more than 7 players, one of whom must be a goalkeeper.

[146] Ciolca, S.M., Grigore, Gh. (2005). Football - an associated means of kinetotherapy, University Book Publishing House, Bucharest, p. 141
[147] Ciolca, S.M., Grigore, Gh. (2005). Football - an associated means of kinetotherapy, University Book Publishing House, Bucharest, p. 142 - 143

All teams admitted to the international competition must have a reserve goalkeeper.

A match cannot start if the teams have less than 5 players and a reserve goalkeeper.

If during the game a goalkeeper is out by the referee, he must be replaced by a substitute player.

Each team can make 7 player substitutions (changes), one of which concerns the goalkeeper.

A maximum of 2 changes can be made at any time in the game.

All requested changes may be made during the game only with the permission of the head (centre) referee.

All substituted players can return to the game whenever needed, replacing any player on the field of play.

Game time

The duration of the match must be two halves of 25 minutes each, with a break of maximum 10 minutes after the first half.

The game may be stopped for "time-out", but not more than 1 minute for each team per half.

Extra time

If the score is equal after the regular game time, then the duration of the game is extended by two 10-minute halves in which the golden goal rule is applied (the team that scores first wins the game).

After the first half of extra time, the teams will change the field and start the game without a break.

During overtime each team has the right to a 1-minute "time-out".

General rules of the game

The offside rule does not apply.

The goalkeeper is not allowed to leave the goal area during the game. If he leaves the goal, the referee will award a penalty (punishment kick), and the goalkeeper will be removed from the field by receiving the red card.

The goalkeeper is allowed to wear tracksuits during the match.

For the safety of the players, entering the ball by sliding is not allowed. If a player does otherwise, the referee awards a direct free kick by warning him with a yellow card.

Goalkeepers are allowed to dive to the ground with their upper limbs extended, but not to start the action with their lower limbs.

The goalkeeper will not be attacked when he is in possession of the ball in the goal area, that is, when he has his hands on the ball, both in the air and on the field.

Otherwise, the referee will grant an indirect free kick to the defending team.

The indirect free kick awarded to the attacking team inside the goal area shall be taken from any point on the line of this area parallel to the goal line.

Players with lower limb impairments (outfield players) and upper limb impairments (goalkeepers) can also participate in these competitions.

Players' equipment (crutches)

Due to their construction, the crutches must not present a danger to the players.

Coloured crutches are allowed (they must be different colours for both teams).

During the game the crutches will not be used to control or direct the ball. Any intentional contact between the crutches and the ball is sanctioned by the referee with a direct free kick.

Sizes of the field and the gate

- ✓ The field must have a rectangular shape with a length between 55 - 70 m and a width between 30 - 60 m.
- ✓ The penalty kick is performed from 7 m away from the middle of the goal line.
- ✓ The circle from the centre of the field has a radius of 6 m.
- ✓ The distance at which the players of the opposing team, against whom a direct or indirect free kick, corner, has been dictated, must stand is 6 m.
- ✓ The circle arc from the corner (corner shot) has a radius of 1 m.
- ✓ The width of the land lines is 12 cm.
- ✓ The diameter of the goal bars is 12 cm.
- ✓ The gate has a length of 5 m and a height of 2.2 m.

These international level sports competitions demonstrate the accessibility, attractiveness and very large number of players of different ages and training levels, characteristic of the current football game.

Capitolul 14. Tips and ideas for teaching children and young people with adaptation needs

Physical activity, para sports and physical education

Introduction

The motor development includes automating, developing and combining the basic movements, improving gross and fine motor skills, better coordination and body awareness and learning motor skills.

Motor skills are movement and interaction between nerves and muscles. Good motor skills are mastering movements under different conditions. To practice motor skills, it is important to perform versatile movements on different conditions. To practice motor skills, it is important to perform versatile movements on different types of surfaces.

Basic movements

When the child has learned to walk, a new world opens up. The child can move in increasingly large areas and acquire new movement experiences. The need for activity, excitement and mastery means that walking develops into running, jumping into buckets, the child climbs, rolls, hangs, throws, kicks and hits. The child learns what we call basic movements. The movements mainly involve large muscle groups in the arms, legs, back and stomach and gross motor skills.

