



Impact of Adapted with Unified Exercise Programme on Selected Fundamental Motor Skills of Children with Intellectual Disability

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Abstract

The purpose of the study was to find out the impact of adapted with unified exercise programme on selected fundamental motor skills of children with intellectual disability. To achieve the purpose of the present study, twenty nine mild intellectually challenged and without intellectually challenged boys and twelve mild intellectually challenged girls and without intellectually challenged girls were selected from various schools of Parur block, Karamadai block, SS kulam block, City block and Periyanaickenpalayam block, Coimbatore, Tamil Nadu, India. The age of the subjects ranged from twelve to fifteen years. The IQ of the subjects was between 70 and 75 and they had been certified and recommended by their caretakers and parents. Adapted with unified exercise programme was selected as dependent variable and speed and explosive power were selected as dependent variables. Speed was measured by 50m run test and explosive power was measured by standing broad jump test. 't' ratio was used to find the significant difference between the pre and post tests of experimental group. It is concluded that the adapted with unified exercise programme positively improves the performance in speed and explosive power of children with intellectual disability.

Keywords: Adapted exercise, unified exercise, speed, explosive power, children with intellectual disability.

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Introduction

Intellectual disability (ID), also called intellectual developmental disability (IDD), general learning disability, or mental retardation (MR), is a generalized neurodevelopmental disorder characterized by significantly impaired intellectual and adaptive functioning. Unified sports promoting social inclusion through collective sports training and competition experiences. Unified Sports unit people with and without intellectual disabilities on the same team. The most important concept of the unified sports is training together and playing together may create the path of friendship and understanding. In Unified Sports, teams are made up of people of similar age and ability, which makes practices more fun and games more challenging and exciting for all. Having sport in common is just one more way that preconceptions and false ideas are swept away. In Unified exercise, intellectually challenged children interestingly participate in the various exercise programme with the partner who can help to bring out their abilities. Unified exercise programme provides the opportunities for participating in the various types of exercise to facilitate their harmonious development. It creates the openings for social recognition from the

audience and peer group. Unified exercise develops the fitness while participating in the dynamic exercise programme and it is the distinctive occasion for the children with intellectually disability can do the activities, share their ideas, conserve the friendliness, and showcase their abilities. Unified exercises are developed by the level of limitation of the intellectually challenged children. By the demonstration of the unified exercises, intellectually challenged children are motivated by the audience, guests, teachers, parents and friends. They are happier to show their talents in front of the others. In unified exercise, intellectually challenged children are called as "Athlete" and normal children are called as "Partner". The Partners help the athletes to perform the unified exercise in great manner. The partners should have friendship with the athletes who can help without any hesitation.

Statement of the Problem

The purpose of the study was to find out the impact of adapted with unified exercise programme on selected fundamental motor skills namely speed, and explosive power of children with intellectual disability.

Methodology

Selection of Subjects

For this study, twenty nine mild intellectually challenged and without intellectually challenged boys and

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twelve mild intellectually challenged girls and without intellectually challenged girls were selected from various schools of Parur block, Karamadai block, SS kulam block, City block and Periyanaickenpalayam block, Coimbatore, Tamil Nadu, India. The age of the subjects ranged from twelve to fifteen years. The IQ of the subjects was between 70 and 75 and they had been certified and recommended by their caretakers and parents.

Selection of Variables

Dependent Variables

- Speed
- Explosive power

Independent Variables

- Unified exercise programme

Tools and Techniques

- Speed was measured by 50m run test.

- Explosive power was measured by standing broad jump test.

Training Programme

Adapted with unified exercise programme has framed exclusively for intellectually challenged children that include varieties of exercise programme. The exercise programme has been adapted for children with intellectually challenged by unified mode which means that without intellectually challenged children should perform these exercises with intellectually challenged children. Adapted unified exercise programme includes five types of exercises namely freehand exercises, hand kerchief exercises, Hoops exercises, social group exercises and flag exercises. Total duration of the training programme was 15 days and they had two hours training of adapted unified exercise programme each day. The training has been given to athletes and partners. The athletes have cooperated and practiced nicely because of their partners' coordination.

