

Effectiveness of a Recreational Expressive Kinetic Program Using the Merging Style on the Kinetic Cognition and Harmonic Behavior of the Mentally Disabled Who Are Likely to Learn

Rania Morsy Abo Al Abbas Abd AlAziz

Sports Administration and Recreation Department,
Faculty of Physical Education, Assiut University, Egypt

Abstract: The aim of this research is to identify the effect of recreational expressive kinetic program by blending normal and special needs kids (mentally handicapped) on the perception and the behavior of the special needs kids who have the ability to learn. The researcher used the empirical method and chose 30 normal and special needs kids and they were divided into two groups. The first group contained 20 kids; 10 normal kids and 10 special needs kids. The second group contained 10 special needs kids only. The researcher used The Adaptive Behavior Scale A.B.S of the American association of the mental illness to collect the data section of the scale, the kinetic perception test of Pordou and a recreational expressive kinetic program which is prepared by the researcher. The researcher discovered that the a recreational expressive kinetic program has a positive effect on the progressive behavior and helps in decreasing the level of the deviant behavior of the normal and the special needs kids (mentally handicapped). The program also has a positive effect on the perceptual and kinetic skills of the special needs kids (mentally handicapped) and the normal kids. The researcher recommended that there should be an effective methodology to blend the normal kids and the special needs kids in schools and universities and to apply the expressive and recreation movements program in the schools of the special needs kids as it showed a great effectiveness in improving the social, psychological and kinetic skills of the special needs kids.

Key word: Recreational expressive kinetic • Merging style • Kinetic cognition • Harmonic behavior • Mentally disabled

INTRODUCTION

No doubt that caring for the normal and the special needs kids is one of the most important signs of the civilized communities and it is not only directed to normal kids but it includes all types of children regardless of their mental abilities and understanding skills working with the equality concept which all the international human rights charters mentioned, as isolating the special needs kids in private places is considered to be a clear violation of their human rights and a cruel way that deprives them from living a better life.

The educational institutes have called for the importance of blending the normal kids and the special needs kids to give them the opportunity to live in a normal environment which enables them to react and to participate in the life experiments and to the disabled kid

gain the power which makes him live normally in the society [1].

The policy of blending the normal kids and the special needs kids has a positive effect in improving the concept of self esteem and improving the social and individual harmony of the special needs kids when they deal with the normal kids. These studies also showed that blending them in the free games activities leads to a spontaneous cooperation between them and to a clear increase in the positive social reactions between them [2-4].

Practicing the amusing activities with the special needs kids helps them to acquire a lot of skills which fill their spare times and make them adopt with the others.

The studies of Ibrahim and Farahat [5] and Mohammad [6] point to the importance of the kinetic expression as one of the key skills in the amusing

programs for the special needs kids as it contributes in making the special needs kids acquire the kinetic harmony, the social skills and in meeting the child's mental, psychological and social needs.

The expressive movements are considered to be an art that express the opinions and the emotions through the individual movements. Its importance lies in considering it one of the modern educational methods which empower the body and the mind of the kids, enlarge his spectrums and improves their creativity [7].

The researcher concludes that one of the most important needs of the special needs kids is making them feel that there is no difference between them and the normal kids by blending both categories in one activity. So the researcher designed an amusing expressive movements program by blending normal and special needs kids and tried to know the effect of the program on their kinetic perception and on behavior.

The Objectives of the Study: The study aims to identify the effect of recreational expressive kinetic program by blending the special needs kids mentally handicapped who have the ability to learn with the normal kids to figure out:

- the effect of a recreational expressive kinetic program using the merging style on the kinetic cognition of the mentally handicapped who are likely to learn and the normal kids.
- the effect of a recreational expressive kinetic program using the merging style on harmonic behavior of the mentally handicapped who are likely to learn and the normal kids.

Research Hypotheses:

- There are a statistical significant differences between the averages of per-and post- measurements degrees (mentally handicapped) in the first experimental group and (mentally handicapped) in the second group in favor of post- measurements in research variables.
- There are a statistical significant differences between the degrees averages of post- measurements (mentally handicapped) in the first experimental group and, (mentally handicapped) in the second experimental group in favor (mentally handicapped) of first experimental group in research variables.
- There are a statistical differences between t he averages of per-and post- measurements degrees (normal children) in the first experimental group in favor of post- measurements in research variables.

The Methodology of the Study: The researcher used the empirical method and the empirically designed two groups: the first group included both the normal kids and the special needs kids (mentally handicapped) and the second group included the special needs kids (mentally handicapped) only.

