

WAYS TO ACCOMMODATE STUDENTS WITH SPECIAL EDUCATIONAL REQUIREMENTS AND BEHAVIORAL DEVIATIONS IN THE PHYSICAL EDUCATION LESSON

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Abstract: *It is especially important for the physical education teacher to have a good professional training because, in the current legislative context, he must be able to manage the behavioural problems of students during classes and at the same time be able to carry out effectively, efficiently and qualitatively lessons. The ability to observe and monitor the behaviour of students with special educational needs will allow the physical education teacher to record their progress by applying means of action, especially in the form of movement games, adapted to achieve integration and socialization during classes and to temper and shape their behaviour for a good hour. Aim of the research: The aim of this study was to analyze the aspects of integration and inclusion in the literature, highlighting the importance of categories of means for various conditions encountered in the physical education lesson, to accommodate students with special educational needs in primary school.*

Key words: *Social integration, accommodation, primary school, physical education, adapted games.*

1. Introduction

In Romania, children with special educational needs studied in special schools, with teachers expressly trained to work with such children. Over time, it was found that by doing so, these students are somehow removed from social life and it was decided to integrate them into mainstream education.

Schools must receive all children, regardless of their physical, social, emotional, linguistic or other conditions. They also refer to children with disabilities or talents, street children and working children, children from distant or nomadic populations, children belonging to linguistic and ethnic minorities... [16].

We believe and declare that every child has a fundamental right to education and

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every child must be given the chance to reach a certain level and be able to maintain an acceptable level of learning ... Educational systems should be designed and educational programs implemented in such a way as to take into account the great diversity of the child [16].

Social integration is the process of interaction between the individual or group and the social environment, through which a functional balance of the parties is achieved [15].

Gherguţ states that integration is the process of including in formal and non-formal schools, in formal and non-formal educational activities, children considered to have special educational needs [7].

The Discover Inclusive School Wellness guide, Birmingham National Center for Health, Physical Activity and Disability, states that inclusion means: All children, regardless of abilities or disabilities, have the right to be respected and valued as valuable members of the school community fully engage in all school activities and interact with colleagues of all ability levels, with opportunities to develop friendships [11].

The benefits of school involvement can be seen in relation to individual well-being, which is positively correlated with the future quality of work [12].

School commitment or commitment to participate in learning activities, as opposed to participation, is essential for student success and includes behavioural, emotional and cognitive commitment [6].

In order for the training of children with special educational needs to be practical (effective), it is necessary that it has both an integrated character and a differentiated character, to be suitable for the particularities of the students with whom they work in class.

It is especially important for the physical education teacher to have a good professional training because, in the current legislative context, he must be able to manage the behavioural problems of students during classes and at the same time be able to carry out effectively, efficiently and qualitatively lessons.

Without a solid background, learning students is difficult, because in a classroom where there are students with different behaviour problems, he will spend more time trying to find the best solutions to solve problems and less on the teaching act and on actual practice during class.

Therefore, many teachers constantly mention that the management of behaviours that occur during physical education classes is an area that requires more detailed (special) training. We are talking about those teachers who teach in schools that have the status of an integrative school where there are students with emotional or behavioral disorders, ADHD, autism spectrum disorders.

Although not all students with these diagnoses will always have behavioural problems, they tend to display behaviours that can make physical education difficult. Hence the conclusion that physical education teachers face a level of disruption of the lesson that can negatively influence the learning environment for all students.

Common disabilities and related behaviours that can affect learning:

Attention Deficit / Hyperactivity Disorder / ADHD Disorder are made up of three types:

1. The predominantly careless one. Students have difficulty sustaining physical and motor tasks and often appear dreamy or disobedient.

2. The predominantly hyperactive-impulsive one, in which the students demonstrate the inability to stand still when the presence is made, are not able to wait for their turn, discloses without wanting answers or questions when the teacher gives instructions on the exercises.

3. Combined type.

Autism spectrum disorders are observed disabilities related to problems with social interaction, play skills, repetition, or stereotypical patterns of behaviour. Common characteristics of students with these disabilities include making inappropriate sounds and gestures (e.g, laughing when no one else does) being withdrawn and anxious in a new and different situation.

Emotional (behavioural) disorder is a condition that involves one or more of the following behaviours over a long period of time that adversely affects educational performance.

- a. Inability to learn, which cannot be explained intellectually, sensorially or by health factors.
- b. Inability to build and maintain interpersonal relationships.
- c. Improper demonstration of feelings and behaviour as a general state of happiness or depression or even the tendency to develop physical symptoms and fears.

