

## SPORTS PHYSICAL ACTIVITY IN THE PROCESS OF EVOLUTION IN DISABLED PERSON

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**Abstract:** Today disabled people lead a relatively independent life and require little assistance with the activities of daily living. There are, however, people with disabilities for which you require media of various kinds, from wheelchairs, guide dogs, to prosthetic devices. The progress made in the field of specialist equipment have made the disabled more independent, contributing also to break the prejudices and social barriers. These acquisitions have made possible the participation in physical activities and sports and leisure activities, thus assuming a basic importance is to follow a way of life for both active and maintain a state of optimal health. Unfortunately, there are still many disabled people who face difficulties in everyday life, such as the lack of adequate transportation, elevators, possibility of access to public places, etc... They are therefore necessary adaptations and modifications, so as to ensure quality and accessible environments for the needs of these people. The adaptation should not only concern the infrastructure or means of transport, but it is necessary to put in place all those good inclusive practices, so that people with disabilities, who wish to establish with an active lifestyle, a state of physical well-being, as well as a chance to compete or interact on a social level, have access not only to infrastructure but also to the activity itself. These principles are involved both in the context that the subject, thus constituting an effective inclusive education system, having as its primary goal the removal of barriers to learning and participation (Booth and Ainscow, 2008). In the absence of specific responses, in fact, such situations need to be transformed into limitations to the activities and restrictions of social participation (Altavilla G. et al., 2013b).

**Keywords:** special needs, assistive technology, motility, basketball, socialization and participation.

### Introduction

Today disabled people lead a relatively independent life and require little assistance with the activities of daily living. There are, however, people with disabilities for which you require media of various kinds, from wheelchairs, guide dogs, to prosthetic devices. The progress made in the field of specialist equipment have made the disabled more independent, contributing also to break the prejudices and social barriers. These acquisitions have made possible the participation in physical activities and sports and leisure activities, thus assuming a basic importance is to follow a way of life for both active and maintain a state of optimal health. Unfortunately, there are still many disabled people who face difficulties in everyday life, such as the lack of adequate transportation, elevators, possibility of access to public places, etc... They are therefore necessary adaptations and modifications, so as to ensure quality and accessible environments for the needs of these people. The adaptation should not only concern the infrastructure or means of transport, but it is necessary to put in place all those good inclusive practices, so that people with disabilities, who wish to establish with an active lifestyle, a state of physical well-being, as well as a chance to compete or interact on a social level, have access not only to infrastructure but also to the activity itself. These principles are involved both in the context that the subject, thus constituting an effective inclusive education system, having as its primary goal the removal of barriers to learning and participation (Booth and Ainscow, 2008). In the absence of specific responses, in fact, such situations need to be transformed into limitations to the activities and restrictions of social participation (Altavilla G. et al., 2013b).

### Activities motor and evolution process

The motor activities are the foundation of all learning and guide personal development at every stage. The importance of education that has in itself this activity is evident, in fact, gives people with disabilities an opportunity essential to compensate for the lack in training and development problems due to certain disabilities. In addition, the physical and sporting activities can meet their needs in a productive way some man linked to the experience of play, movement, athleticism and group life, find a full integration in the sport. The development of each person is realized by the physical, social, cognitive and emotional, they operate in such a way as to be interconnected and interdependent, in additional any change occurs in any of these areas affects and is affected by other of them (Altavilla G., et al, 2014). In young children, for example, acquire the ability to crawl, crawl and then walk increases their opportunities to understand and use the surrounding environment. The sport shares with game characteristics

important for individual development. In fact, both the individual experiences his own personality, he lives his own body in relationship with others and with the outside world; satisfies the need for socialization ( through interaction ), but also that of autonomy ( through the free initiative and mastery of the activity); refines skills and competencies. All these dimensions are included then the development of a strong sense of self-efficacy and improvement of self-esteem.

The motor action represents an event related to the context, based on the mutual relations between the individual, the environment and tasks. The environment sets limits that allow the individual to develop patterns of behavior that make it possible to perform the task. Nevertheless, the individual adapts to the environment, and modified each time that responds to it, also in the case of the mentally disabled.

Physical and sporting activities adapted

The "differences" between the drive for " able-bodied " and one for people with disabilities is the principle of adaptability ( Eid Bussetti L. and M. , 2010).

Referring to the theory of adaptation , and that is the art and science of knowing how to control the variables, so as to get the desired results for which every physical and sporting activities can be modified or adapted, providing for changes to the following components:

- Equipment (use of balls of different sizes and weights )
- Environment (reduction of operating space )
- Task ( play a few simple motor actions )
- Regulations ( rules more flexible, for example, in volleyball : ability to hold the ball before throwing )
- Indications ( provide instructions short and simple )

Basketball, for example, requires minor adaptations, such as to facilitate wheelchair players, the athlete, in fact, can push twice the wheels of the wheelchair before dribble, pass or shoot for a field goal. Precisely from these methodological considerations and organizational that the sport of wheelchair basketball can act to promote education, training and integration of each individual, as well as play a key role in improving the achievement of autonomy and personality development.

### The wheelchair basketball at school

The aim is to promote inclusive motor activity between boys mentally disabled and able-bodied, allowing them to use wheelchair, playing 3 on 3 with the modified rules.

The ability to relate to the world around them, learning and emotions begin from bodily experience and the game becomes an indispensable tool . The sport, in this sense, allowing you to live fully their corporeality, to experiment, to play and have fun, making it a resource for the purposes that go beyond the purely sporting context.