The Community of the Study: The special needs kids were chosen from the mental school in Assiut in (2008/2009)IQ range (50-75) and the normal kids were chosen from Aljalaa primary school in Assiut and the average of their ages was from 9 to 12 years old. The number of the children was 30 and they were divided into two groups; the first group contained 20 kids; 10 normal kids and 10 special needs kids. The second group contained 10 special needs kids only.

The harmony of the two groups was measured by their age and The IQ of the curving factor decreased to (1.89:0.65). The level of the curving factor of the normal kids also decreased to (1.70:0.76).

The equality between the special needs kids in the two groups was measured by their ages, their intellectual level, The T value decreased to (1.25:0.54) as it became less than the value of the schedule (1.86) to reach 0.05 which proves the equality between them.

The Tools of the Study: The researcher used the following tools to collect the data: - The Adaptive Behavior Scale A.B.S of the American association of the mental illness [8].

- The test of the kinetic perception for Pordou [9].
- The IQ [10].
- The program of the amusing and expressive movements which is prepared by the researcher (Attachments1,2).

The scientific dealings of the tools that were used to collect the data: The IQ:

The test was checked as the calculated T value was 9.11 as it is greater than the value in the schedule (1.86) which proves its correctness on the level of 0.05. The fix ness of the test was checked as the value of the calculated correlation factor was 0.79, as it is greater than the value of the correlation factor in the schedule (0.602) to reach 0.05.

The Adaptive Behavior Scale: The scale was checked as the calculated T value was 3.41 as it is greater than the value in the schedule (1.86) which proves its correctness

on the level of 0.05. The fix ness of the scale was checked as the value of the calculated was 0.91 as it is greater than the value of the schedule (0.602) to reach 0.05.

The Test of the Kinetic Cognition: The test was checked as the calculated T value was 5.22 as it is greater than the value in the schedule (1.86) which proves its correctness on the level of 0.05. The fix ness of the test was checked as the value of the calculated was 0.87 as it is greater than the value of the in the schedule (0.602) to reach 0.05.

The Recreational Expressive Kinetic Program: The proposed program was designed after tackling many specialized studied and books, having many personal interviews with professionals and the parents of the special needs kids, making many visits to the institutes of the special needs kids. In according to the features of growth of the special needs kids who have the ability to learn and the normal kids of the same age,

The researcher presented the program to some experts' expression of motor and psychology to make sure that it is an appropriate program that can be applied. The percentage of approval on the program from the experts was from 85%to 100% after adding and removing some parts in the program according to the experts' opinions.

The Preliminary Study: The preliminary study was done from 12/1/2009 to 15/1/2009 on a sample of 10 kids 5 of them were normal and the other 5 were mentally disabled and all of them were out of the research sample to make sure of the preliminary steps to approach the normal kids to the disabled kids.

- Make sure of the safety factors in the schools during applying the program.
- Make sure of the appropriateness of the used tools during applying the program.
- Identify the problems that may face the researcher during applying the program and to find solutions for such problems.

The Preliminary Measurements: The preliminary measurements were done for both groups from 16/1/2009 to 23/1/2009.

The Application of the Program: The program of the recreational expressive kinetic program which was designed for the two empirical groups was applied from 24/1/2009 to 4/4/2009, 3 times a week for 10 weeks.

The Dimensional Measurements: The dimensional measurements were done for both groups from 5/4/2009 to 10/4/2009.

Attachment 1: The temporal distribution of the program

No.	The objectives of the unit	Activity number	Activity time	pre	main	final
1	-improving the primal kinetic and expressive skills -identifying the different parts of the body -improving the ability to be a responsible person	6	60 minutes	10 min*6activities	40min*6activities	10min*6activities
2	- improving the various kinetic skills. - identifying the personal potentials and respecting the potentials of the others -working in teams	6	60 minutes	10 min*6activities	40 min*6activities	10min*6activities
3	- improving the ability to perform kinetic skills -knowing the importance of such activities - acquiring the ability to relate with the others	6	60 minutes	10 min*6activities	40min*6activities	10min*6activities
4	- improving the kinetic perception skills and the expressive abilities - being able to perform a simple expressive movement. -knowing the importance of creativity to express yourself. -improving the social reaction	8	60 minutes	10 min*8activities	40min*6activities	10min*6activities
total 4 units			1560 min			

General description of the time and the quality of The Effectiveness of a recreational Expressive Kinetic program

