The development of space concept in boys with visual impairments using the Peabody scale

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Abstract

Background. The study of spatial orientation and mobility in pupils with visual impairments is a subject of maximum theoretical and practical relevance. Among the multiple consequences of visual impairment, one of the gravest is the deregulation of spatial orientation, a complex fact of interaction between human organism and his living environment.

Objectives. Our study attempts to assess the deficiencies of pupils with amblyopia and cecity and measures their performance on the Peabody scale, third section.

Methods. We studied at baseline and final stage 26 pupils with amblyopia and 12 pupils with blindness in the Special School for Visually Impaired Children, Cluj-Napoca, Romania. We applied the Peabody Scale, third section with 19 items on this selected group.

Results. Two stages of assessment of pupils were completed, a baseline and a final assessment. Between the two moments of evaluation, we obtained some noted functional improvements for the majority of items comprised in the Peabody Scale. At the same time, we obtained statistically significant differences between boys and girls.

Conclusions. The functional capacity of pupils with visual impairments can be improved by using adequate and individualized methods of training.

Keywords: spatial orientation, amblyopia, blindness, Peabody Scale, corporeal scheme.