

## Sports and its role on adaptive behaviour in children with special needs

الرياضة ودورها على السلوك التكيفي لدى الأطفال ذوي الاحتياجات الخاصة

Atia Habita<sup>1</sup>, Malek Serbout<sup>2</sup>

<sup>1</sup> University of Ziane Achour, Sports system in Algeria, [Atia.habita@univ-djelfa.dz](mailto:Atia.habita@univ-djelfa.dz)

<sup>2</sup> University of Ziane Achour, Sports system in Algeria, [Serbout4@gmail.com](mailto:Serbout4@gmail.com)

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**Abstract** The problem of children with special needs is not only in the field of education, but extend to the social domain, which is an important basis for their interaction with those around them, and this is reflected in the ability of these children to do tasks of daily life and exercise activities required in the community, because the school is the main source to gain the children's basic skills, their role is not limited only to provide preliminary information in reading and writing, but also to teach them how to reconcile to various positions inside and outside the school . This confirms the validity of the first hypothesis: therefore, we can say that the first hypothesis has been achieved. It is worth noting that training methods are one of the important means in the process of physical preparation and skills, especially when we have integrated them into a codified training program, as he pointed out. Therefore, we can say that the second hypothesis has been achieved for learners and players in developing the accuracy of handball scoring. Therefore, we can say that the second hypothesis has been achieved. There are no statistically significant differences between the average grades of pupils of institutes and the averages of pupils of intellectual education programs attached to ordinary schools in the sub-dimensions (receptive language, expressive language, reading and writing, rest and leisure time ). Therefore, we can say that the fourth hypothesis has been achieved.

**Keywords:** Sports - Adaptive behaviour – children with special needs

**المخلص:** لا تنحصر مشكلة الأطفال ذوي الاحتياجات الخاصة في مجال التعليم فحسب، بل تمتد لتشمل المجال الاجتماعي الذي يعد أساسا هاما لتفاعلهم مع المحاطين بهم، وينعكس هذا في قدرة هؤلاء الأطفال على القيام بمهام الحياة اليومية وممارسة الأنشطة المطلوبة في المجتمع، ونظرا لأن المدرسة هي المصدر الرئيس لاكتساب الأطفال المهارات الأساسية، فإن دورها لا يقتصر فقط على تقديم المعلومات الأولية في القراءة والكتابة، بل يمتد إلى تعليمهم كيفية التوافق للمواقف المختلفة داخل المدرسة وخارجها، واللعب ولا يحافظ على مستواه الفني خلال كامل مجريات المباريات أو تحت ظروف اللعب الحقيقية هذا ما يؤكد صحة الفرضية الأولى: وعليه نستطيع القول أن الفرضية الأولى قد تحققت.

ومنه نستنتج أن طرق التدريب أحد الوسائل الهامة في عملية الإعداد البدني و المهاري خصوصا عندما ادمجناها في برنامج تدريبي مقنن كما أشار . وعليه نستطيع القول أن الفرضية الثانية قد تحققت.  
القول أن الفرضية الثانية قد تحققت.  
للمتعلمين واللاعبين في تطوير دقة التهديف بكرة اليد. وعليه نستطيع القول أن الفرضية الثالثة قد تحققت. عدم وجود فروق دالة إحصائية بين متوسطات درجات تلاميذ المعاهد ومتوسطات تلاميذ برامج التربية الفكرية الملحقه بالمدارس العادية في الأبعاد الفرعية ( اللغة الاستقبالية، اللغة التعبيرية، القراءة والكتابة، وقت الراحة والترفيه ) . وعليه نستطيع القول أن الفرضية الرابعة قد تحققت.  
- الكلمات المفتاحية : الرياضة - السلوك التكيفي – الأطفال ذوي الاحتياجات الخاصة

## - The theoretical chapter:

### 1. Introduction and problems of the study :

Not confined to the problem of children with special needs in the field of education, but extend to the social sphere, which is an important basis for their interaction with those around them, and this is reflected in the ability of these children to do tasks of daily life and exercise activities required in the community, because the school is the main source to gain the children's basic skills, their role is not limited only to provide preliminary information in reading and writing, but also to teach them how to reconcile to various positions inside and outside the school .