The common characteristics of students with these disorders vary greatly depending on the specific type of emotional disability ranging from depression, obsessive - compulsive disorder, eating disorders and polar disorders. Intellectual disabilities refer to substantial limitations in personal abilities manifested as below significant averages in intellectual functioning, which occur

with significant deficits in adaptive behaviour. The common characteristics of students with intellectual disabilities vary depending on the specific cause and the level of functioning.

2. Methods and Methodology

The study started from the hypothesis according to which the development of physical education lessons with groups of students that include students with special educational needs requires a special approach from the perspective of the goal of "integration". The presence of a wide range of diseases requires the choice of solutions / means that can be practiced by the whole team.

3. Aim of the Research

The aim of this study was to analyze the aspects of integration and inclusion in the literature, highlighting the importance of categories of means for various conditions encountered in the physical education lesson, to accommodate students with special educational needs in primary school.

4. Material and Methods

Analysis and generalization of data from the literature, study of working documentation and observation.

The research consisted in monitoring the classes in the primary cycle, which include students with special educational needs, based on an observation sheet designed for this purpose. Next, based on the recorded observations, an analysis was made of some means of action, based on competition, in an attempt to find the most compatible ones.

5. Results and Discussions

The physical education teacher should identify disturbing behaviours during his / her classes and with the help of the itinerant/supportive teacher in the school to carefully examine measure and analyze the students' behaviour as objectively as possible.

The ability to observe and monitor the behaviour of students with special educational needs will allow the physical education teacher to record their progress following the application of means of action, especially in the form of movement games adapted for integration and socialization during classes and for to temper and model their behaviour for a good hour.

Strategies for bringing teachers together are used to redirect problem behaviour, making job transitions easier and increasing students' tasks at work [13].

It has also been suggested that physical education teachers' assessments of the classroom climate serve as a social indicator of how students experience their learning environment and are most beneficial for students with disabilities compared to typical peers [1].

Participatory research focusing on student diversity is needed to expand knowledge about the levels of involvement of students with disabilities in different environmental and individual interactions [9].

According to the authors Dragnea A., Bota A. [4], Physical education is a necessity for all individuals in society and especially for those with special needs (with different types of disabilities). This is a truth that no longer needs to be justified, given the beneficial role in physical, motor, emotional-emotional

recovery. Thus appears the term special or adapted physical education, which circumscribes a branch of physical education that aims at recovery and social integration, by promoting programs adapted to different types of disabilities.

Three types of such programs are known:

- adapted programs that involve the modification of traditional physical activities, so as to offer opportunities for participation for all the disabled;
- corrective programs that address in particular the recovery of postural function and deficiencies in the biomechanics of movement;
- development programs that aim to improve the level of motor skills and the possibilities to achieve motor skills and abilities [4].

The practical activity showed that, often, students with special needs are not the only ones who have actual deficiencies. Here we can include children without disabilities, but with problems adapting to the requirements of the school or social integration in a group. But it must be borne in mind that every child is different, so an approach and a program designed specifically for his needs are needed. Physical deficiencies especially affect the motor components of the person. They can limit the person's ability to move and thus his social integration.

The most common deficiencies are:

- Genetic and congenital diseases: Down syndrome, malformations of the musculoskeletal system;
- Growth diseases: rickets, flat feet, stature hypotrophy (dwarfism), limb inequality, spinal malformations;
- Post-traumatic sequelae: post-traumatic paraplegia, obstetrical paralysis, other paresis;

- Osteoarticular and muscular deficiencies: musculotendinous traumas, muscular retractions (torticollis);
- Predominantly neurological deficiencies muscular dystrophies, polio sequelae.

From the perspective of psychomotor skills, the following conditions can be encountered:

1. Motor coordination disorders;
2. Disorders of neuromotor behaviours / perceptual-motor structures (disorders of body scheme, lateralization, and spatial organization).

Based on the student's observation sheet during the physical education class, made to highlight the behaviour of students with special educational needs, the following behavioural deviations were noted: aggressive behaviour, attention deficit, distractions, agitation, cannot stay calm, low ability to understand requirements, difficult to coordinate their movements, delayed reaction to requirements, do not finish what they started, concentration disorders, bother other students, cry from nothing, do not have self-confidence, difficult to understand, are rude, relationships difficult with colleagues.

Lucian Blaga said that "the wisdom and love of the child is the game". This activity results from the need for action, for the child's movement, for having fun, for using his free time in a pleasant way. Play is the activity that children love the most. In the game, the child finds himself "in the situation of actor, protagonist and not spectator, which corresponds very well to the dynamism of his thinking, imagination and emotional life, to an inner need for action and affirmation [2].