Gradually, the ability to make more precise movements with hands and feet - fine motor skills - develops. The basic movements are the basis for all movements and motor skills that the child later acquires. They can be compared to the foundation of a house! Everything the child later learns is based on these movements.

It is crucial that the child practices the basic movements a lot and that they become automatic.

In order to further develop the basic movements, it is important to use them in different environments, in different movement environments. It increases the challenges and the quality of, for example, running when you have experience of

running indoors, running outside on gravel, on grass, on snow, ice, in water and in the forest.

Running at varying speeds, directions, uphill, downhill and understanding movement in relation to time, space, power and flow will make the child better equipped to improve skills and technique.

The activities are structured as simple units, the aim of which is to increase the degree of difficulty adapted to the individual's functional level, age, cognitive, social, physical, psychological and emotional skills. Customization can be done using:

• varied teaching methods, instructional methods or discovery learning: situational learning or task-based learning

• different forms of organization in the hall,

• or change the rules for traditional activities

• i.e. adapt rules for games, ball games, relays etc

• This creates opportunities for differentiation in a group where young children with different needs are included

• Always ensure that you facilitate an attractive activity environment that emphasizes mastery experiences and a good atmosphere

Below are suggestions for games and activities that aim to be inclusive and get all the children involved in physical activity. Some of the exercises are for all children and some are adapted for children with disabilities:

1A) SIMPLE GREETINGS:

a) Stand in a ring, 1 round:

b) Pass a ball to the person next to you and say your name

c) 2nd round: say the name of the person you give the ball to

d) 3rd round: say the name of yourself, the person you got the ball from and the person you are giving it to

e) 4th round: say the name of the sideman and the whole row in the ring

f) 5th round: several balls are thrown to each other, say names

g) 6th round: red ball: spin around, throw with both hands, down on the stomach, became ball: jump, roll the ball on the floor, down on the knees, etc.

- PURPOSE:
- Get known,
- auditory memory
- varies in terms of degree of difficulty,
- •memory, cognitive skills in terms of auditory memory and communication/speech function.Her kan dere varierer og tilpasse vanskelighetsgrad i forhold til funksjonsnivå, kognitive ferdigheter og motivasjon. Gjerne bruk aktiviteter/bevegelser som kan knyttes til kjente ting.

1B) THE GREETING GAME:

a. Greeting with hands, "give me five", both hands

b. Greet every other right/left

c. Greeting with different body movements:

d. Bend your knees, down on your stomach, on your back, turn around, jump, ,

e. Salute with mimic big movement

f. Greeting with tactile touch,

g. Greet high and low

h. Cones are placed in each corner and in the middle:

i. Salute, change direction, tutche cone

j. Greetings, stop by cone-change direction

k. Greet as many people as possible in one minute (competition principle)

- PURPOSE:
- social activity, cooperation
- gradual increase in tempo
- tactile stimulation
- imitation, stimulates visual memory
- reaction to signal
- space-direction variation (coordination)
- nice warm-up activity

1) Bingo race/prison game

Description

This game is about filling/tearing your bingo board as quickly as possible. All are equipped with one set of bands/strips. One is designated as the prisoner, and is possibly given a colored vest so that he/she can be recognised.

1) The number cones are positioned so that the odd numbers are placed on one side of the track, while the even numbers are on the opposite side.

2) When the game begins, you run to a cone and see what number it has. You then tear a notch in the bingo board outside this number.

3) The numbers must be run through in the correct order. For example, if you start with the number 16, you should then look for cone 17. Then 18, 19, 20, 1, 2, 3..... and the last number will then be 15. When you have ticked off all the numbers, you run to the goal.

4) If you are caught during the race, by the catcher grabbing a ribbon from you, you must hand over the bingo board to the catcher and become the new catcher yourself.

5) When you stand with one foot on the cone you have reached on the bingo board, you cannot be caught.

6) Whoever is the prisoner when everyone has finished with the bingo tiles has lost the game.

