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MOVEMENT GAMES

Methodical and practical guidance

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CHAPTER I

1.1. INTRODUCTION

Conceptual

Thus, we can synthesize some features namely voluntary involvement and active participants M. Garvey quoted Bonchis E. 2004 presents the following game features:

- ❖ game is enjoyable and associated with positive outcomes;
- ❖ it is an activity carried out for its own sake, rewarding themselves and not depend on the achievement of the rules of the game;
- ❖ spontaneous and voluntary, is not provoked and controlled by someone else;
- ❖ requires an active involvement of the child.

After Schaller, the game is a recreation that serves to repose tired body or spirit, but contradicted the idea that fatigue did not call the game, but rather, at halftime. Schiller and Spencer supporting the idea of “surplus energy” the game as "unspent energy consumption in affairs related to professional requirements, in the case of an adult and the school activities in children cases".

Among the most influential theories of the twentieth century theory include "exercising or self-education" developed by Gross that solves the problem of biologically game and providing a deeper understanding of mental activities. Gross elaborates a theory called instinctive game suggesting that birth instincts are not sufficiently developed to fulfill its mission, requiring their exercise and supplementing with new acquisitions, which takes place in the game.

Other authors argue that the features of the game are determined by the child's behavior in relationship dynamics of adaptation to the environment.

The upper level is gradually built by the social environment whose pressure is being felt increasingly over the child. This is the objectivity, language, logical conceptions, in a word, of reality.

Another psychologist who was bent over the child's game was L. S. Rubinstein, who tackles as a conscious activity based on the unitary character of the plea, the game reflects a certain relation of the individual with the surrounding reality.

Therefore, the first feature of the game is that his motives are not limited to utility effect, a result object, but they are covered by extremely varied experiences of the child.

J. Bruner, an admirer of J. Piaget, highlights the potential of learning the game, considering it an important means of obtaining physical and cognitive abilities of the child. At first practiced in the game are simple actions, which will then be combined with skills of senior so at first manifests an attitude of exploration, then the child will try the uses and possible combinations until he will be able to assemble toys. Bruner says in this regard, that the game has an informative value, but also formative mechanism with profound implications for child development.

The game as an activity that tends towards higher forms, is the way to understanding the world in which children live and which are meant to change.

Another important value of the game manifest in affective-motivational development of structures in the game, the child develops a variety of reasons and emotions, the child learns to control and to subordinate actions and rules. The game educates feelings, with categories in which the task is precisely to master your fear, laughter and other affective states. Therefore, the game prepares future, satisfying present needs. The game introduces the child to the social group this size varying by age. The game removes boredom has soothing effect, an agent of social manifestation, agent for transmission of ideas, customs from one generation to another potential source of feelings appraiser. The game is part of the social world of children and adults.

Dialectical understanding of the evolution of the game is subject to the overall understanding of the changes that are happening on the overall design of psychic life. Competitive games with fixed rules and organized by educational as soccer, volleyball, basketball, handball is a highly attractive and engaging for children. These types of games bring together teams with complex structures that may take days, with repeated episodes and many creative elements and improvisation. As noted at the beginning of puberty structure of the game begins to develop especially for those types of games that justify or maintain a state of competition.

The game is generally perceived as free activity with voluntary involvement, delimited, we refer to space - time and uncertain - and sequence actions are not the result ante-determinate. Thus, it can be seen that the primary characteristics of its premises is emerging use as a means of

training in general. When he exploit extra the natural tendency of children to exercise and self-recommended as a means of driving formative training activities.

The literature highlights the fact that the game is based on its movement, a movement which is encountered during sensorimotor as a source of intelligence.

Motion games that specific form of symbolic games have evolved separately. All elements driving presents childhood games, although not so named.

Games movement, is a variant of playful activity, the role of movements is clearly expressed. Base game consists of different driving actions that are performed by subject and are partially restricted by certain rules. The content is determined by the scope and causes of play.

Game by essence, brings together a number of facets of educational fully exploited in physical education. Solves its use objectives related to the physical, motor, intellectual, emotional and social development of the child. Thus, the valence game can be summarized into two main categories, namely, capacity and driving personality development of children.

Motor skills, driving skills, moral and will are required at maximum the performance of the game. Motor skills are improving as a result of new and complex linkages established between them and because of conditioning relations that can promote positive knowledge transfer between children. Meanwhile, resistance develops cardio-muscle, muscle strength, coordination.

The game is specific to work collectively, which requires cooperation between playing partners, harmonizing the interests of the grounds for action and personal efforts with those of the collective employment collectively, acceptance and recognition of the leader, assuming responsibilities, attitude criticism and self-criticism. Cohesion, unity in action and effort of all the components contribute to the success of the team.

During the game, players appear favorable and unfavorable situations which prints a wide range of emotional states. The game allows manifestation motion initiative, creativity and independence in actions. The event independence is conditional and understanding of the purpose pursued by the concern to find solutions, which favors the development of their own initiative, observation, anticipation and generalization. Dynamic games have the characteristic feature race. This element activity increases children's interest and their active, conscious motor activity.

