
THE IMPORTANCE OF PHYSICAL ACTIVITY SCHOOL-AGE CHILDREN WITH BEHAVIORAL DISORDERS

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Key words:

- Physical activity,
- children younger age,
- conduct disorder.

Abstract:

The conduct disorder, which affects outcomes, behavior and social relationships of the pupil requires a specific approach in education. ADHD syndrome can be rectified. Physical activity, movement games and especially psychomotor and collectively games developed self-control and mitigate impulsivity. The great importance also have physical activity in nature. The correction of faults in the conduct and the State gradually and significantly improves. (Borová et al., [5]). The issue we are dealing with in the framework of the grant project: VEGA, no: 1/0769/13 „The effectiveness of specific physical re-education procedures for the correction of hyperkinetic children younger school age“ We confirmed the importance of physical activity school-age children with behavioral disorders.

PROBLEM

In the classification system of concepts of the World Health Organization, known as International classification of diseases, 10th review, there is used the term hyperkinetic diseases, under which are classified

1. Disorder of activity and attention (F90.0)
2. Hyperkinetic conduct disorder (F90.1)

Jan-UweRogge points: „Motional disorders may indicate a defect in processing of stimulation in the central nervous system (CNS).). In other words, stimulation received by the sense organs and passed on the central nervous system are processed poorly and inadequately or are not processed at all. There are unsteadiness, increased distractibility, aggression (direct or indirect attack on the barrier that stand in the way of achieving the objective or satisfying the demand), self – aggression, difficult concentrating, short – term retention of interest, excessive anxiety and insecurity, lack of confidence, impaired fine and gross motile skills or lack of attention classified as the symptoms of the disorder. Following deal with the topic of children with ADHD: Blahutková (2005), Drtílková – Šerý (2007), Jucovičová (2007), Munden (2008), Paclt (2007), Goetz-Uhlíková (2009). The essential condition in educational process of pupil is to devote more emphasis on individual approach with respect to the specific educational needs of pupil. Essential is to establish positive emotional contact and understanding between teacher and pupil. One of the additional activities that can help ameliorate the difficulties posed by this syndrome may be a physical activities. Children with ADHD are among the less movement talented and out of hyperactivity tend to have even more motile problems. They underdevelop behind their peers in gross and fine motile. As hyperactivity and other motile difficulties of children with ADHD is part of the complex neuro – psychiatric mechanisms, children`s desire simply cannot correct. It is important to

consider carefully the selection of specific physical activities, because if we do not respect the process of developing child's body, it can even harm the child. Appropriate activities are focused on versatility in this age, Borová et al., [5].

OBJECT

The main objective of the project is to judge the impact of the various motional activities to the correction of the hyperkinetic disorders of children. The other aims are:

- Analysis of the determinants of specific reeducational procedures for the correction of hyperkinetic disorders of school aged children,
- Good cooperation with parents, which supports effectiveness of the work of teacher and other educational experts

METHODOLOGY

The survey was conducted in the eastern region of the city of Košice. For further analysis we selected files - classical (standard) grade primary school integration of pupils with ADHD. Random file consisted of 166 (6-10 year-olds) primary school pupils integrated classes with parental consent. The survey involved 30 respondents - teachers first grade of primary school. Exploratory plan was implemented in the academic year 2012/2013 in September – December. The information gathering was conducted under his supervision at the individual schools, by mutual agreement with the directors and teachers of any elementary school.

Description of the methodologies and their rationale Vanderbilt assessment scale ADHD for Teachers (Vanderbilt ADHD Diagnostic Teacher Rating Scale, VADTRS) is a tool designed for teachers to guide the assessment of children with suspected ADHD , Wolreich et al., [11]. The advantage of a variety of items clarity, easy administration and scoring clear.