### 2.Theoretical background:

#### 2.1. The concept of adaptive behaviour:

##### Adaptation:

According to Lizars adaptation is a functional angle for understanding human and animal behavior as behavior is an adaptation process to different physical needs. (Abdulrazak, 2014)

It's the process by which an individual adjusts his or her psychological or behavioral structure to respond to the requirements of the natural environment and to achieve a sense of balance and satisfaction. (Taha & killaty, 2019)

### **2.2. with special needs**

Disability is an individual's inability to do a job that other people can do. (Fouad, 2011)

A class of society was destined to be physically, sensory or mentally impaired by genetic or acquired injuries, leaving them, to varying degrees, unable to do daily work without dependence on others. (Hussain, 2011)

It means that in society groups have special needs that are different from other members of society. (bosakra & Abdeslam, 2011)

### **2.3. sports activity**

Sports physical activity is a means of education that involves a targeted practice through which a disabled or healthy individual is satisfied and motivated. (omara & lazraq, 2011)

These are the activities chosen to achieve integrated per capita growth. (Abdul Nasser & hariti, 2020)

Adapted sports is a process of developing and adjusting methods of sports activity to suit the abilities of individuals with special needs and their type of disability. (makhlof & sonia, 2020)

**Previous research and studies:**

Jalal Jarar study 1983: it is entitled (development of Jordanian standards for the American Society for adaptive behaviour scale in its first and second parts in a modified Jordanian image .Objectives of the study: to develop Jordanian standards for the American Society for adaptive behaviour scale in its first and second parts in a modified Jordanian form .

The study sample included children with disabilities the American Society for adaptive behaviour measure in part I and II

The results of the study summarized that there is a relationship between adaptive behaviour and the degree of mental disability on the scale of social withdrawal and there is no correlation between social withdrawal and the age of the child concerned.

2.Jamal Al-Khatib study, 1998, entitled non-adaptive behavioural manifestations common in mentally retarded children in special education schools

The study was aimed at detecting the common behavioral manifestations of backward children.

The study was drawn.

1. There is a relationship between adaptive behaviour and the degree of mental disability and There is no correlation between adaptive behaviour and age of the child on sex in several mental disorders

3.Samaya Taha Jameel study 1990: it is entitled (The extent to which the mother and father accept children with mental retardation and its relationship to the concept of self and self-esteem in the mentally retarded son . Master unpublished, Cairo University 1990.

The study aimed at: to identify the differences in the directions of the father and mother in the acceptance of the mentally retarded child. The research sample consisted of 40 mothers and fathers and 40 children, aged 9, 12 years with mild mental retardation.

The study was drawn :There is a difference between the directions of parents and the directions of mothers towards the mentally retarded child and There are no statistically significant differences between the scores of the parent group on the aggregate acceptability scale and then on each of its sub-aspects

**From the above, we have the following question :**

\* Does sport play a role in adaptive behaviour in children with special needs?

The general question branches off the following partial questions :

1. Does exercise affect the receptive language of disabled children with special needs?
2. Does practising sport affect expressive language in children with special needs?
3. Does practising sport affect relationships with others in children with special needs?
4. Does practising sport affect coping in children with special needs?

**General hypothesis :**

- There are significant differences between practicing and non-practicing hearing impaired children of modified football in adaptive behaviour .

### **Partial hypotheses:**

- 1 .there are significant differences between children with special needs and non-sports practitioners in the receptive language.
- 2 .there are significant differences between children with special needs who practice and do not practice modified sports in expressive language.
- 3 .there are significant differences between children with special needs who practice and do not practice modified sports in relationships with others.
- 4 .there are significant differences between children with special needs who practice and do not practice modified sports.

### **Study objectives :**

The main objective of this study is to learn about the impact of modified practice on adaptive behaviour on the development of basic skills, sensitivity awareness and interrelated behaviour.

### **Practical chapter:**

#### **3.The field study:**

##### **3.1. Exploratory study:**

- Ensure the proper functioning of the basic research process.
- Access to the best ways to apply search tools that in turn lead to honest results.
- Know the difficulties and problems that may face us during the research procedure .
- Selection of appropriate statistical processes for study .

##### **3.2. Followed Methodology:**

The curriculum in scientific research is a set of rules and foundations that are being developed to reach the truth. (Lausin & moafak, 2011)

The researcher used the experimental method.

Mohammed Allawi also defines the empirical approach in the mathematical field as: "objective observation of a particular phenomenon occurring in a situation characterized by the exact arbitrator,." (Fatima Awad saber, mirqat Ali: 2002)

### 3.3.Study community:

#### 3.3.1. Intended sample:

They are random in terms of individuals, but we will look at their size in terms of their sex (pupils), source and location .