The value of a motion game is all the greater as he stimulates active participation of all children, even those with potentially reduced motor skills. In this situation the role of the leader of the game is undeniable in terms of organization, leadership selection and movement games.

An important concept that emphasizes educational valences of the game is on "new games" as stated by D. Le Fevre, 2002 quoted by Stanescu M. et al., 2004. They refer to interactive games, group, whose purpose is only to recreation and engaging in this activity, people of

different age and gender and level of training. Games may include competition sometimes, but this is not gratified by rewards.

Valences of educational games' movement justifies their use as means of instruction in the practice of physical exercise in addition contributes to enhancing the knowledge and skills that children can acquire in other disciplines. Motion games require children to acquire rules of behavior appropriate to the situation participation, the concept of fair play, the way they are acting within a group, issues that are studied in civics. The game is as Baden Powel said in simple words, "the first great educator".

They should be excited, based on the spirit of emulation; such are examples of courage, loyalty compliance, discipline, self-control, altruism, etc. They are actually an important part of personal development. Scout education in this way becomes a means complementary educational action of the family and the school.

Friedrich Froebel says in his theory about the importance of play in human education that "a child who plays with skill, serenely steadily becomes a skillful man, serene and steady."

If we restrict attention to the works of German F.L.Jahn and pedagogy about gymnastics and team games, where "a child / young person is working the game is good, it is ideal requirement of life; It is the only atmosphere in which to breathe and thus to move".

Speaking as usual in his own life experience, B. Powel has confirmation of the educational value of the game and says: "The school taught me less practical things for life, besides confrontations they felt on the field of play." Even though games in the true sense of the word ends at a certain age, they had great importance during my training and learned teachings were sustainable "

Chapter II

THEORIES ON THE GAME

The first theories on the game are linked to the name Schiller, Schiller, Spencer, Hal or Buhler.

After Schaller, the game is a recreation that serves to repose tired body or spirit, but contradicted the idea that fatigue did not call the game, but rather, at halftime. Schiller and Spencer back up 'surplus energy' the game as "unspent energy consumption in affairs related to professional requirements, in the case of an adult and the school activities in children cases".

Among the most influential theories of the twentieth century theory include "exercising or self-education" developed by Gross that solves the problem of biologically game and providing a deeper understanding of mental activities. Gross elaborates a theory called instinctive game suggesting that birth instincts are not sufficiently developed to fulfill its mission, requiring their exercise and supplementing with new acquisitions, which takes place in the game.

Other authors argue that the features of the game are determined by the child's behavior in relationship dynamics of adaptation to the environment.

Piaget shows that child's intellect weaves two overlapping wars. Work carried out at the bottom is more important in early life. It is what the child itself, without any order, entails crystallization of needs around him, all that is able to satisfy him. This is the level of subjectivity, desires, whims of the game.

The upper level is gradually built by the social environment whose pressure is being felt increasingly over the child. This is the objectivity, language, logical conceptions, in a word of reality.

Another psychologist who was bent over the child's game was L. S. Rubinstein, who tackles as a conscious activity based on "the unitary character of the plea, the game reflects a certain relation of the individual with the surrounding reality.

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Games of movement - Implications and Features

If the game is perceived as free activity with voluntary involvement, delimited, we refer to space - time and uncertain - the result and sequence actions are not pre-determinate can be observed that the primary characteristics of its looming premises use it as means training in general. When he exploit extra children's natural tendency to move, auto-recomends as a means of driving formative training activities.

The literature highlights the fact that the game is based on its movement, a movement that found in the sensorimotor period as a source of intelligence.

Motion games that specific form of symbolic games have evolved separately. All elements driving presents childhood games, although not so named.

Games movement is a variant of playful activity where the role of movements is clearly expressed. Base game consists of different driving actions that are performed by subject and are partially restricted by certain rules. The content is determined by the scope and causes of play.

Game by essence, brings together a number of facets of educational fully exploited in physical education. Solves its use objectives related to the physical, motor, intellectual, emotional and social development of the child. Thus, the portion of the game valences be synthesized in two main categories namely:

- Developing the motric capacity;
- Personality development of children.

Motric skills, driving skills, moral and will are required at maximum the performance of the game. Motric skills are improving as a result of new and complex linkages established between

them and because of conditioning relations that can promote positive knowledge transfer between children. Meanwhile, develops cardiovascular resistance, muscle strength, coordination.

The game is specific to the collective work, which requires:

- cooperation between playing partners,
- harmonizing the interests of the reasons for the action and the personal efforts with those of the collective;
- compliance with the collective;
- acceptance and recognition of the leader;
- assuming certain responsibilities;
- critical and self-critical attitude.

Cohesion, unity in action and effort of all the components contribute to the success of the team.

During the game, players appear favorable and unfavorable situations which prints a wide range of emotional states. The game allows manifestation motion initiative, creativity and independence in actions.