In general, the above-mentioned sports offers the following educational and training purposes :

- To enable young people with mental disabilities to come into closer contact with their body
- To gain a better body coordination and a more effective movement skills in an environment adapted to all participants
- Promote the socialization and the report aims to build a cohesive group
- Involve all the kids by giving them equal contextual situations and motor, operating on both the environment and on the subject, thus creating an inclusive education system that has as its primary goal the removal of barriers to learning and participation .

Several studies and surveys carried out according to the functionalist paradigm deriving the approach, have shown that, especially in childhood, they might be more ready and early growth of some parameters in subjects practicing intellectual-motor play activities and/or sports ( B.J. Cratty, 1985), showing that sport has a positive effect on attentional styles, perception and the processes of construction and information processing, which have a central role in the formation of personality.

Groups of researchers and clinicians have succeeded in many ways to meet the challenge of being able to change the life expectancy and quality of life of people with disabilities. Exceeding the limits of operation has been achieved not only through the systematic use of prosthetic devices or the early and ongoing rehabilitation activities, but also, through the personalization of psycho- educational programs more consistent and responsive to their special educational needs . Recent research has demonstrated the benefits of sports, especially basketball, on cognitive function of athletes with disabilities, this study has established that the mind draws truly beneficial, not only psychological (Studio IRCCS , 2011).

#### **Discussion**

Sporting activity stimulates growth through the group, as well as the educational value and learning opportunities that occur within it. Belonging to a team, deal with others and share the emotion of the activity, are all essential experiences for personal growth in its relational dimension. Such a socializing function makes the practice even more important for the disabled: experience the life of the group is an important opportunity for development and, at the same time allows you to learn patterns of behavior appropriate to the social life.

Sport is not only an effective tool for psycho-physical growth of the individual, but also an important factor aggregation and formation, it is necessary that its practice is freed from the competitiveness exasperated, placed its focus on the needs of the protagonists. These needs differ not only in age but also in relation to the general condition of the person and to his expectations.

Only in a context that respects the capacity of each, the sport can be configured as a time for everyone to participate and growth of personality. This leads to two important implications: First, you need a thorough work of preparation and training of all those involved in sports (coaches, trainers, teammates,

#### **Conclusion**

The practice of sports for people with intellectual disabilities may constitute grounds for emancipation and growth, as the comparison with the others, testing or immediate perception of its efficiency, refinement of the self-regulatory capacity can structure an environment rich in possibilities and significant stimulation.

Doing sports activities the subject with intellectual disabilities can learn, to enter or to master multiple roles, to perform cognitive actions (deduction, insight, emulation, etc ...) are essential for the achievement of a result. Each athlete creates a cognitive map, variable, its action and that of others, in some cases. This process of development of the cognitive map is not given by a factor purely repetitive, but rather a correlate, a transform the reality on the basis of objectives and goals that imply different strategies and different abilities (eg, a basketball player will have a peripheral vision of the game other than a spectator, even if both are watching the same game).

In the sport, the subject experiences its own identity over time, learn to control themselves and their energies productively (self-efficacy), develops a greater self-awareness and strengthens confidence in their own abilities (self-esteem), thus achieving higher levels of personal autonomy.

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etc...), So as to promote understanding the specific needs of the disabled. Secondly, it is essential to give life to those adaptations of sporting activities ( in the rules, equipment, etc. .. ), That allow the person with a disability to be a leader and not just a spectator sport popular among their peers. Only in this way will promote the inclusion of persons with disabilities, which will no longer be relegated to basic activities, which do not attract the same.

Careful consideration of the above factors makes it possible to make the sport instrument of inclusion. Is a right that everyone live a life as normal as possible, is a right that everyone can get a free new citizenship, active and participatory (Altavilla G., 2013a) and to be placed in a position to experiment and live in a healthy and constructive comparison and competition with others.

Many are the authors who see the motor activity in the process of growth and development of the individual. Practicing a sport means to acquire motor skills, general and specific, expand and differentiate the development of their skills. We know that any simple movement is the result of a thought and a corresponding nerve activity .

The performance improves with the increase of the control of the moving body and requires skill on the ability to use it in relation to a purpose. You can define, from a psychological point of view, training sports a type of cognitive learning, an area associated with affective and social one.

For the person with a disability is also important to the creative dimension: the possibility of giving life, through drama activities, games and sports, a lifestyle, an original way of being and living body, thus avoiding exclusion. And demonstrated the direct link between exercise and mental ability: a physical activity practiced constantly seem to affect, in fact, on cognitive performance of people with mental retardation.

If you analyze motor learning can be seen as the relative size of the sphere are also included cognitive functions of language, memory, attention and intelligence; these areas are part of the act motors, just think that the motivation, attention and memory are the conditions of learning. And well known that all the cognitive mechanisms depend on the movement, in fact there is a correlation between the increase in motor activity and a marked increase in psychomotor development, with improvements in mathematics and in other intellectual functions in primary school.

All those who work in the field of practical physical-sport recognize the validity and the essential role assumed by the motor development that becomes a tool for the realization of cognitive and socio-affective. The same activity can encourage the person with a disability learning skills to improve the cognitive and social skills, recognizing the individual an active role, consistent with the level of development allowed by the disability. In fact, as any intentional activity, this is also integrated in the context of relationships that exists as an evolutionary social interaction.

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