151 - EXPERIENCE OF PHYSICAL ACTIVITY FOR ADULTS WITH MENTAL DEFICIENCY

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INTRODUCTION

The objective of this paper is making an account of work, through bibliographical revision, about motor activity to adults with mental disabilities. The first part of the text, we made a quick mental deficiency definition, the next part we show some concepts about motor development for we comprehend the studies motor progress and finally we explain about physical activities to adults with mental disabilities.

MENTAL DEFICIENCY

According the International Health Organization (OMS, 1981) apud Enumo and Trindade (2002), the causes of Mental Deficiency for sub-development country are four: sub-nutrition, transmit illness, accidents and low quality of peri-natal assistance, and accord Ballone (2003) the peri-natal assistance occurred in the begining of labor until 30º baby's day life. Beyond this causes cited above, the causes could occur also in pre-natal and pos-natal period.

Authors like Rosadas (1991, 2001), Ballone (2003), Grossman (1977) apud Gallagher, OMS (1981) apud Enuno and Trindade (2002) defined people with Mental Deficiency like who have a intellectual function below the average, in other words, it is related with psychological part, it attributes cognitive abilities correspondent to each QI group, this QI group is established by International Health Organization. Some authors relate some motor abilities and affective of these QI groups like mental deficient characteristics. Based on this affirmations we can say that people with mental deficiency have a slow development of their cognitive, emotional and motors abilities.

MOTOR DEVELOPMENT

Gallahue (2003) divided the motor development into phases. The phases are reflexive motor, rudimentary motor, fundamental motor and specialized motor. These phases are divided in stages. As this paper proposes to talk about adults, we will explain about the last tow phases. In the fundamental motor phase exist three stages: initial stage, elementary stage and ripe stage. The initial stage is featured without movement sequence, with too much movement's body, rhythmical flow and deficient coordination. In the elementary stage, we can see people who have more control and better coordination than the last stage, however we still see restrict or extreme movements. The ripe stage (5 or 6 years old) are featured by efficient, coordinated and controlled movements, because children's body are prepared to do these abilities, but if they have no opportunities to practice activities to grow these abilities they do not reach the ripe stage. The specialized motor phase is divided in three stages too: the transitory stage, application stage and permanent used stage. The transitory stage (7 or 8 years old) are featured by shape, precision and more movements control, these abilities are used in sports and recreation environment. In the application stage (11 to 13 years old) people can make decisions, because their cognitive are riper than the last stage and they have more learning experience, participation based much on task, individual and environment facts. In the permanent used stage (14 years old and above) people use all of movements that they learned during their lives, improved than according to individual, task and environment.

According to Gallahue (2003) the development is related by age, but do not depend on it. We expect that adults realize every specifics activities by their ages, but it depends on their individual experience, the environment that they have to improve their abilities and the tasks that they practice. Beyond emotional, physics and cognitive facts. The motor development is shown through motor behavior.

According to Conolly (2000) the motor development are the action abilities changes that occurred during all of lives phases.

THE PHYSICAL ACTIVITY AND THE PERSON WITH MENTAL DEFICIENCY

The Adapted Physical Activity is integrated and applied in theoretical-practical fundamental of human motoring disciplines, health areas and education in different educational and habilitation programs for people that do not adjust totally or partially in socials institutes, specially people with disabilities.

Rodrigues (2006) claims that Adapted Motor Activity is facilitated to people that do not perform it well in the same way people who have no difficulties to do it.

According to Cratty (1975) apud Castro (2005) the adapted physical activity is a different program of developmental, plays, sports, rhythm and expressive activities whose organization was based on interest, capacity and limitation of people with deficiency.

The experience that they related was realized in a Motor Activity Program to Deficient - PROAMDE in Federal Amazon University, with adults mental disabilities.

The Program contents was based on Regular Physical Education, work with basic motor abilities and specific motor abilities of sports. We had goals to each student, they perform activities according to their possibilities and each student will achieved their goals individually.

The activities were realized with partners for each student, because we cannot work well with 30 students with different disabilities, aiming the family participation on learning process and socialization with each other.

In the beginning of school year it is realized a test to know the standard motor of the students. Based on human development knowledge, it is possible to verify that some mental deficient students have a motor development like a children with 6 and 7 years old, in other words, they are in fundamental phase on ripe stage by Gallahue, others are in specialized motor phase on transitory, application and permanent used stage. From this analyses of tests we began to adapt the Physical Education class according to each student, we do not modify the contents, we modify the manner how the student executed this contents. For example, the basketball class we work shot a ball in a basket, students were required according to their limits. Some students were able to shot a ball in a basket, others need to up on landing, or do the shot with initial ball, because the ball of basket is heavy. Other students play the ball on basket near the floor, where the student shot the ball on certain distance.

The progress of these students is verified in each class, because the teacher comes with the student every class, take notes about their performances, and during this time take the results of each student before the test of the middle of school year. With these results the teacher can change the methods to improve the class.