Results and Discussions

Table I. Significance of mean gains & losses between pre and post test scores on selected variables of unified exercise programme group

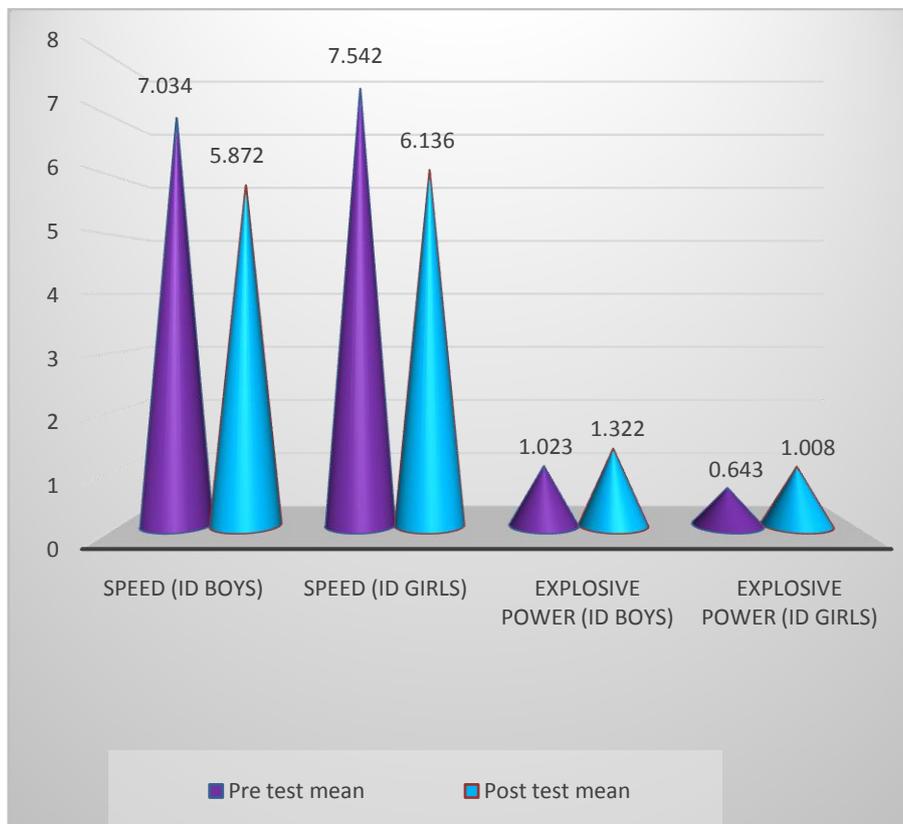
Variables	Number of subjects	Pre Test mean	Post Test mean	Mean dif.	Std. Dev	Std. Er. of mean	df	'r'	't' ratio
Speed (ID boys)	29	7.034	5.872	1.162	1.536	0.285	28	0.652	4.074*
Speed (ID girls)	12	7.542	6.136	1.405	1.301	0.375	11	0.669	3.742*
Explosive power (ID boys)	29	1.023	1.322	0.299	0.428	0.0795	28	0.687	3.769*
Explosive power (ID girls)	12	0.643	1.008	0.365	0.157	0.045	11	0.978	8.033*

*Significant; Table value for 0.05 level for df (1, 28) = 2.048; Table value for 0.05 level for df (1,11) = 2.201

An examination of table-I indicates that the obtained 't' ratios are 4.074, 3.742, 3.769 and 8.033 for speed and explosive power of boys and girls respectively. The obtained 't' ratios of selected variables are found to be greater than the required table value of 2.048 and 2.201 at 0.05 level of significance for (1, 28) and (1, 11) degrees of freedom respectively. So it is

found to be significant. The results show that the unified exercise programme is statistically significant and explained their effects positively. Pre and post-test mean difference of the unified exercise programme group of intellectually challenged boys and girls on selected fundamental motor skills are given in Figure -1.

Figure I. Bar diagram showing the pre and post test mean differences of the unified exercise programme on selected fundamental motor skills



Discussion of Findings

The result of the study shows that there is a significant improvement due to adapted with unified exercise programme on speed and explosive power for both boys and girls with intellectually challenged. The systematic and well planned adapted exercises have helped the intellectually challenged children to practice various exercises comfortably and interestingly. The adapted exercises have simple movements and using various colourful materials. At the same, unified mode of exercises have motivated the children with and without intellectual disability to enthusiastically participate in the training and it creates the opportunity to get friendship with each other. Thus, adapted with unified exercise programme have facilitated the children for active participation in training. The researchers has taken three initiative such as combined with and without intellectual disability children, adapted exercises with unified mode, using various mass drill exercises with colourful materials. None of the researcher have taken any research towards the adapted with unified exercise for persons with intellectually challenged children. Therefore, the findings of the study is the new tendency for giving training to the children. The research findings will support the future researchers in the area of adapted physical education.

Conclusion

It is concluded that the adapted with unified exercise programme positively improves the performance in speed and explosive power of children with intellectual disability.

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