The program components	The objectives of the program	The content of the expressive movements	The tools	Remarks
Folk and social games	-activating the body organs -improving the social reactions -learning some social values - improving the cooperation value	-The fox game -Uncle Gamal game -The cat and the rat game. Hunting the pigeons game The fox and the chicken game. The flowers and the wind game -The musical chairs game The tea kettle game. The zoo game Alexandria statues game the train game. The social roles game. 1- Shad El Habl (pulling the rope) game Askar and Khawaga (a policeman and foreigner) Game. Aldeeb(the wolf) game. -AlZohour wa Alreh(the flowers and the wind) game. - Communication by clapping game. - playing roles game. - train game. - zoo game. - Alexandria Statues game. - brella brella brelela game. - Hena Mekas we hena Mekas (scissors) game. - musical chairs. - against the sign game. - tea pot game. - the fastest flower	- napkins - whistle -balls - robs -C.D. -Cassette	- the researcher chose easy games - the researcher took care of the safety factors - The researcher explained all the games before playing with the kids - It is to be noted that roles have to been changed among the mentally disabled and the normal in the experimental group.

Attachment 2: Continued General description of the time and the quality of The Effectiveness of a recreational Expressive Kinetic program

The program components	The objectives of the program	The content of the expressive movements	The tools	Remarks
Expressive and creative activities	-improving the ability of self expression - improving the ability to create and to think. -improving the self esteem -learning some social values - improving the kids' imagination	- playing some music - asking the kids to imitate some roles like moving as a bird or a cat. - asking the kids to imitate some human roles.	- napkins - whistle -balls - robs -tapes -Cassette	- the researcher encouraged the children - the researcher took care of the safety factors
The primal kinetic skills	- improving balancing - realizing the potentials of their bodies - improving the different kinetic skills	Teaching them some non transitional movements: -stretching their arms -swinging the arms -swinging the foot -swinging in pairs Control skills - catching the ball - throwing the ball - exchanging the ball with a partner - kicking the ball	- chalks - whistle -balls - robs -tapes -Cassette - balloons	- The researcher used fixed musical tone: Clapping Drum beating the floor with feet combination of music and regular tones application of each game among children after learning using competition using tools: - the researcher divided the kids into different groups to encourage them to compete and to cooperate the researcher encouraged the children

Continued General description of the time and the quality of The Effectiveness of a recreational Expressive Kinetic program

The program components	The objectives of the program	The content of the expressive movements	The tools	Remarks
The primal kinetic skills		Teaching them some transitional movements: -moving forward -moving backward -walking in lines -running in the place - walking on the left foot only -walking on the right foot only The movements' content walking on heels walking on lines drawn on the floor. walking on zigzag and strait lines drawn on the floor. running forward. -running in place. running with knees folded. jumping horizontally. jumping in place. - jumping inside and outside plastic circles. jumping to touch hung ropes. repeated jumping on the right feet. repeated jumping on the left feet. repeated jumping on both feet. sliding left and right	- napkins - whistle -balls - robs -tapes -Cassette	- the researcher encouraged the children - the researcher took care of the safety factors

continued General description of the time and the quality of The Effectiveness of a recreational Expressive Kinetic program

The program components	The objectives of the program	The content of the expressive movements	The tools	Remarks
The kinetic skills	- improving the kinetic skills to improve: - their self esteem - To decrease the effort in trying to move appropriately.	- standing on a Swedish chair then jumping on the floor. - running around plastic items - standing on one foot - a running contest with identifying the start line and the end line The movements' content: Examples: Exercises of fitness: (standing on a Swedish stool) jumping upward making a twist. Running around the plastic Parts. (standing) jumping inside and outside circles on the floor. Exercises of balance: (standing) raising the right leg and keeping balance then using the left. (standing on a Swedish stool) (walking on a rope on the floor and binding the arms in front of the body) Exercises of improving the kinetic velocity/speed: - (running against the trainer's instruction -Running according to the instruction - competition of running after drawing two lines of the end line and start line on the ground	- chalks - Swedish chairs -balls - robs - balloons	- The researcher used fixed musical tones. - the researcher divided the kids into different groups to encourage them to compete and to cooperate the researcher encouraged the children

continued General description of the time and the quality of The Effectiveness of a recreational Expressive Kinetic program