The event independence is conditional and understanding of the purpose pursued by the concern to find solutions, which favors the development of their own initiative, observation, anticipation and generalization. Dynamic games have the characteristic feature race. This element increases children's interest in activities and their active, conscious motor activity.

A. Hawkins, P. Luo, 2000, quoted by Stanescu M. et al., 2004 highlights a number of issues that could be considered restrictive in terms of game movement, and its creative potential. One is that the games promote dynamic competition and winning it. The consequence may be a misunderstanding of the idea of race. In the same register, games of movement can promote negative social interactions, which can be represented by players tend to cheat, the disappointment that losers feel and who are often the subject of amusement for the winners. It is possible in such cases to occur physical and verbal violence.

The value of a motion game is all the greater as he stimulate active participation of all children, even those with potentially reduced motric skills. In this situation the role of the leader of the game is undeniable in terms of organization, leadership selection and movement games.

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games, group, whose purpose is only to recreation and engaging in this activity, people of different age and gender and level of training. Games may include competition sometimes, but this is not gratified by rewards.

Valences of educational games' movement justifies their use as means of instruction in the practice of physical exercise in addition contributes to enhancing the knowledge and skills that children can acquire in other disciplines.

Motion games require children to acquire rules of behavior appropriate to the situation participation, the concept of fair play, the way they are acting within a group, issues that are studied in civics.

Games dynamic content is characterized by a simple, understandable and fewer rules. They are generally conducted in any space, requiring minimal installation or teaching materials.

Their use aims at training and enhancing the skills of basic motor and utility-applied (walking, running, jumping, throwing, climbing, traction climbing, balance) developing motor skills (speed of response, repetition of movement, skill, strength) and forming skills and habits related to moral qualities and will. Dynamic games are not specific only to small classes, but a series of tasks to prepare the pupils, adults and even athletes can achieve in a pleasant and efficient way, using movement games.

The role of play in development, training and education of the child is widely recognized. Specialists consider the game as the main form of activity by the child makes contact with the complexity of the environment, which facilitates widening system of knowledge, skills and motor skills, develop his sense of observation, initiative, way of thinking, etc. Games must be selected, organized and conducted on the basis of rules and according to precise requirements.

With appropriate content, rich in meanings of educational organization with appropriate games contribute to a greater extent in the formation and development of behaviors and correct relations between subjects, partners or adversaries.

Here are some influences that can exercise game

- Allow simultaneous manifestation of the complex and promotes the development of basic motor skills or specific motric (some manifestations thereof), as well as skills and moral volitional qualities.

- Specifies game is work collectively with all the advantages arising from the revaluation; game play involves collaboration with partners, cooperation, harmonization of interests, motives, actions and personal efforts with those of the collective they belong; It requires compliance with the collective acceptance and recognition of the leader, assuming responsibilities, cooperation and mutual assistance, critical and self-critical attitude.

- The game allows the manifestation of initiative and independence in actions; manifestation of independence in solving game situations is possible only when the children have mastered a broad baggage of skills have adequate driving skills and were trained to act within the rules; initiative and independence in solving actions in different situations offered to the action, favor the development of mental processes as: thinking, judgment, attention, creativity, analysis and synthesis, weighing up the selection, decision etc. games favor the development of these processes and especially creativity, initiative, ability to anticipate and decision, because the players are obliged to apply what they know in terms always new, changing, reacting spontaneously and finding appropriate solutions, based on more unknown.

- Games, educates competitiveness, with wide-value characteristics, both in sport and in the everyday; competitiveness presence in the components of the game, combining their favor its development and thereby enhances the children.

- The games do not allow precise metering effort, during this, some students have been very active, others detained either because of temperament traits or to a lower level of skills and motor skills which they possess;

- They are a good form of active rest.

For success in achieving positive influences of the games in their organization must take into account certain requirements:

- Game content must correspond to functional somatic and psychological peculiarities of children who are working; if the game is too easy or too simple, the children's interest will be low. Also, if the game is too difficult, complicated structure and stress reaction of children will be low; choice of play must take account of the educational goal pursued by materials and climatic conditions in which it is conducted.

- The rules to be such as to compel students to execute actions that can contribute to realizing the objectives.

- Training teams to do so to be close in value, otherwise, negative effects may occur in children's behavior;

- To consider the venue of the games to prevent accidents.

Classification of movement games

Movement games typology is varied, since many authors propose various classification criteria.

Stanescu,M.,2004 classification.