RESULTS

The selection of specific physical activities we consider as the positive impact of physical activity especially for children diagnosed with: ADHD (hyperkinetic children). Spending time in nature (picnics) , physical activities skiing, skating, cycling, hiking, walking and swimming mitigating impulsive children. Athletics, gymnastics, dance and team sports to develop self-discipline and children are included in collective. The possibility of educating students with ADHD are dedicated aj Altmanová, [1], Nitrai [9,10] and came to the above findings:

Table 1. Interest in physical activity integrated children with ADHD for the correction of hyperkinetic disorders

Physical activity	integrated children	
	n	%
spending time in nature (picnics)	16	37,50
skating	21	68,75
motion games	13	18,75
dancing	14	25,00
cycling	16	37,50
tourism	15	31,25
games	16	37,50
gymnastics	11	6,25
skiing	11	6,25
run	11	6,25
swim	11	6,25
walking	11	6,25

The survey we came to the following findings (Table 1) that our set of integrated children with ADHD have an interest in physical activity: highest percentage representation of the skating 68,75%. Same popularity 37.50% showed children forspending time in nature (picnics), cycling and games. Also expressed interest motion games 18.75%. we conclude that the same popularity (6.25%) have gymnastics, skiing, running, swimming and walking.

Good cooperation with parents, which supports the efficacy of the teacher and the students we see that children are integrated in such large numbers involved actively take into motion activities in the educational process as well as extracurricular activities (Figure 1.). The partnership with teachers and parents we can according to the survey comment that cooperation is good in most cases, 34.48%. We appreciate the individual interviews and interviews with parents, to 41, 38%. Negative opinion we have parents who are up 24.14% who do not cooperate not only with the school, but even with the teachers of their children. Do not give up and do not care about their own children.

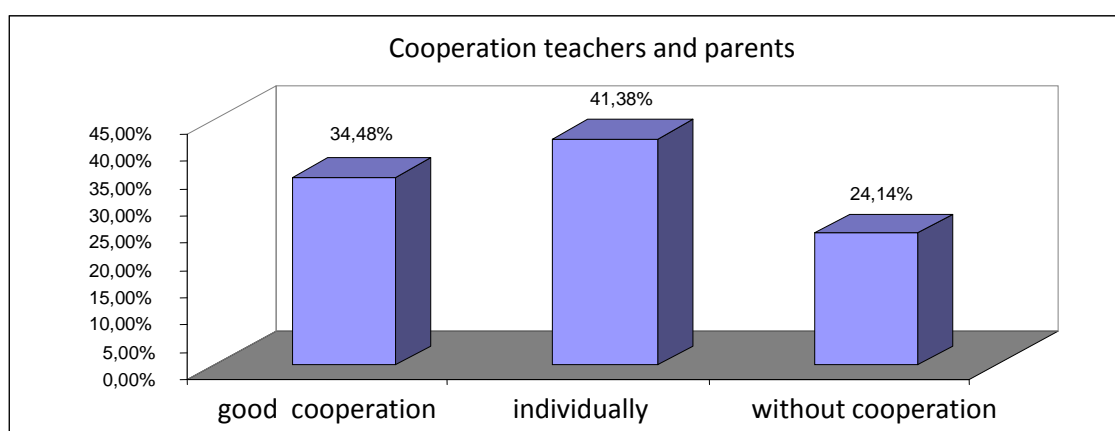


Figure 1. Cooperation teachers and parents

Blahutková, Klenková, Zichová, [4], Lenková [7], they recommend physical activity as it allows reduction of various indicators of stress. The movement has a powerful emotional impact at all ages in both gender. It has been proven through physical activities, which were interested integrated children with ADHD realize. Teachers used the Vanderbilt assessment scales. „Vanderbilt ADHD Diagnostic Teacher Rating Scale, VADTRS“ (Table 2). It is intended as a guide for teachers to assess children with suspected ADHD. Our set of respondents - teachers scale integrated children before and after implementing physical activities during that period and set clear scoring. Alleviate the behavioral problems of integrated children.