The program components	The objectives of the program	The content of the expressive movements	The tools	Remarks
The kinetic skills	- improving the kinetic skills to improve: - their self esteem - To decrease the effort in trying to move appropriately.	Examples of some exercises: Ability improving Exercises: (Standing) throwing a ball to the farthest place. (Standing) jumping horizontally to the highest point. (standing) Jumping upward to the highest bpoint. Exercises of Elasticity: (standing) trying to touch the heels. (standing) back to back of the partner and bending the trunk forward to give the ball. (standing) bending the trunk leftward and rightward. (standing) twisting the trunk leftward and rightward. Exercises for Regularity: (standing) throwing the soft ball upward and catching it again. (standing) raising the right hand and bending the left one. (standing) walking forward while hands are raised. Exercises for Regularity: (standing) jumping while legs are wide apart and clapping and then application of these exercises using the tools, the ball and the rope.	- chalks - Swedish chairs -balls - robs - balloons	- The researcher used fixed musical tones. - the researcher divided the kids into different groups to encourage them to compete and to cooperate the researcher encouraged the children

Models of program units

Unit Number of activities =6 The first

Activity II

Time:60 m.

The objective of the unit:

The objectives of this unit are to improve the primal expressive movements, identifying different parts of their bodies and realizing its potentialities and improving the self esteem and trusting the others. The unit has 6 activities.

The activity parts	The time	The content of the activity	The tools
pre	10 min	Walking forward and breathing fresh air - running on their toes and imitating the movements of the birds - walking in different directions and clapping with their hands as a sign of happiness	-Whistle Cassette- -Musical tapes -C.D. -Colored flags - balls - rings
ain	40 min	Playing a musical game(the tea kettle game) The kids stand in a circle and sing with the teacher the song of the game as they perform three steps forward then they clap in the fourth step. The teacher tries to imitate the shape of the tea kettle and encourages the kids to do the same. Game reverse reference: Standing of children holding flags colored in the box minus side and stand parameter forward when flying parameter right hand raise children the contrary, when you raise the parameter her right leg for right, the children lift the left foot, bend head to the right kids are discouraging the head reverse on the left and so on. Stand children in the spread of free Itgro freely with the music according to their sense of rhythm and their interaction with Almuammlp encourage each child regardless of the movements.	-Whistle Cassette- -Musical tapes -C.D. -Colored flags - balls - rings

finale	10 min	The fastest flower game: The kids stand in equal lines on the start line then every line would be named by a flower name. 3 meters forward there would be a ring as the kids try to point the balls in their hands into the ring and the fastest line that finishes the balls will be the winners.	-Whistle Cassette- -Musical tapes -C.D. -Colored flags - balls - rings
--------	--------	--	--

continued Models of program units

Unit four

Number of activities =8

Activity]

Time:60 m.

The objective of the unit:

The objectives of the unit are to improve the kinetic perception skills, to identify the importance of the self expression and to improve the social reactions skills.

The activity parts	The time	The content of the activity	The tools
pre	10 min	Kinetic contest: The kids stand behind the start line and 6 meters forward we put an empty wood box. After the whistle every child takes a ball and runs to the box to put the ball in it and the ones who collect the biggest number of balls will be the winners.	-chairs -chalks -Musical tapes -C.D. -wood boxes - balls - rings - Cassette

ain	40 min	Children in the proliferation of free music with the addition of: (Stand - Keep Ring Hand) To raise the ring forward (1-2) and then bending the trunk down and knock the ring on the ground (3-4) rotation of the roads on the ground to the right and left _ (5-6) refer to the development of primary (7-8) (Stand - Keep the ring) Partridge forward wrap ring with left and right (1-8) (Stand - Keep the ring for jump 2 rotation in each direction The musical chairs game: We put a group of chairs in a circle as the number of the chairs will be less than the number of the participating kids. When the music starts they would move in a circle around the chairs and when the music stops suddenly every child should be sitting on a chair and the one who could not sit will get out of the game. We repeat the same process until there would be one winner who was able to sit on the last chair.	-chairs chalks -Musical tapes -C.D. -wood boxes - balls - rings - Cassette
-----	--------	--	--

continued Unit four

Activity1 continued

The activity parts	The time	The content of the activity	The tools
		-(Stand - Keep the ball with the right hand) swing side with the arms bending knees (1-2) and then swing extended knee D (3-4) repeats (5-6) the other foot. -(Stand - Keep the ball Hand) stabbed leg on the right arm with the rotation of the ball to make the highest hand, for right (1-2) and then return to primary mode (3-4) and repeat the other foot with the opposite direction (5-6) - Glide side to the right and left to stand in the spread	
finale	10 min	. O, my Uncle Jamal Draw will be made to choose one of the children to be advocated and the rest of the kids standing in the train Take the development of kneeling on the ground with bending the trunk forward and support the front on the hands and choose the first child of each locomotive to be Almsak stand advocated and say, with my beauty Srkkolk sentences contained Almsak Seyfi under my head, nor hear your words indicate advocated to members of the tractor to start running or partridge or piste to hide in any place and then yell, saying advocated (CT) shall Almsak Ibdoseat them and if successful in that the child becomes Almsuk Masaka and the game continues	-chairs chalks- -Musical tapes -C.D. -wood boxes - balls - rings - Cassette