Author	Classification criterion	Types, examples of games
Mujicov N. 1968	After mutual relations	Front (tigers and antelopes) With division teams, groups
	After the material used	- Without objects, equipment, materials; - With objects, materials, appliances,
	After preparatory content for sports games	Preparatory for basketball, football, handball, volleyball
	After the environment where it takes place	- - on land - - in water - - Snow
Novikov A. D. Matveev L.P. 1973	After no. participants	- Individual (little cars) - Pairs (Fighting Cocks) - collective
	After mutual relations	- Without division team - The transition to the team (Defend the tower) - With the teams sharing
	By nature of relations between participants	- Without direct contact with the opponent (ten assists) - By direct contact (spatial scarf)
Epuran V. 1973	By nature of the tasks to be solved	- Games for training basic motor skills - Games for utility-applied skills training - Games for driving skills training, sports specific branches - Games for the development of motor skills - Games for the education of mental functions and processes
	After the play environment	Only the outside

		Indoors - hall Interior and exterior
	After the effort requested	maximal effort environmental effort minimal effort
	After the organization	in lesson When physical education In leisure activities organized Trips, camps In free time
Hawkins P. Luo, 2000	Once dominant motor task	- Invading the territory opponent - Throwing on target - Gripping hunting - The net against the wall - Land

Baden Powell, the initiator of scouting (scouts), knowing the educational valences of the game, adapt to the specificity of activities. Each game has the potentiality of educational thereby contributing to the personal development of the young. This is a point of view who can be considered useful for domain specialists. Baden Powel proposed the following game features:

- the game has a physically and morally character;
- regarding its purposes educative, scout game is designed so that financial prizes matters less important is the style and quality of the game;
- game to be organized so as to involve all children; principle applied is: all to participate and none will remain permanent spectator;
- game not to marginalize the less gifted, but rather to give the opportunity to practice more;
- children / young people do not play for their own glory, but to help the team; there is competition between teams people not between people;

The rules and style of play scout

Style game scout

- loyalty is essential in the scout game;

- During the game children have to adhere to strict, there kindness and promptness in action;
- Do not allow the end of the game to be noisy or contradictory discussions, offensive, relating to arbitration or play defense;
- game should promote health and joy to the people of tomorrow instill sense of fair play, the spirit of discipline, recognition of mistakes, in a word a true sporting spirit.

Classification of games in Scouting

Literature presents numerous criteria for the classification of games that can be found in the classification author Attilio G., 1993, quoted by D. Cristea, 2013:

A. Indoor Games

- Observation games;
- Games of perception;
- Memory games;
- Carefully games;
- Technical scout games.

B. Outdoor games

- Racing agility;
- Ball games;
- Team games.

C. Games in nature

- Carefully games;
- Games ambush;
- Technical games scout knots, signals, first aid, orientation and topography, nature discovery;
- Games physical development: pathways utility applications, such means as competition etc.

D. various games

- Night games, games in town, winter games, water games.

Chapter III

Play in child development

The game in the first year of life.

In the first three months of life, objects and people close to the child will retain more attention to. The child actively seeks contemplates an object or a toy colorful and bright, the long object moving, smile and even respond babbling mother who speaks in a tone warm. In this

respect the child's behavior is accompanied by a pantomime relaxed expression which is really good mood.

In moments of wakefulness, which are becoming increasingly long duration, the child looked for objects and toys stacked around him and wants to go. **Playful behavior in the primary stage of development remains closely correlated with the activity of biological adaptation and the knowledge. The items that meet the attributes brightness, vivid colors, emit pleasant sounds are moving, the more they retain the child's attention, their eyes, probing polisenzorial and motor.** At the sight of a toy which is in an easy balance, the child smiles, babbles, is joyful, moving hands and feet. It is noted that since three months is maintained by the child's behavior triggered by the presence toy and from objects and toys proper (A. Gesell).

After the first three months of life, conduct active contemplation gradually acquires the character of intentionality. Moments of contemplation active process of receiving sensory information and creates cognitive requirement is easier gripping the object. Such playful elements of preparing contemplative type of game movement.

Motor reactions that constitute these conditions are chaotic and uncoordinated, they will be established within a primary intentionality but will gradually improve. When the effort to grab the toy fails, toddler living moments of emotional explosion, which influences emotional gripping movements.

Approximately 5-6 months, the child discovers his hands, walking in front of them, fan out your fingers and close your fist. Every move his hands a novelty, a surprise. The hand is also becoming a very enjoyable toy and also accessible. Soon the game hands will be complicated and will take on attributes defined intentionality.

We have witnessed a real transformation of the game simple motion, grip objects with your hands on the game, which will be the base game, simple as exercise handling of objects and toys. By age 6-7 months baby play more solitary - the game becomes in the second half of the first year, determined by the relationship between child and adult. Adult intervention and in particular the mother, her facial expressions and gestures, which she speaks and what he becomes the first imitative model for the child. Actions and behavior of child models through

imitation liabilities (the act of participation). The person who provided the mother or child care is particularly stimulating because relations with the person loaded emotionality. The attitude of the mother is affectionate and warm, the child will conduct an evolution and a faster pace will be more varied, more relaxed. Many aspects of the genesis of conduct playful in the first months of the child's life advocating for both spontaneous nature, natural training game, which is consistent with the general laws of mental development, but also for understanding the game as a form of activity and conduct that to learn and gradually improving under the complex influences of contact with others, especially my mother.