**Table No. 1: gender of sample members of pupils :**

Gender	Frequency	Percentages
Male	60	100%
Female	00	00%
Total	60	100%

**Table No. 2: gender of the sample members of the teachers :**

Gender	Frequency	Percentages
Male	20	70%
Female	10	30%
Total	30	100%

The following table shows the persistence coefficients of the dimensions of the questionnaire.

**Table No. 03 represents the stability of the tool**

Dimensions of the questionnaire	persistence coefficient	semantic level
Receptive language	0.86	0.01
Expressive language	0.85	0.01
Relationships with others	0.91	0.01

It is noted from the previous table that the correlation coefficients for each dimension representing the constancy of this measure are high and strong, which reflects the constancy of the questionnaire to a certain degree.

### 3.3.2. Honesty:

To ensure the truthfulness of the study tool and its relevance to the current environment, we used the following:

**3.3.3. Self-truthfulness:** it means internal truthfulness of the test, which is the empirical scores of the test attributed to the error-free true bicycles; it is measured by calculating the square root of the coefficient of stability of the tools through the following equation:

**Table number (04) represents self-honesty**

Dimensions of the questionnaire	self-honesty
Receptive language	0.92
Expressive language	0.92
Relationships with others	0.95



### 3.3.4. Scientific foundations of testing:

We applied the tests to the sample mentioned earlier and this after a week of testing was applied again to the same sample . After we obtained the results, we used the simple correlation coefficient known as Pearson correlation .

**Table (05) shows the constancy of physical and skill tests**

Relationship tests	semantic scale	value Sample	Honesty Stability indicator	Tabular values of correlation coefficient	degree of freedom + N – 1	semantic level
Cross-barrier running test		10	0.97	0.602	9	0.05
Running test 30 m from stand		10	0.93	0.602	9	0.05
Jump test of stability with three steps of running		10	0.94	0.602	9	0.05
Medical ball throw test		10	0.97	0.602	9	0.05

#### Test honesty:

In order to confirm the truthfulness of the test, the researcher used the self-truthfulness coefficient, which is measured by calculating the square root of the stability coefficient of the test : (Al-Sayyah said Sulaiman 1993)

**Table No. (06): shows the self-honesty of physical tests and skills**

Relationship tests	semantic scale	value Sample	Calculated value of correlation coefficient	Tabular values of correlation coefficient	degree of freedom N – 1	semantic level
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Cross-barrier running test	10	0.98	0.602	9	0.05
Running test 30 m from stand	10	0.96	0.602	9	0.05
Jump test of stability with three steps of running	10	0.96	0.602	9	0.05
Medical ball throw test	10	0.98	0.602	9	0.05

#### 4. Discussion of study hypotheses:

##### 4.1. Discussion of the first hypothesis :

- There are significant differences between practicing and non-practicing children with special needs in the receptive language.

- As shown in Table (10) .

Statistical semantics Tests	control sample		experimental sample		T calculated	degree of Freedom 2 (n-1)	semantics level	T	Statistical semantics
	X 1	Y 1	1'x	1'y					
Cross-barrier running test	9.40	0.57	9.47	0.52	1.17	18	0.05	2.10	is invalid
Running test 30 m	5.07	0.17	5.70	0.24	1.35	18	0.05	2.10	is invalid
Jump test of stability with three steps of running	05.57	00.48	05.45	00.40	0.69	18	0.05	2.10	is invalid

medical test ball throwing forward	03.6 1	00.55	03.58	00.6 2	0.42	18	0.5	2.10	is invalid
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Table No. (10): shows the homogeneity between the control sample and the experimental sample in the results of tribal tests using the variance indication test (T) .

We've reached through statistical processing of the results of the raw tribal fucking search test you'll want as shown in the table all values (T test) calculated was sandwiched between 0.23

As the smallest value and 2.07 as the largest value and is smaller than (T) Tabular which is 2.10 at the degree of freedom .

2 (n-1) " 18 " and significance level 0.05, this confirms the lack of significant differences between these averages, i.e. they are not statistically significant; this confirms the extent of heterogeneity existing between the two samples .

This corresponds to the study of Tai (2001) . Titled: The impact of two training programs in the styles of knee exercises and playing exercises on some physical and skill qualities of football this study resulted in :

The training program in the style of playing exercises led to the development of the physical and skill qualities involved in all the study .