RESULTS AND DISCUSSION

The Adaptive Behavior Scale: The results of tables 1 and 2 refers to that there are some statistical differences between the average of grades of the special needs kids in the first group and their colleagues in the second group in the favor of the first group in all the parameters of the scale especially in the level of the progressive behavior and it proves that this part of the scale was clearly improved. The results also showed that there are some statistical differences in the second dimension of the scale which is concerned with the deviant behavior as the level

of the deviant behavior decreased except for the dimension which concerned with healing the special needs kids in both empirical groups and this proves that applying the program of a recreational expressive movements led to a clear increase in the level of the special needs kids.

The researcher justifies these differences in performance and mentions the reasons behind these differences like the effective and positive effect of the proposed program as it was designed on scientific bases. It was also distinguished by its excitement and the variety of its context and of using a lot of different tools in

Table 1: The difference in the statistical data between pre-and post- tests of the mentally the two experimental group and the difference in the post-tests between the two experimental groups in the adaptive behavior scale. (part one)

dimensions	First experimental group					Second experimental group					Significance of difference
	Pre test		Post test		T test	pretest		Post test		T test	
	x	y	x	y		x	y	x	y		
Independent work	27.52	6.25	53.83	3.20	2.40	26.52	5.26	40.29	2.15	1.92	8.20
Physical growth	11.23	0.61	14.86	1.58	5.69	10.56	1.02	12.05	1.46	2.11	5.46
Economic activity	5.34	1.98	8.83	0.85	3.38	5.62	1.65	7.89	1.23	2.41	3.78
Çlanguage improvement	13.24	3.44	25.65	2.21	3.34	12.85	3.54	20.65	2.47	1.88	4.10
Number and time	4.96	2.86	8.96	1.03	1.95	4.65	2.51	8.05	0.85	2.18	4.59
Professional activity	2.85	2.03	6.21	0.65	3.33	2.46	1.96	4.60	1.05	1.95	9.50
Self motivation	9.25	3.82	19.23	1.89	2.47	9.85	2.35	15.22	0.85	3.87	8.40
Self independence	1.26	2.05	5.62	0.29	4.58	1.28	2.31	4.02	1.12	1.87	10.76
Social upbringing	11.21	2.90	19.20	1.68	3.20	10.95	2.28	14.56	1.56	2.13	7.95

The value of "Indexed at the level of signiance (0.05)=1.83 N=10 kids

Table 2: The difference in the statistical data between pre-and post- tests of the mentally disabled in the two experimental groups and the difference in the post-tests between the two experimental groups in the adaptive behavior scale. (part two)

dimensions	First experimental group					Second experimental group					Significance of difference
	Pre test		Post test		T test	pretest		Post test		T test	
	x	y	x	y		x	y	x	y		
Aggression and bad behaviour	18.52	3.25	9.85	1.65	2.94	17.56	2.65	13.25	1.14	2.33	7.61
Unsocial behavior	16.25	3.45	7.15	1.17	3.09	15.62	3.37	9.45	1.14	2.19	7.76
Rebellious behavior	15.62	3.08	8.60	1.56	2.65	16.02	2.59	11.56	1.27	2.41	6.58
Distrustful behavior	5.23	2.03	2.24	1.15	2.47	5.63	2.00	3.45	1.08	1.90	4.38
Retreat	8.65	2.95	3.12	1.09	2.52	8.95	2.82	5.02	1.29	1.84	6.00
Typical and unsystematic behaviour	3.12	1.25	1.62	0.85	2.95	3.48	1.45	2.15	1.02	1.90	2.71
Uncompromised social behaviour	6.23	1.85	2.08	1.20	3.84	5.90	1.75	3.95	1.28	1.87	5.47
Unaccepted vocal habits	4.85	1.59	2.14	1.04	3.38	5.01	1.49	3.45	1.19	1.93	4.72
Strange unaccepted habits	7.45	2.14	2.58	1.86	2.73	7.35	2.09	4.65	1.47	1.86	3.31
Self-hurt	2.52	1.00	1.01	1.02	3.33	2.58	0.98	2.01	0.58	1.98	6.54
Hyperactivity	6.83	1.85	2.78	1.17	3.80	7.12	2.03	4.62	1.12	2.09	6.31
Psychological disturbance	20.14	4.25	9.12	1.58	2.41	19.58	2.95	14.26	2.08	1.84	6.78
Use of drugs	3.01	2.56	1.29	1.05	1.01	3.85	1.12	2.85	1.58	1.20	3.90