7) ADJUSTMENTS: use fewer numbers, use pictures of familiar things (animals, famous people, movements). Feel free to use the same organization but with simplifications!

Purpose:

• Memory, remembering pictures, visual memory

• Directional variation (can be transferred to different sports such as handball, football, etc)

• Endurance (interval character)

3) HOSPITAL LAST

a. 4 mats in each corner

b. possibly a thicket in the middle of the hall

c. two who have the latest/spread virus

d. those who are caught lie down

e. ambulance drivers are created, help sick people to hospital in the following ways: in leave

f. push

g. roll

h. push

i. promise

PURPOSE:

• cooperation

• space-direction variation

• good endurance

• enduring strength

• adaptations: ways of transporting according to the type of special needs

3) TROLL AND STONE:

a. Blue vest: troll, red vest: stone, orange vest: cane, Yellow vest: witch who casts spells on an animal, car, movement. To get free: crawl through, walk around, jump over,

PURPOSE:

• Space-direction variation

• Basic movement experiences (gross motor skills)

• Endurance

RED AND GREEN LIGHT

a. red, turn towards the athletes

b. use carpet tiles get by with one/two carpet tiles that you use to get around

c. variety: two and two have to work together to get there

d. can work in groups: 4 and 4 to get there but everyone must "stick together"

PURPOSE:

• coordinative properties

• responsiveness

• cooperation and interaction

• learn tactics: appropriate solutions to get ahead quickly

CARPET TILES:

a. Dance movements to music, have a small piece of carpet under each leg

b. Group work: make movements similar to sports, similar to other movements: perform for the other groups

c. Two by two: from the wall and over to the other side: sit on carpet tiles: pull the legs, arms, push forward, find other ways to get over

d. Strength exercise: four carpet tiles: under knees and hands: slide forward, etc, think strength exercises stomach/back, couple exercises

e. Work across the floor, two by two, pulling each other

f. Strengthening exercises: push-ups with carpet tiles under the hands, various exercises that are adapted to the individual

PURPOSE:

• Coordinative properties

• Strengthen different muscle groups

• Cooperation and enjoyment of activities

• Learn to use force appropriately

CANNON BALL – ORGANIZATION

• divide the hall into four small arenas

• play with more balls

• change rules: enters the game when the person who poked a student is himself poked (Danish stick ball rules)

• ensure that everyone is active at all times

• not have "king"

• "King" has only one life

PURPOSE:

• good throwing practice
• good activation
• create motivation for ball games
• reaction training
• space-direction variation
• cooperation

- CAR RALLY
- a. 1-2-3-4-5 gives varying tempo on signal and reverse
- b. use 1-5 gear visual symbols with the use of color sheets - each gear has its specific color (ex: 1-red, 2-yellow, 3-orange, 4 (run)-purple, 5-green, reverse-white)
- c. use the entire hall
- d. two and two together
- e. hold together with rope
- f. imitate each other at a given gear/tempo

- THE ATOM GAME
- g. Car rally pace on signal group together in relation to a number
- h. Group together classify with:
- i. Number of animals, cars, houses, various dramatization of groupings

- PURPOSE:

- • Coordinative properties
- • visual and auditory memory
- • variation in tempo

- • endurance
- • can simplify number combinations in car rallies with:

PAIR EXERCISES WITH DIFFERENT TASKS WITH/WITHOUT SIGHT, ROCKING

a. Rock rings scattered around the floor: two and two together, move to music, imitate movements, on signal find a ring:
b. Can start here by starting and stopping music: give notice: belly in ring, front in ring, knee in ring, head in ring, back in ring, mmm before trying to use numbers.
c. Different number of body parts into the ring on the floor (e.g. knee, stomach, back, head, shoulder, front, hand, etc.: e.g. 8 body parts in total inside the ring
d. On signal, your rocking ring will find the number of body parts in the ring
e. Two and two: rocking around partner, partner moves you follow without being close to the m ring, possibly try blind folding
f. Arrange the swings one after the other: different jump/walk combinations one after the other, coordination exercises.
g. Mimic movements, use music as a stop signal
h. Varies with equipment: possibly use cardboard boxes, cones, foam cubes and more as tools for touching different numbers of body parts
i. Couple exercises: sending rings to each other in different ways, kicking, rotations etc
j. The link sist: Rocking in between pairs, last variations where the rocking has to be over the head to be caught