7-8 months baby play with toys diversified, with the objects around him, with his familiar people. He manages to keep an object in each hand, they will hit each other, for achieving them will produce noise. The game is repeated endlessly and increasingly complicated. The child learns action and intervention modalities us, they are restructured and stored, and then in relatively similar conditions are transferred and organized in a new structure. It is particularly important at this time directs the adult intervention and lead free play, the child spontaneously. The adult gives the child imitate models passively or actively. The game now becomes a means of facilitating social contacts.

Playing at children 1-3 years

From 1 to 3 years baby continues to be concerned about what items fall into the hand that controls them with attention and curiosity. In the context of the game handling distinct notes appear. Movements begin to have greater accuracy and speed. The child quickly notifies the most outstanding qualities of objects, they transform according to their own desires. Child's imagination is very supple symbolism growing game gives new utilities objects.

Walking movements have to start role playing exercise. Speaking during her training also turns in a game. All that form of the game manifest at this age rhythmic dance to the music. At age 3, with the subject taking shape and role play.

Preschool puppet emerges as a character in the game "the family, the school, the theater". U. Şchiopu 1995, believes that for three years can speak of a collective roles debut game. At this stage the game becomes a core, loaded with features active handling experience, observations, emotions, actions, behaviors, highlighting a social experience relatively high, reproducing verbal certain experiences and episodes from the surrounding reality. Specialists in psychology emphasizes that at this age the child creates his comrades game that exists only in his imagination.

- 3-4 years child is a need for more space to play, where to be able to move freely, to practice their movements, to conquer the surrounding area through their movements. At the same time it appears that become more cooperative and are able to play together without disputes and noisy toys.

Particularly interesting are the professional roles in the games children 5-6 years (doctor, vendor, etc.). Pattenuri child uses basic, professional cut from the exercise of professions or are in contact with the public. At the same age, the child has a very active imagination, so often play with them imagine partners.

Young children 6-7 years can not fit all the rules of the game. His endurance and strength can not sustain the deployment sports. At age 8, children and organize games with topics has long delighted to build shelters where they operate. After nine years, the children are separated spontaneously during the game. The child becomes more orderly planning their time, not happy go from one activity to another. Incorporate new forms of fantasy games and incite creativity instrumental for the game. At this age, the game creates a complex psychological drive capacity multilateral various driving conditions and numerous creative strategies and techniques and intelligence that complements active psychological development. (U. Şchiopu 1995)

Motion games that specific form of symbolic games, also have particular developments. They are not named as such although childhood games involving driving elements. In this sense we can talk about motion gaming with simple imitative character. These games are often in physical education programs for kindergarten and primary school.

Their evolution motion games are diversifying in terms of form and content, this contributes to organized practice of physical exercises. Since an early age, 2-3- year-old children

are encouraged by their parents to perform various driving acts such as the game of gymnastics, the football etc. 11-12 years child has the same desire to move, solved all through the game but now they are differentiated by gender. Boys are generally attracted to exploration games and games for girls with themes quiet.

For 14 years, both girls and boys, are interested in intellectual games, Agility, but also for sporting games. Sports games will be practiced by adolescents up to 18 years when special abilities prove to organize leisure activities.

Interest in dynamic activities decreases with age, leading to specific forms of the game for adults.

CHAPTER IV

STRUCTURE OF MOVEMENT GAMES

The Condition for efficient movement games is to know their structure. Depending on the structure can be achieved selecting games that are consistent with the objectives of the proposed training. Therefore the structure of a game include:

- **name game** Which is suggestive of driving tasks included in the game;
- **order** defines the meaning of the driving actions of the participants, which can target land occupation opponents, achieving targets, solving tasks in a short time, etc., depending on age and level of training of players;
- **participants - age is one of the most important criteria for the selection of games;** their number, type, placement in the field, compiling teams depend on this criterion;
- **material**, refers to material resources necessary to develop the game, which must ensure the integrity of the materials participants (materials and installations placed and used);
- **rules** - include all rules of conduct that should know and respect all participants; compliance is essential for the smooth conduct of the game under safe and fair for all children;

- **motor task** or actions that must make children choose depending on the objectives and the potential biomotric players.

METHODOLOGY OF TEACHING OF MOTION

I. PREPARING THE GAME

- the election game;
- preparation of the game place;
- preparation of the game.

THE ELECTION GAME

ACCOUNT SHALL BE TAKEN OF:

- Pedagogical task-formation, strengthening and improving the driving skills, the motrical skills and will;
- The game to ensure the participation of all children;
- Students gain skills to manifest their initiative, creativity, spirit of collective;
- To avoid unwanted effects games (risk of accident, neigienic, humiliates the dignity etc.);

When choosing the game shall take account also of:

- peculiarities of age (school age is characterized throught dynamism, low resistance to fatigue, as well as the underdeveloped will focus);
- gender;
- level of training;
- the venue of the lesson (indoor, outdoor).