The value of "Indexed at the level of signiance (0.05)=1.83 N=10 kids

Table 3: The difference in the statistical data between pre- and post- tests of the first normal group in the adaptive behavior scale. (part one)

dimensions	Pre test		Post test		T test
	x	y	x	y	
Independent work	75.25	1.35	82.26	1.25	*19.67
Physical Education	20.15	1.12	24.37	1.05	*17.01
Economic activity	14.12	0.25	15.19	0.89	*11.89
Language improvement	30.15	0.17	31.62	0.95	*14.99
Time and numbers	13.25	1.24	14.26	1.18	*3.27
Professional activity	9.5	0.29	11.02	0.96	*14.36
Self guidance	25.14	0.18	26.45	1.02	*11.60
Carrying responsibility	8.26	0.24	9.05	0.52	*22.88
Social upbringing	24.1	0.21	25.24	0.96	*11.21

The value of "T " Indexed at the level of signiance (0.05)=1.83 N=10 kids

the shape, the color and the size and listening to the music during applying the program. A lot of folk, social and musical games were also used in the program as these games combined the competition in the performance and the happiness and excitement which attracted the special needs kids and led them to participate in the program effectively and positively.

Unesco [11] recommended that the kinetic expression an important part in the programs which are designed for the kids as through such movements the kid can express himself in a creative way besides considering it an appropriate educational way. The application of the program was done through an amusing way to enable the special needs kids to gain a lot of social behaviors and this goes with the results of other studies [12-15] as their results assure the importance of the amusing activities and practicing the folk games to gain a harmonious behavior and to improve the social and psychological skills of the special needs kids, especially the dimension which is concerned with using drugs for those kids which is caused by the unawareness of its importance from the side of their parents.

Also The results of Tables 1 and 2 refers to that there are some statistical differences between the average of grades of the special needs kids in the first group and their colleagues in the second group in the favor of the first group in all the parameters of the scale especially in the level of the progressive behavior and the deviant behaviors. The researcher justifies this as it is the effect of blending the normal kids with the special needs kids which led to a clear increase in the level of the progressive behavior as the normal kids provoked them to imitate the behavior of the normal kids. Blending the normal kids with the special needs kids in some activities has a great positive effect in increasing the level of social reaction, the verbal and the non verbal communication and acquiring the everyday life skills [16]. This goes with the

results of Timothy *et al.* [17] which pointed to that applying the blending method had increased their motives, the personal relations exchange skills and acquiring some practical habits making the special needs kids finish their jobs as the level of the progressive behavior increased. It can therefore be inferred that the suggested program has a positive effect on the improvement of the behavioral growth (first part of the scale of the regular behavior). It has also decreased the deviation (2nd part of the scale of the regular behavior).

The results of tables 3 and 4 there are some statistical differences between the average of grades of the normal kids in all the parameters of the scale as blending the normal kids with the special needs kids had no negative effect on the normal kids, but it helped the normal kids to accept their special needs colleagues and they held friendships together. The researcher noticed that the normal kids in the first group were taking care of their special needs colleagues as they respected the special needs ones and appreciated their mental disability. This also goes with the results of the study of Emanuelsson *et al.* [18] as it assured that blending the normal kids with the special needs kids did not affect the normal kids negatively.

Table 5 shows that to There are some statistical differences between the average of grades of the special needs kids in the first group and their colleagues in the second group test of Kinetic Recognition.