The game is an integral part of human life, and in modern didactics it is considered a means and method of learning and education. Movement games can help optimize the learning process by increasing children's interest in movement, by creating conditions that facilitate the consolidation of motor acts, ensuring success, preventing or eliminating failure, by training the ability to overcome difficulties, by developing superior motor skills, responsibility of each student [8].

In the article *The role of motion games on the development of children with special needs in the primary cycle* it is found that movement games are an effective way to integrate children with special educational needs in a group, because through them children link new friends are easier, they are accepted in the community, communication becomes easier, they support and understand each other and most importantly they accept each other as they are. Through play, children feel free to act.

Following the study, it was concluded that through movement games the development of children with special needs in primary school has seen significant improvements creating a climate conducive to harmonious development and as balanced as possible to their personality. For children, movement games are a fun way to do the physical education class, because it takes them out of the rhythm of school activity, helping them to relax, obtaining a state of well-being. Through play, the motor and mental development of the child is achieved, the foundations of collective behavior are laid and the character traits are contributed to [3].

Defined from the point of view of psychology, learning represents "the acquisition by the individual of certain forms of behaviour, as a result of repeating situations or practicing", learning can be seen as:

- result, when expressed in knowledge, skills, abilities, habits, familiarization, adaptation, etc.;
- process, when the reference is made especially to the mechanisms that condition it and to the development of the phenomenon, expressed in terms of appropriation, assimilation, modification, restructuring, strengthening;
- pedagogically or independent directed operational action, individual or collective, in which the terms are teaching, training, practice, self-instruction, being able to associate the appropriate techniques and methods to the learning material and the learning subject [5].

J. Winnick presents a summary of the motor (re) learning requirements that apply to people with special needs:

1. To meet interindividual differences, use as many training styles and techniques as possible;
2. Learning tasks will be introduced only when students have reached a certain level of development;
3. To motivate students to continue learning, constantly stimulate and encourage their efforts;
4. To increase performance, provide subjects with all necessary opportunities;
5. Individualization is the key to reaching the thresholds of success;
6. To encourage subjects, always provide adequate feedback;

7. To facilitate the transfer between skills, identify the common aspects of the movements;

8. For rapid learning progress, set meaningful and realistic goals for the subjects;

9. In order to promote the sustainable retention of skills, select those movements with a certain meaning and utility (autonomous movement, leisure).

An important aspect in motor (re) learning and re-education is the detailed analysis of the activity that is proposed for practice. Thus, the teacher must determine how that activity contributes to the physical, motor, cognitive, emotional and social needs of the individual.

Independent work gives students the opportunity to progress, without being conditioned by the observance of frontal practice. In the conditions in which the subject cannot accomplish a certain task, he receives another, accessible one, meant to facilitate his learning [14].

Teaching styles of physical education and adapted sports

The basic idea from which we start in the analysis of instructional styles in adapted physical activities is that the teacher must always change his / her teaching behaviour according to the special requirements of the students.

The teaching style can be defined as "a special set of behaviours selected and used by the instructor to meet the operational objectives of the lesson."

According to M. Mosston, author of a representative paper on the teaching of physical education, "the selection of teaching style is not a random option, but one that takes into account a number of factors regarding the subjects we work

with, the environment and those related to personality – the teacher”. Even if these factors were taken into account, the continuous nature of the training-education process requires a permanent reassessment of each factor, whenever the theme or operational objective changes [10].

Consequently, the following teaching styles according to J. Winnick are recommended in physical education and adapted sports:

1. The directive style is one of the most used in adapted physical activities. It has as characteristic notes:
 - short explanations and demonstration of the learning movement;
 - practicing the movement before other indications or corrections of mistakes;
 - comments exposed to the class about the performance achieved;
 - additional explanations and demonstrations, if necessary;
 - implementation of the movement in an appropriate activity.

In summary, decisions are made in most cases by the teacher, in terms of content in organizing training conditions and setting performance standards. The directive style is applied in case of training of numerous groups, in case of individualization of the training or when a frontal execution of the same motor action is desired.

2. The "task-centered" style is somewhat close to the directive, but offers greater freedom and flexibility in decision-making by students.
3. The "guided discovery" style helps students achieve a certain goal. The teacher uses questions or short clues,

gradually guiding the students to find the right solution.

4. The "problem solving" style is close to the style presented above, with the difference that the student is no longer oriented to a certain motor response, but has the opportunity to choose multiple solutions (provided that it meets the teacher's criteria). It allows the subject to express his creativity, to experiment, to have his own initiative [14].

5. Conclusions

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