Games indicated in terms of methodically:

- running games jumping on short 1-2 feet few bands working rules with imitation character, accompanied by text and song.

Age 9-10 years (raised by indices receptivity) and in this case are indicate:

- Games with a higher degree of difficulty containing: running, jumping, throws, catches;
- Games with division teams; overcoming obstacles relays with staves, hoops, ropes, sticks etc.
- **Age 11-14** (changes of morpho-functional accented-puberty) physical development has a brisk pace: height, weight;
- Psychic increase the interest level for social life, moral, volitional traits;
- **In grades V and VI** will be used in the activities that will be included on the driving skills of basic and applicative utility, for preparatory games sports games, particularly with technical elements relays;
- **classes VII-VIII** puberty has visible effects: disparity between states and the trunk, intense growth of bones and muscles are weak developed, lack of skill at both girls and boys decreases stamina and strength especially in girls bodies prone to anemia.
- **High school age 15-18 years** the goal of using the games moving to consolidate various psychomotor training skills development skills soaring general physical training.

PREPARING THE PLACE FOR GAME

The games are possible to unfold:

- **Outdoor (different fields);**
- **in classrooms or physical education class and**
- **on corridors.**
- CLEANING the LAND of STONES, SNAGS (benches, balls etc.);
- the delimitation of the land with the tapes, streamers, permanent marking (paint);
- wall have other furniture may not be as a landmark (accidents).

PREPARATION MATERIALS

- It will bring before the start of the lesson may not be in plain sight so that they don't detract due to peculiarities of age and level of preparation, materials used will have the following characteristics:
 - it must correspond in terms of weight and size;
 - to exist in sufficient quantities;
 - be able to use;
 - for small classes or for disable people to be brightly colored.

II. ORGANIZATION OF THE GAME

- **TRAINING TEAMS** - equal to both in number and value should be as homogeneous as possible the proportion of girls and boys is equal too; this process could be realized by the captain of the team or by teacher through distribution.
- **CAPTAINS CHOICE** - by appointment by the teacher or teach the players choice;
- **THE CHOICE OF AIDS;**
- **THE SETTLEMENT OF PLAYERS** - before explaining the game might not be facing the sun to be seen by all students in a circle band teacher will sit **OUTSIDE** or on the **CIRCUMFERENCE** of the **CIRCLE**.

III. EXPLANATION AND DEMONSTRATION OF THE GAME

- After completion of the organizational;
- the exposition is clear, succinct in a tone suitable;
- to be at the level of understanding of the collective;
- to ensure peace and discipline during explaining the game;
- the teacher to avoid movements during the explanation that they might be pursued by all the participants;
- If you are not sure the teacher will respond to the collective as a whole;

- The demonstration will be performed at the beginning and to the end of it.

IT IS RECOMMENDED THAT THE FOLLOWING EXPOSURE TO GAMING

- THE NAME OF THE GAME;
- CONTENT IN BRIEF;
- THE MAIN RULES GUIDANCE ON SETTING WINNERS;
- SETTING CONTROLS AND CONVENTIONAL SIGNALS TO START, END, OR OTHER IN-GAME MOMENTS.

IV. CONDUCTING THE GAME

- **MANAGEMENT AND ARBITRATION**
- The game begins when the signal all students are at the right place and the game was understandable teacher will track the behavior of players, rules, will direct the actions of the players and will make additions with respect to content and the arbitration rules will be fair.
- **DISCIPLINE - the proper conduct of the tasks, compliance with rules of conduct against opponents and teammates**
- **DETERMINATION of the GAME we will have:**
 - **The game's place in the lesson;**
 - **The amount of physical and intellectual effort expended before the start of the game the peculiarities of age and gender development and physical training.**

V. COMPLETION

End of the game, as his whole swing will have an organized aspect.

The factors that determine the duration of the game are:

- ❖ Number of participants (small number or bigger number);

- ❖ the players age;
- ❖ pace game.

The duration of the game can be assessed as follows:

- fixing the duration in minutes;
- number of the points;
- number of iterations.

ESTABLISHING RESULTS

- to be arbitrarily chosen and
- the actual game analysis.

CHAPTER V

ADAPTED MOTOR ACTIVITIES

Adapted sport constitutes a sports branch which uses motor structures, specific rules, material and organizational conditions which are modified and appropriate to different types of deficiencies (special needs), Stănescu M. et al. 2004.

“Physical education and adapted sport activities emphasize the qualities, skills, attitudes, values and behaviors which abilitate deficient subjects to participate as members of the society they live in.” (Anshel, 1991).

Adapted physical activities, on one hand, enhance the increase of the quality of life and, on the other hand, contribute to social integration and cohesion.

Since the 1980s, the European communitarian organisms have initiated a series of legislation projects and programs addressed to individuals with disabilities, projects meant to achieve the following objectives:

- social integration at communitarian level (1983);
- vocational training of subjects with disabilities (1988-1989);
- inclusion of important areas, such as functional rehabilitation, educational integration and spare time activities for deficient individuals (1993-1996);
- equal rights and opportunities regarding integrated education, recreation and sports (1996);
- convincing subjects with valorized behaviors at all levels of society (1997).