Training based on plans in the daily training unit, the junior course and the intermediate course leads to the development of the physical and skill qualities involved in the study .

Study Nawfal Mohammed Mahmoud al-Hayali:entitled : impact of the use of two training method (individual \* composite ) in the development of a number of special physical qualities handball resulted in this study on the :

1. Moral differences between the technique (solo - Composite ) appeared in the choice of vertical jumping to measure the explosive force of the legs .

2. As mentioned (Taha Ismail et al.) according to teviv, Novikov, shableman, dachkov, zimkin , dachkoy, behinkel, high fitness training leads to increased technical ability and motor ability of players and this development considers physical qualities as the main pillar in the ability of the player and the athlete to perform the basic skills accurately and effectively and to the extent that the athlete's physical fitness is His fitness was weak or somewhat deficient he could not perform the basic skills as required during .

This confirms the validity of the first hypothesis : therefore, we can say that the first hypothesis has been achieved.

**4.2. The discussion of the second hypothesis :**

- There are significant differences between children with special needs practicing and non-practicing modified sports in expressive language.

7. Presentation and discussion of the results of the medical ball forward throwing TEST 3 kg:

Statistical measures	Used method	Pre-test		Post-test		T calculated	T tabular	Degree of freedom	Semantic level
		X 1	Y 1	X 2	Y 2				
Sample									

Control sample	normal training	3.61	0.50	3.19	0.54	0.017	2.26	09	0.05
experimental sample	Program application	3.58	0.62	5.53	0.44	2.44			

**Table No. 16:** shows the results of the tribal and distal test of the two research samples in the medical ball front throw TEST 3 kg.

From the table No. 16 showing of the pre and the post test results of the two research samples in the test of the forward throwing of the ball 3 kg showed that The sampling officer has obtained in the pre-test on the arithmetic mean of 3.61 and standard deviation estimated: 0.55 and the post Test total arithmetic mean of 3.19 and standard deviation of 0.54 the value of (T) calculated was 0.017 and that when the level of significance 0.05 and degree of freedom 09 This means that there is a difference random is not statistically significant because value of (T) calculated is less than the value (T) attribute .

The above results are confirmed by the figure No. 04, which shows the difference between the results of the computational average of the experimental and control groups of this test, where it was shown that the experimental group achieved the best computational average and this is due to the application of the training program using different training methods to develop and develop the characteristics of the strength of the

The impact of high-intensity interval training and repetitive training methods on the development of speed-characteristic strength and its impact on some basketball offensive skills .

It turns out that both methods of high-intensity interval training .

Repetitive training is a training method that effectively contributes to the development of the characteristic strength of speed and that has influenced basketball offensive skills .

The high intensity interval training and repetitive training methods are suitable for the development of speed-specific strength for both the abdominal and back muscles .

And the study of Ahmed Abdul Zahra Abdullah and the impact of special exercises in teaching the difficult stages of some types of aiming skill in handball

Identify the impact of these special exercises in teaching the difficult stages of some types of aiming skill in handball for students of the second grade / University of Qadisiyah / Faculty of physical education :

Statistically significant differences exist between tribal and dimensional skill tests of the experimental group in favor of dimensional tests .

There are significant differences in professional tests and post-test for two experimental and control groups in favor of experimental group .

### **5.Conclusion:**

Through the study carried out by the researcher in terms of the objectives of the study and through statistical analysis concluded that :

\* The use of different training methods and adaptive behaviour positively affects the development of some of the basic physical qualities and skills in modified football in the deaf-mute group, as it has been shown that this diversity in the performance of exercises in different ways allows the use of a variety of skills,

creating impressive repetitions that help to stabilize and stabilize motor skills in modified football in

\* The programming of the psychological method according to the scientific foundations and principles in terms of the diversity of methods and principles of training brings the athlete to the highest levels

\* There are significant moral differences between the tribal tests, and the dimensional tests of the research sample which are in favor of the dimensional tests at the degree of freedom 09 and the semantic level 0.05 for the physical tests .

\* There are significant moral differences between the dimensional tests of the research sample and they are in favor of the dimensional tests at the degree of freedom 09 and the semantic level 0.05 for the skill tests .

\* The use of different training methods and their use in the practice of modified football in the period of special general physical preparation lead to the development of the physical and physical side by forming the basic skills of individual, marital and composite image through the work of the development of physical abilities basic skills in modified football in people with special needs .

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