PURPOSE:
• coordinative properties such as eye-foot and eye-hand coordination, rhythm
• body awareness
• stimulate muscle and joint sense
• cooperation, trust
• enduring strength/endurance
• conceptual understanding

• understanding of numbers (must be adapted in relation to understanding of numbers: simple degree of difficulty in naming body parts)
• well suited for all groups, especially the visually impaired and visually impaired
• cognitive development

GROUP ASSIGNMENT WITH/ADAPTATIONS:
a. Blind, 1 wheelchair/chair, one or more balls, cones, possibly cardboard boxes
b. THREE KEYWORDS:
i. Rotation, kick, throw
ii. Find ways to work together to integrate movements/exercises with these concepts
iii. Task controlled method
iv. Five to ten minutes to rehearse a program
v. Presentation of each group for the others

PURPOSE:
• cooperation
• communicative skills/communication regarding the visually impaired
• coordination (eye-foot, eye-hand, timing, adapted force effort)
• trust, create something together

STATIONARY TRAINING WITH DICE ROLLS:

- a. 40 stations, e.g. yellow sheets in plastic pockets are placed around the hall, numbers from 1-40, on the back of the sheet are work tasks such as twiste jump, ski jump, four-foot diagonal lift, sit-ups, push - oops, with more the exercises are done the number of times that is written on the post you come to. Divide into several groups of 3-4 in each group, two dice for each group, roll the dice from a certain place in the hall (eg, in each of your corners, from the card side, from the wall,) add up the numbers you get in each throw and ran to the relevant post, first man to 40! The group has one roll each time go to post (e.g. you roll a four and a six becomes post ten, go back and roll

the dice one more time, e.g. a two and a three become five which is added to ten go to post 15!

- b. ADAPTATIONS WITH SIMPLIFICATION AND LOWER DEGREE OF DIFFICULTY: use a large cube (can be ordered at the "club"), have 6 records, work in pairs or small groups

- PURPOSE:
- • social team building
- • shift the focus from the student's need for adaptation to the tension in the task
- • competition elements but without a focus on the winner, the process is central
- • differentiation possibilities
- • simple tasks on the records
- • insert alternative exercises on the poster/sheet if necessary regarding adaptations for wheelchairs, visual impairment, etc
- • concept of number
- • endurance, strength, resilience, coordination

- • ADJUSTMENTS:
- o use large dice (e.g. only a large dice with 6 stations)
- o fewer stations
- o posters with colors and simple drawings of animals
- o simple and visual exercises for students

TEN-WAY GAME WITH ZONE PLAYERS

a. For large groups/classes, divide into four teams

b. Two teams against each other, a ball a wheelchair/chair in the middle set up cones around, player in the middle is a zone player and plays on the team that has the ball at all times

c. Ten passes in the team without the ball going to the floor or being taken by another team gives the team one point

d. Make 1-4 exchanges eg, make a mini-tournament

PURPOSE:

• cooperative play
• adaptations for students with disabilities or injuries
• reaction, eye-hand coordination
• throwing practice

THROW A CONE

a. Two teams, one ball for each player, benches with cones on top close together divide the hall in two.

b. Stand behind a recorded or imaginary line/point on both teams

c. Throw cones on signal, the aim is to get the most cones on the opposite side

d. Different throwing methods and starting point:

i. Cast left hand/right
ii. Throw from prone
iii. Throw from supine position
iv. Throw from a sitting position
v. Wheelchair users have a helper/ball retriever
vi. Can throw from a closer point as adaptation

PURPOSE:

• coordination, eye-hand, timing,
• precision, throwing practice, hitting targets
• varies with type of ball, light ball, heavy ball, small/large
• create collaboration
• strength, central movement (throw a heavy ball with both hands, e.g. medicine ball).

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