In the end of school year is done the final test to verify results of work realized with all students.

FINAL CONSIDERATION

The class was compound for people with mental deficiency and others. With this work we can see in spite of deficiency, the students with mental deficiency are able to realize motor activities efficiently, and respecting their learning time, it is possible to favor the learning time to teach basic and specialized motor abilities that are used in many sports. Consider students registrations in a Motor

Activity for Deficient Program - PROAMDE - which have no opportunities to develop their motor abilities, the activities of Program favor their development.

We work with this class at Motor Activity Deficient Program - PROAMDE during six months. Analyze the tests and individuals companion realized during the school year, it were possible to verify many goals about abilities development and socialization of students. For example, the students that realized activities with partners, when they make other test, they realized the same activity without a partner. In this way we can suggest that planned and well applied Physical Education activities can represent an excellent factor to development people with mental deficiency.

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EXPERIENCE OF PHYSICAL ACTIVITY FOR ADULTS WITH MENTAL DEFICIENCY

ABSTRACT

The object of this paper is making an account of work, through bibliographical revision, about motor activity to adults with mental disabilities. The individual motor development depends on physiological implications, psychological and the environment. That is why we need to provide activities to help this development. For deficient people the chance to practice motor activities is made difficult, because they have no opportunities to enter in school, or they are studding at school but the teacher excludes then in a Physical Education class. The point is that the Physical Education class needs to be accessible to all people, and it is include people with disabilities. That is why adults with mental deficiency that participate in a Motor Activity Program do not have a good motor development.

Key-words: Adapted Physical Education, Mental Deficient and Motor Development.

EXPÉRIENCE D'ACTIVITÉ PHYSIQUE POUR DES ADULTES AVEC LA DÉFICIENCE MENTALE

RÉSUMÉ

Cet travail a pour but faire un récit à travers d'une révision des rapport théorique, sur l áctivité moteur pour les personnes qui a une défaut mental. Le developpement moteur de l'individu dépend de les implications physiologiques, physicologiques et de l'environnement. À cause de ça c'est besoin que l'individu aie une bonne chance de réalisation de l'activités qui favorisent cet developpement. Pour les gens avec défaut cette bonne chance donc pratiquer activité moteur, c'est difficile, parce que quelqu'uns n'a pas de bonne chance pour participer dans une école régulier pour fair du sport, ou celle la qui ont dans l'école sont a l'exclusion de ceux de l'activité physique, ils ne se adaptent pas à la classe, plus, a la verité la classe doit s'adapter aux élèves avec défaut. De tel que les déficients mentaux qui participent d'un programme d'activités moteurs n'a pas un mieux developpement moteur.

Mots - Clefs : Activité physique adaptée, défaut mental et developpement

EXPERIENCIA DE LA ACTIVIDAD FÍSICA PARA LOS ADULTOS CON DEFICIENCIA MENTAL

RESUMEN

El objetivo de este trabajo es hacer un relato de un tiempo de trabajo y aprendizaje, a través de una revisión de literatura, sobre la actividad motora para deficientes mentales. El desarrollo motor del individuo depende de las implicaciones fisiológicas, psicológicas y del ambiente. Debido a esto, se hace necesario que el individuo tenga la oportunidad de realizar actividades que proporcionen este desarrollo. Para personas con deficiencia, esta oportunidad de practicar actividades motoras es dificultada, pues algunos no tienen oportunidades de entrar a una escuela regular para participar de las clases de Educación Física. También los deficientes que están en la escuela, son excluidos de la Educación Física, pues no se adaptan a las clases ministradas. En verdad, es la clase que debe ser adaptada para que los alumnos con deficiencia participen. De tal manera los deficientes mentales que participan de un Programa de Actividades Motoras no tienen un buen desarrollo motor.

Palabras-Claves: Educación Física Adaptada, Deficiencia Mental y Desarrollo Motor.

EXPERIÊNCIA DE ATIVIDADE FÍSICA PARA DEFICIENTES MENTAIS ADULTOS

RESUMO

O objetivo deste trabalho é fazer um relato de estágio, através de uma revisão de literatura, sobre a atividade motora para deficientes mentais. O desenvolvimento motor do individuo depende das implicações fisiológicas, psicológicas e do ambiente. Devido a isto se faz necessário que o indivíduo tenha a oportunidade de realizar atividades que proporcionem este desenvolvimento. Para pessoas com deficiência esta oportunidade em praticar atividades motoras é dificultada, pois alguns não têm oportunidades em entrar numa escola regular para participar das aulas de Educação Física, ou aqueles deficientes que estão na escola são excluídos da Educação Física, pois não se adaptam as aulas ministradas, mas na verdade é a aula que deve ser adaptada para os alunos com deficiência participarem. De tal maneira que os deficientes mentais que participam de um Programa de Atividades Motoras não tem um bom desenvolvimento motor. **Palavras-Chaves:** Educação Física Adaptada, Deficiência Mental e Desenvolvimento Motor.