Impact of the Recreational Sports on Some Social Skills and Behavioral Manifestations in a Sample of Autistic Children

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Abstract: The research aims to identify the impact of the recreation sports on the social skills aspects of behavioral disorders, emotional disorders, emotional isolation and distribution of social emotions for a sample of autistic children, the researcher used the experimental method and the number of the core sample of 10 children from Sixth of October Club. The researchers used a social skills scale checklist prepared by Nadia Ibrahim Abdel-Kader. Results showed that using tennis racket has a positive impact on social skills and aspects of behavior in children with autism. The rate of change percentage between the two measures (pre and post) was 85.50% and the percentage change for the benefit of telemetric in the measurement of social skills, percentage rates of change between the two measures (pre and post) ranged between 20.67% and 25.27%. The change percentage recommended that using the software by using the recreational tennis developed the social skills and refined the behavioral manifestations in the sample of autistic children.

Key words: Leisure sports • Social skills • Behavioral manifestations • Autism

INTRODUCTION

The promotion of sports of all kinds occupies the forefront of recreational programs and no doubt that the disabled have the right to exercise all kinds of leisure, which called for psychologists, recreation and education. Researchers in the disability field to develop a set of psychological foundations that must be followed by workers with disabilities in general and the mentally handicapped in particular to reduce the psychological effects which ones need to attempt to integrate the disabled into the community so as not to feel lonely and isolated and tender confidence in himself and create the conditions that push them to participate in various programs presented to them [1].

Many of the educational trends of modern treatment of psychological problems hinder children; they stressed the importance of building educational programs for normal children before school age in general and disabled children, a group of autism. And through access programs for children with autism, it was found that they are many and vary. Based on theories that explain the autistic disorder, programs of autism management are chosen to reduce non-adaptive behaviors and to contribute to the alleviation of autism symptoms focusing on communication skills, appropriate independence and personal care to children with autism two years of age to adulthood [2].

The researcher felt that the use of recreational sports program through tennis racket can lead to modifying some of the psychological variables (social skills, behavioral manifestations, emotional disorders, social emotional disorders, emotional isolation and behavioral disorders) which hit autistic child.

Research Objectives:

- Identifying the impact of recreational sports program in social skills among a sample of autistic children.
- Identifying the impact of recreational sports program in the behavioral manifestations of "emotional disorder, emotional disorder social, emotional isolation, behavioral disorder, disorder continue" for a sample of autistic children.

Research Hypothesis:

- Recreation sports program has a positive impact on social skills among a sample of autistic children.
Recreation sports program has a positive impact on the behavioral manifestations of "emotional disorders, emotional disorder social, emotional isolation, behavioral disorder, disorder continue" for a sample of autistic children.

**MATERIALS AND METHODS**

**Research Methodology:** The researcher used the experimental method because of its relevance to the nature of research and in the form of experimental design for the experimental group and one practice pre and post measurement.

**The Research Sample:** Researcher selected study sample intentionally after the scale was applied inventory autistic at Sixth of October Club and the number of the core sample was 10 children in addition to 5 children of the same community to conduct transactions, the scientific tools data collection.

**Data Collection Tools:**
- Measure of social skills.
- Scale demonstration behavioral checklist prepared by Nadia Ibrahim Abdel-Kader [3].

**Homogeneity of the Research Sample:** The researcher measurements of variables (age, height, weight, social skills and aspects of behavior) on a sample of research (10 children) with autism, in order to create harmony among them before the application of the baseline study. The researchers found that the coefficient of torsion of the variables of age, height, weight, social skills and behavioral manifestations has ranged between - 0.46 and 0.73 and that these values are confined to ± 3 and located under the curve which indicates the equinoctial to the homogeneity of the research sample.

**The Survey:** Researcher conducted a survey aiming at finding transactions scientific instruments to collect data (validity, reliability) and on the total sample of 5 children of monotheists from within the research community is outside of the core sample, in the period from 03/01/2010 to 15/03/2010. It was clear that there is a relation between the two applications the first and second, correlation coefficients ranged between 0.88 and 0.89 and ranged between 0.938 and 0.94 in the truth which shows the validity and reliability standards under discussion.

**The Baseline Study**

**The Objective of the Program:** The program aims to identify the impact of recreational sports program using the tennis racket on some social skills and behavioral manifestations in children with autism research sample.

