

The biometric potential of boys with a mental deficiency compared with that of boys from the general educational system

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Abstract

Premises. The fact that the Physical Education and Sport Activities – Special Education Syllabus has been developed without taking into account the biometric potential of children with severe mental deficiency is the basis of this study which analyzes the level of biometric potential development of these children. The level of biometric potential of children with severe mental deficiency is compared to that of students from the general education system in order that after the instructive-educational process, similar levels can be attained.

Objectives. The aim of the study is to compare the biometric profiles of the boys from the special education system with those of the boys from the general education system in the 5th grade and to highlight the major differences between them from a motric point of view. There are major differences between the two groups of subjects and establishing these differences should lead to the development of some real stimulation programs that will improve the instructive-educational process for physical education and sport subjects - special education.

Methods. The research was conducted between September 2008 - February 2009. During this period subjects from two special educational schools and subjects from two schools which are part of the general educational system were evaluated.

The students' selection was done on a fully random basis, organizing two groups of 15 boys from the 5th grade, one composed of students with a mental deficiency and the other one of students from the general educational system. The evaluation of the two groups was completed using the Brockport test battery, adapted tests from the biometric potential of the school population, the Matorin test and the Flamingo balance test which is part of the Eurofit Testing Battery. The SPSS statistical program was used to process the collected data.

Results. The obtained results were positive, reinforcing the hypothesis that, in terms of statistical-mathematical methods, significant differences regarding the speed of movement, the aerobic endurance, the force of the upper limbs and abdominal muscles, the vertebral, scapulohumeral and coxofemoral joint mobility, the coordination and the balance were recorded.

Conclusions. Given the differences between the two groups of students, the development and the implementation of some programs should be proposed that will stimulate the poor motric abilities. Finally, a methodological framework for the implementation of physical education and sport adapted for students with severe mental deficiency should be created.

Keywords: mental deficiency, special education, mass education, biometric potential.