Table 2. Vanderbilt ADHD assessment scale for teachers - subscale 'behavior in the classroom'

Behavior in the classroom	excellent	above the average	average	sufficient	in sufficient
1 The relationships with peers	1	2	3	4	5
2 The respects the teacher's instructions	1	2	3	4	5
3 The disturbance class	1	2	3	4	5
4 The completion of tasks	1	2	3	4	5
5 The Organizational skills	1	2	3	4	5

1. Input monitoring :

Total number of items in which students scored values 4 and 5 _4_

2. Output monitoring:

Total number of items in which students scored values 4 and 5 _1_

It has been confirmed that the movement is an integral part of healthy development, maturation and formation of the child, which is associated with the development of not only physical, but also psychological and social.

In the early school years are appropriate physical activities for versatility. Movement should kids to enjoy and should be implemented sooner through play. Physical activity has a high status in a group of children can pose to children with ADHD source of frustration for further rejection. (Barkley, [2]). That finding is similar to the finding Majherová [8]. From this we conclude that control the symptoms of faults through physical activities represents an interesting opportunity to use basic need of children and movement to stimulate the bottleneck in children with ADHD who often necessary guidance. . Nitrai [9], Král, Králová [6]. That is why we were interested teachers view - respondents about the importance of various physical activities for the correction of hyperkinetic conduct disorder children.

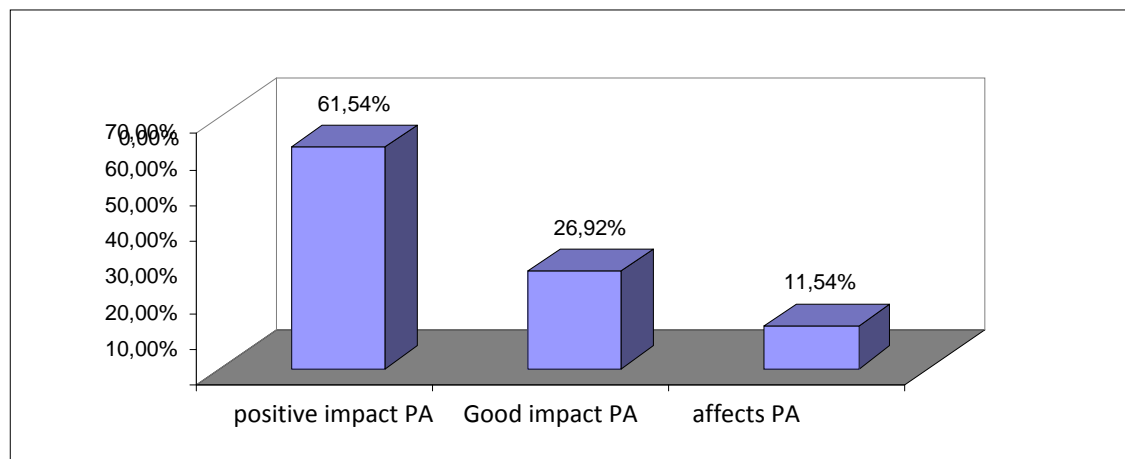


Figure 2.The importance of physical activity for the correction of hyperkinetic conduct disorder children

In response, agreed to 61,54% of the respondents, the positive significance of different physical activities for the correction of hyperkinetic conduct disorder children. 26,92% of respondents expressed about the good effects of physical activities for the correction of hyperkinetic conduct disorder children. Only 11,54% confirmed impact physical activities for the correction of hyperkinetic conduct disorder children. (Figure 2.).

CONCLUSION

We have contributed to the spread of knowledge about fundamental importance of physical activities in children with ADHD to alleviate behavioral disturbances. Based on the findings we conclude that we have created incentives in the education process. The increasing interest, efficiency and aesthetics of physical activities we are a positive role for children - we have corrected their behavior disorders.

- We pointed out the importance of movement in children and especially its impact on physical and mental health, and physical activity that is in our life is irreplaceable and indispensable.
- Survey results indicate that movement and physical activity works very well to calm the student with ADHD.

RECOMMENDATIONS FOR PRACTICE

- Correctly diagnose the problems of a child with ADHD.
- Establishing positive emotional contact and understanding between teacher and student.
- Collaborate with parents to force teachers work with students.
- Indulge children enough physical activities.

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