**Content of the Program:** Referring to the scientific literature and previous studies [3-6, 16, 19], the researcher identified several points must be observed when the content of a program (using a tennis racket games – dual games - group games – recreational competitions with the tradition of birds, animals and butterflies caught using a tennis racket - includes all the training modules of the warm-up and the creation of the body - the activities and recreational sports competitions).

**Time Plan:** The proposed education program lasted for three months (12 weeks) by 2 units in each week with a total 24 studied units, the time unit was 45 minutes total time, 1080 minutes at a rate (18 hours), were distributed its parts (5 s warm-up, 35 s a key part, 5 s calm).

**Tribal Measurement:** The measurement tribal 16 - 03.17.2010 of the research sample, in the variables under consideration:

**The Application of the Experience:** the application of the researcher recreation sports program in the period from 03/18/2010 to 06/09/2010.

**Dimensional Measurement:** The measurement dimensional 10-11/6/2010 in the days of the same tribal method of measurement for the same variables.

**Statistical Treatment:** The researcher used the statistical software package for social sciences (spss and Pearson correlation coefficient) to find consistency, also used the coefficient of torsion of the homogeneity of the research sample, test and Mann Whitney and Olkkson Allabaramitry and the proportion of the improvement to indicate rates of change.

**RESULTS AND DISCUSSION**

**Differences Between the Two Measures Pre and Post Tests (Social Skills, Behavioral Manifestations) under Consideration:** Table 1 shows that there was no statistical significant difference between the two measures the first and the second tests of social skills, for the benefit of telemetric.
Table 1: The differences between the two measures pre and post measure of social skills in question N = 10

<table>
<thead>
<tr>
<th>Transaction Statistics</th>
<th>Trend noted</th>
<th>Sort</th>
<th>Average</th>
<th>Total level</th>
<th>Value z</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social skills</td>
<td>-</td>
<td>2.00</td>
<td>1.00</td>
<td>2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+</td>
<td>8.00</td>
<td>3.00</td>
<td>24.00</td>
<td>*-2.075</td>
<td>0.017</td>
</tr>
</tbody>
</table>

Table 2: Rates of change between the two measures pre and post measure of social skills in question

<table>
<thead>
<tr>
<th>Transaction Statistics</th>
<th>Clannish</th>
<th>After me</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social skills</td>
<td>9.24</td>
<td>17.14</td>
<td>85.50</td>
</tr>
</tbody>
</table>

Table 3: The differences between the two measures pre and post measure of behavioral manifestations in question N= 10

<table>
<thead>
<tr>
<th>Transaction Statistics</th>
<th>Trend noted</th>
<th>Sort</th>
<th>Average</th>
<th>Total level</th>
<th>Value z</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional disorders</td>
<td>-</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+</td>
<td>8.00</td>
<td>4.00</td>
<td>24.00</td>
<td>*2.75-</td>
<td>0.017</td>
</tr>
<tr>
<td>Disruption of social emotions</td>
<td>-</td>
<td>1.00</td>
<td>3.00</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+</td>
<td>9.00</td>
<td>4.00</td>
<td>36.00</td>
<td>*2.76-</td>
<td>0.012</td>
</tr>
<tr>
<td>Emotional isolation</td>
<td>-</td>
<td>1.00</td>
<td>3.50</td>
<td>3.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+</td>
<td>9.00</td>
<td>2.50</td>
<td>22.50</td>
<td>*2.72-</td>
<td>0.002</td>
</tr>
<tr>
<td>Behavioral disorder</td>
<td>-</td>
<td>2.00</td>
<td>1.50</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+</td>
<td>8.00</td>
<td>2.50</td>
<td>20.00</td>
<td>*2.79-</td>
<td>0.016</td>
</tr>
<tr>
<td>Turmoil continues</td>
<td>-</td>
<td>2.00</td>
<td>1.00</td>
<td>2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+</td>
<td>8.00</td>
<td>4.00</td>
<td>32.00</td>
<td>*2.78-</td>
<td>0.08</td>
</tr>
<tr>
<td>The total number of</td>
<td>-</td>
<td>2.00</td>
<td>2.50</td>
<td>5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>behavioral manifestations</td>
<td>+</td>
<td>8.00</td>
<td>3.00</td>
<td>24.00</td>
<td>*2.82-</td>
<td>0.08</td>
</tr>
</tbody>
</table>