The researchers attribute this to the variety in the exercises and movements in the suggested program. This made the mentally disabled able to practice a group of activities that contained many main skills and social games as well as kinetic exercises. In addition, the use of games and tools that helped improve the kinetic power was also good: rhythmic games and regular movements taking into consideration variation in time and place and

Table 4: The difference in the statistical data between pre- and post- tests of the first normal group in the adaptive behavior scale. (part two)

dimensions	Pre test		Post test		T test
	x	√	x	√	
Aggression and					
destructive behavior	6.12	0.49	5.25	1.26	*4.52
Unsocial behavior	6.23	0.86	5.48	1.68	*2.00
Rebellious behavior	5.96	1.25	4.19	1.08	*6.16
Untruthful behavior	1.96	0.28	1.54	0.65	*7.97
retreat	2.24	1.47	1.29	0.37	*3.93
Typical and unexpected behavior	1.19	0.15	1.05	0.59	*3.59
Unacceptable social behavior	1.56	0.34	1.62	0.29	*-2.85
Unacceptable vocal behavior	1.78	1.01	1.28	1.12	*2.09
Strange unacceptable behavior	1.76	0.23	1.47	1.08	*2.26
Self hurt activity	0.98	0.29	0.86	0.24	*8.05
hyperactivity	1.49	0.23	1.03	0.72	*7.65
Psychological disturbance	4.59	1.29	1.04	0.82	*14.43
Drug usage	1.19	0.45	1.12	.34	0.90

The value of "T " Indexed at the level of signiance (0.05)=1.83 N=10 kids

Kinetic test of Burdu:

Table 5: the difference in the statistical data between pre-and post- tests of the mentally the two experimental group and the difference in the post-tests between the two experimental groups in the Kinetic test of Burdu

dimensions	First experimental group					Second experimental group					Significance of difference
	Pre test		Post test		T test	pretest		Post test		T test	
	x	√	x	√		x	√	x	√		
Balance sense	7.19	0.45	7.89	0.33	*10.12	7.19	0.44	7.39	0.42	*2.43	15.77
Image identification	5.25	1.26	9.58	0.98	*7.65	5.89	1.39	7.86	1.08	*2.86	7.28
Sides control	10.28	2.85	17.42	1.28	*3.29	10.18	2.73	15.06	1.67	*2.14	4.80
Eyesight control	3.24	2.15	7.23	1.25	*2.90	3.75	2.12	5.89	0.78	*1.89	5.56
Shape recognitionm	2.15	2.12	6.25	0.68	*3.72	2.89	2.01	4.87	0.85	*1.87	10.48

The value of "T " Indexed at the level of signiance (0.05)=1.83 N=10 kids

Table 6: The difference in the statistical data between pre- and post- tests of the first normal group in the Kinetic test of Burdu

dimensions	Pre test		Post test		T test
	x	√	x	√	
Balance and style	11.35	1.25	12.2	0.012	*5.17
Image identification	14.21	1.38	15.23	1.08	*3.16
Senses control	20.12	1.08	21.26	0.25	*8.81
Visual control	10.23	0.82	11.12	0.75	*6.85
Shape recognition	6.01	0.38	7.08	0.83	*12.20

The value of "T " Indexed at the level of signiance (0.05)=1.83 N=10 kids

directions. The use of music has a good effect: it motivated students to create and express themselves. This helped to improve recognition. These results are in line with the results of Salah [19], concentrating on the importance of improving recognition and kinetic skills of children who are mentally disabled

Table 5 shows that there are statistical differences in all the dimensions of Purdu test of recognition skills of mentally disabled children between the experimental groups, the first and the second, of the mentally disabled children in favor of the 1st experimental group (the group of the mentally disabled and normal children).

This is due to the same performance of both of the two groups, something that improved their recognition and kinetics skills with a higher degree than the isolated mentally disabled children.

Table 6 shows that there are statistical differences in all the dimensions of Purdu test of kinetic Survey between the post and pre tests in favor of the post tests of the normal children. This improvement is due to the positive effect of the suggested program on improving the kinetic recognition of the normal children. This also means that combination of the normal to the mentally disabled did not affect them negatively. On the other hand, the normal children became more dependant and responsible. The current results are in line with previous studies [20].

CONCLUSION

- The program of the amusing and expressive movements has a positive effect on improving the social and psychological skills of the special needs kids and the normal kids.
- The program of the amusing and expressive movements has a positive effect on improving the perceptual and kinetic skills of the special needs kids and the normal kids.
- Blending the normal kids with the special needs kids who have the ability to learn had a positive effect on the normal kids as their perceptual and kinetic skills improved.

Recommendations:

- The importance of putting effective methods in the ministry of education and the ministry of the higher education to blend the normal kids and the special needs kids in the schools and university.
- The importance of training the teachers how to deal with the special needs kids.
- Putting the expressive movements programs and the folk stories in mind when it comes to designing the educational material in the schools and institutes of the special needs kids as such programs improve their kinetic, social and psychological abilities.