Within the New Communitarian Strategy regarding individuals with disabilities, the programs with priority will directed towards educational areas based on respecting personal

options and inclusion of physical education as a recognized right of individuals with disabilities, so the non-discrimination principle should work in this area too.

Physical education is constituted as a necessity for all the individuals of the society and especially for those with special needs.

Thus, **special or adapted physical education appears** which is a branch of physical education and has as purpose the rehabilitation and social integration by promoting programs adapted to different types of deficiencies. Three types of such programs are known:

1. Adapted programs implying the modification of traditional physical activities so as to provide participation possibilities for all deficient individuals;
2. Corrective programs especially for the rehabilitation of the postural function and of individuals with movement biomechanics deficiencies;
3. Developmental programs with the purpose to improve the level of motor qualities and of the possibilities to acquire motor skills and aptitudes.

Deficiency – it represents “the loss or disorder with permanent or temporary character of a physiological, anatomical or psychic structure; it designates a pathological, functional condition which affects the working capacity disrupting the process of adjustment and integration into the natural and social environment.”

Infirmity – corresponds to structural and functional alterations in anatomic, physiologic or psychological plan which, however, allows the individuals to carry on their activities. The abnormality given by infirmity occurs at the level of an organ, of a system (intellectual, speech, visual, visceral, skeletal, disfiguring, psychological infirmity etc.).

Some specialists consider the terms infirmity and deficiency as being synonyms, yet in the context of psycho-pedagogical or medical approach, their use is different. The infirm person is a person deficient for life who could not be totally rehabilitated. According to W.H.O, “Infirmity is a physical deficiency medically diagnosed which reduces the individual’s ability to manage his/her current needs”.

Incapacity is defined as:

- “any restriction or loss of capacity to perform an activity in a way or degree considered normal for a human being”.
- “the loss, total or partial diminishing of the physical, mental, sensorial possibilities, as a consequence of certain deficiencies which hinder the normal performance of certain activities”.

The literature also uses in this respect the term disability, notion taken from English which means “a limitation of the functional, physical, mental or sensorial abilities, having as consequence the diminishing or compromising the subjects’ participation to habitual activities” (L.Kirby, 1998). Incapacity occurs on the background of one or several infirmities, yet not any infirmity generates incapacity. If infirmity expresses the local consequence at the level of the harmed organ, incapacity expresses the result of infirmity at the level of the individual, of his capacity to perform activities, resulting thus incapacities related to locomotion, communication, dexterity, self-care, etc.

For example, a bricklayer with a 5% infirmity caused by lumbar pain, has a 100% incapacity for his work, while a teacher with paraplegia has 70% invalidity and still can go on teaching, not suffering of any vocational incapacity.

Handicap is defined as:

- “the social disadvantage of an individual, determined by an infirmity and an incapacity, which limits or blocks the achievement of a normal role for the individual in society, according to his/her age, sex, cultural and social factors”.
- “it resumes the consequences of deficiency and incapacity, determining variable manifestations according to the severity of the deficiency and to the environmental exigencies”.

The handicap appears when interference is produced between the individual’s capacities and hi/her possibilities to maintain “his/her surviving roles” in the social environment. The handicapped is an individual who, because of certain causes, is not able to use his/her total physical or mental capacity.

The notion of handicapped should not be mistaken with that of invalid which has a rather economical-administrative connotation related to the partial or total loss of working capacity over a certain period of time because of a disease or an accident, fact which leads to the decrease of income resulted from work.

The everyday reality proves the fact that in the case of individuals with deficiencies, they are provided with self-achievement possibilities, existential autonomy, and the handicap condition is not felt anymore. There are present only the subjective influences of the deficiency and not the major social impact.

Classification of deficiencies

The deficiencies of people with special needs are multiple and complex, of a varied nature, fact which makes their systematization quite difficult.

Depending on the rehabilitation possibility, socio-economic consequences and other medical-sanitary aspects, the specialty literature differentiates **four categories of deficiencies**:

1. **motor deficiencies**, determined by diseases of the locomotor and nervous systems: rheumatic, degenerative, of the muscular system, cerebral palsy, partial or total sectioning of the spinal marrow, amputations.
2. **sensorial deficiencies**, referring mostly to the deficiencies of the visual and auditory analyzers: blindness, deafness and other associated sensorial deficiencies.
3. **morpho-functional deficiencies at the level of internal organs**, in this case we can encounter cardio-vascular respiratory, renal, digestive, metabolic disorders, etc.
4. **psychics deficiencies**, which can be of two types:
 - maturing problems and insufficiencies of the new-born’s central and peripheral nervous system;
 - psychics diseases acquired during the lifespan.