Table 4: Rates of change between the two measures pre and post measure of Behavioral manifestations in question

<table>
<thead>
<tr>
<th>Transaction Statistics</th>
<th>Clannish</th>
<th>After me</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional disorders</td>
<td>11.83</td>
<td>8.84</td>
<td>25.27</td>
</tr>
<tr>
<td>Disruption of social emotions</td>
<td>10.79</td>
<td>8.56</td>
<td>20.67</td>
</tr>
<tr>
<td>Emotional isolation</td>
<td>14.93</td>
<td>11.60</td>
<td>22.30</td>
</tr>
<tr>
<td>Behavioral disorder</td>
<td>13.58</td>
<td>10.21</td>
<td>24.82</td>
</tr>
<tr>
<td>Turmoil continues</td>
<td>11.43</td>
<td>8.90</td>
<td>22.13</td>
</tr>
<tr>
<td>The total number of</td>
<td>62.56</td>
<td>48.11</td>
<td>23.10</td>
</tr>
</tbody>
</table>

Table 2 shows percentage rates of change between the two measures pre and post measure of social skills in question (85.50%) and the percentage change for dimensional measurement in the measurement of social skills.

Table 3 shows that there was no statistically significant difference between the two measures, the first and second axes, of all aspects of behavioral tests at the 0.05 level for the benefit of telemetric.

Table 4 shows percentage rates of change between the two measures pre and post measures of behavioral manifestations in question, ranging between 20.67% and 25.27% and the percentage change for the benefit of dimensional measurement scale in all dimensions of behavioral manifestations.

**DISCUSSION**

Table 1 shows that there is a difference statistically significant between the two measures the first and second measure of social skills, as shown in Table 2. Percentage rate of change between the two measures pre and post measure of social skills in question was 85.50%.

The researcher finds that the percentage change for the benefit of telemetric in the measurement of social skills can be achieved through using the racquet because of its positive impact on social skills in children with autism to enjoy the Promotion using the tennis racket of the interesting and appealing movements taken in the performance of conditions of changing both on the ground or in the air. Also, distinguishing the performance
of the movements and postures of the body requires a high degree of control in all its parts which makes the children have the ability, discriminate and identify all parts of the body, different distances and heights and weights and thereby increase their capacity to deal with the community. These results are consistent with the results of previous studies [7, 8].

Table 3 shows that there is a statistical significant difference between the two measures, the first and second, of all axes tests behavioral manifestations. As shown in Table 4, percentage rates of change between the two measures, pre and post scale manifestations of behavior under discussion, has ranged between 20.67% and 25.27%. The percentage change for the benefit of telemetric in all dimensions of the scale manifestations of behavioral researcher attributes this result to the program criminals recreational use tennis as characterized by a spirit of cooperation and collective action and thrill of a climate that helps them to connect and communicate them and the actual participation in the activity which adds social relationships successful with them and that through the development of capabilities and readiness of these children to the maximum extent possible, consistent with what was noted by Selman [9].

The researcher attributes this result to a method of motivation and moral support to children with autism, which encompassed in the second promotion, make a behavior in time and place suitable for such behavior and finally the child's participation in many gamers recreational use tennis racket to diverse and different, which in turn had a positive impact on the manifestations of various behaviors including communication, emotions, social interactions, emotions and is in line with results of other studies [10-12].

The researcher attributes this result in the turmoil of communication to the promotion using tennis racket which was used in partial important, tradition games for some animals and the tradition is one of the main forms of human contact in addition to that the way non-verbal communication in gaining a lot of information from the surrounding environment help to shape behavior [8, 13] and this agreed with results of previous studies [14, 15, 17].

CONCLUSION

- Program using recreational tennis racket has a positive impact on the social skills to autistic children.
- Program using recreational tennis has a positive impact on the behavioral manifestations in a sample of autistic children.
- The percentage rates of change between the two measures pre and post was 85.50% and the percentage of change for dimensional measurement in the measurement of social skills varied between 20.67% and 25.27% and the percentage change was for the benefit of telemetric scale in all dimensions of behavioral manifestations.

RECOMMENDATIONS

- Using the software by using recreational tennis in the development of social skills among a sample of autistic children.
- Using the software by using recreational tennis in the refinement of behavioral manifestations in a sample of autistic children.
- Carrying out similar studies to identify the impact of the program by using recreational tennis racket on the various categories of disabled.

REFERENCES