REFERENCES

1. Dockrell, J. and J. McShane, 1992. Childrens, Learning Difficulties, a Cognitive approach. Blackwell Publishers, Oxford,USA, pp: 11.

2. Beckman, P.J. and F.L. Kofi, 1987. Interactions of Preschoolers With and Without Handicaps In Integrated And Segregated Setting: A Longitudinal Study OF Mental Retardation. Journal of mental retardation, 25: 5-11.
3. Black Bourn, J.M., 1988. Varying Preschool Arrangement of Self-Concepts of Educable Mentally Retarded Children. Grad perceptual and Motor Skills, 66: 1013-1014.
4. Cheung, M., 1990. The Iampact of The Play Environment of mentally Retarded And Non-Disabled children. Dissertation Abstracts International, 50: 312.
5. Ibrahim, H. and L. Farahat, 2001. Physical Education and Recreation for the Mentally Disabled. Dar El-Fikr AlAraby, first Edition, pp: 227 (In Arabic).
6. Mohammad, T.A., 2001. Recreation and Recreational Education. Dar ElFikr AlAraby, Cairo, pp: 247 (In Arabic).
7. Ibrahim, E. and N. Darwish, 1995. Modern Creative Dancing. Dar El-Hana Publishing House, pp: 38 (In Arabic).
8. Groach, E. and N.G. Kepbart, 1980. Purdue Perceptual Survey (P.P.M.S), Translate Khalifa, N.M. Library of Anglo Egypt, pp: 4-28 (In Arabic).
9. Neheera, C.R. Foster, H. Liland and M. Shlhas, 1974. The Adaptive Behavior Scale A.B.S of the American association of the mental illness which is prepared, Translate Safwat Farag, Nahed Ramzy. Library of Anglo, Egypt, pp: 1-42 (In Arabic).
10. Goodenough, H., 1977. Intelligence test, Translate Fouad Abu Hatab. Library of Anglo Egypt, pp: 160-178 (In Arabic).
11. Unesco, 1990. The Child and the game: theory and educational Applications. The library of Arab Education for Arab Gulf Countries, Saudia Arabia, pp: 12 (In Arabic).
12. Hadhood, E.M.S., 1998. The relation of Practicing recreational activities to good behavior with mentally diabled who are likely to learn. Faculty of Arts Periodical, Menoufia University, 32: 64-65 (In Arabic).
13. Qasim, N.M. and F. Fawzy, 2004. The Effectiveness of a Recreational Program on Improving Some Life, Psychological and Kinetic skills of the mentally disabled children who are likely to learn. The first Arab Conference of Mental Retardation between Avoidance and solution Assiut University, January, 18: 114-116 (In Arabic).

14. Morsy, A.S. and M.A. Mohammad, 2000. Traditional Games and Their effect on the fitness and decreasing the sense of loneliness with Mentally disabled Children. The third conference of Faculty of Physical Education for Boys, Helwan University, Cairo, 3: 95-96 (In Arabic).
15. Makhyoun, H.F., 2003. The Effectiveness of arecommended recreational program on improving self-awareness with mentallydisabled Children. M.Sc. Thesis., Faculty of Physical Education for Girls, Alexandria University, Egypt, pp: 82-85 (In Arabic).
16. Hershey, P., P. Kevin and M.D. Black, 1996. Strategies For Acceptance of Diversity of Students With Mental Retardation. Elementary School Guidance and Counseling, 30: 282-910.
17. Timothy, K., P. Kratz and J. Hanson, 1993. Special Education Program Standars Study Commonwealth Of Virginia. Final Technical Report, Virginia Polytechnic Inst. and State University Blacksburg; Verginia State, Dept. of Educational Richmond.
18. Emanuelsson, I., S. Brunak and G. Von Heijne, 1997. Mildly Mentally Retarded Pupils In The OrdinarySwedish School. Prevalence and School Career (In Two Cohort Samples). The Annual World Congress of the International Association for The Scientific Study of Intellectual Disabilities, pp: 115-120.
19. Salah, G.M.A., 2000. The effect of a Kinetic program on the concept of spirit and kinetic awareness with students who are mentally disabled. Ph. D. Thesis, Helwan University, Egypt, pp: 92-96 (In Arabic).
20. Zeman, B., 1996. Including Student with Disabilities In Regular physical Education effects on Non Disabileis Children Adapted physical Activity Quarterly. Human Kinetics Publishers Inc., USA, pp: 77-81.