D. Gallahue (1993) presents the following limited conditions that the issue of adapted physical education for children refers to:

- physical deficiencies;
- mental deficiencies;
- emotional deficiencies;
- learning difficulties;
- other deficiencies (asthma, diabetes, obesity, leukemia, etc.)

- L.D. Housner (2000) emphasizes the following **typology**:
- **autism** – developmental disorder which appears before the age of 3, determining verbal and nonverbal communication difficulties;
 - **deafness** – deficiency of the auditory apparatus because of which verbal information cannot be processed through hearing, with or without amplification;
 - **hyppoaccoustic** – permanent or transitory diminishing of the auditory function which affects the child's educational performance;
 - **visual deficiencies, blindness** – diminishing or lack of the visual function which can cause severe educational and communicational problems;
 - **mental retardation** – significant disorder of the intellectual function, most of the times associated with a behavioral adjustment deficit which is manifested during the child's developmental period;
 - **learning deficiencies** – dysfunction of one or several basic psychic processes involved in the understanding and use of the written or spoken language, which is manifested through reduced capacity to listen, speak, write, read, think or make mathematical calculus;
 - **speech or language deficiencies** – communication dysfunction, such incorrect articulation, voice deficit which affects the child's educational performance;
 - **emotional deficiencies** – internal condition of the individual which emphasizes on long term one or several of the following aspects:
 - a) learning deficiencies which are not of intellectual, sensorial or health nature;
 - b) difficulties in maintaining interpersonal relationships;
 - c) inappropriate behavior in normal situations;
 - d) deep depression and unhappiness conditions;
 - e) tendency to accuse symptoms of fear associated with personal or school problems;
 - **orthopedic deficiencies** – severe limitations at orthopedic level caused by congenital factors, disorders, abnormalities, other causes (amputations, etc.);
 - **cerebral traumatic infirmities** – cerebral lesion caused by external physical forces, producing total or partial functional and/or psycho-social limitations (does not include traumas caused at birth);
 - **other health problems** – lack of strength, vitality, psychic tonus, etc., caused by chronic and acute disorders;
 - **multiple (associated) deficiencies** – simultaneous dysfunctions of several apparatuses and systems which require complex intervention strategies.

Winnick J. (1990) proposes the following **systematization of deficiencies**:

- mental retardation;
- attention and learning deficiencies;
- behavioral deficiencies;
- visual and auditory deficiencies;
- neuromotor and motor deficiencies;
- other deficiencies

Jean-Pierre Deschamps and Michel Manciaux elaborated an analytical and detailed classification of handicap forms as follows:

1. motor handicap

- pure motor handicap of non-cerebral or surgical origin;
- motor handicap of neurological origin;
- chronic diseases with motor handicap.

2. psychic handicap

- deficiency (light, medium, severe);
- invalidating chronic diseases;
- severe psycho-affective disorders (evolving unbalances, autism, precocious psychosis, etc.).

3. Sensorial handicap

- visual disorders (blindness, amblyopia, ocular motility disorders);
- hearing disorders (transmission deafness, perception deafness, hypoacoustic individuals, deaf-mutism);
- sensorial language disorders (sensorial auditory-mutism, sensorial aphasia).

4. Individuals with chronic diseases

- invalidant chronic diseases (asthma, epilepsy, diabetes);
- diseases with less obvious external symptoms (cardiopathy, hemophilia, chronic renal insufficiency, etc.).

5. Psycho-handicapped (with associated handicaps);

6. Individuals with social and professional integration difficulties (at the limit of handicap)

- instrumental disorders (of language, psycho-motility);
- adjustment difficulties.

Other categories of handicaps can also be added, such as those related to the socio-human environment and not to the individual: **handicaps related to social groups, to race differences etc.**

In what the **adjustment** perspective is regarded, individuals with deficiencies will encounter **difficulties**:

1. general difficulties:

- ◆ walking difficulties, difficulties to make habitual gestures, for those with physical deficiencies;
- ◆ expression and communication difficulties for those with sensorial deficiencies;
- ◆ difficulties to adjust to a way of life considered normal and to the social habits, for those with mental deficiencies;
- ◆ difficulties of self-caring for those with financial problems.

2. professional difficulties:

- ◆ individuals with special needs do not always benefit of education or a professional form adjusted to their physical or mental skills;
- ◆ difficulties in finding jobs appropriate to their profession as well as insufficiency or lack of social protection measures;
- ◆ generally, the tendency is to consider handicapped individuals unable to perform a professional activity.

3. psychological and social difficulties:

- ◆ psychological barrier between handicapped individuals and valid ones, caused by everyday, professional difficulties and by social relationships.

Taking into consideration all these circumstances, it can be stated that an individual with special needs lives his/her handicap three times: first, his body or spirit is affected, second, he has difficulties in performing certain activities and third, he encounters difficulties caused by psychological barriers

Objectives of adapted education and sports

The objectives of physical education and sports in the case of deficient children are derived from the general objectives of education, being divided into two categories: general and specific objectives (according to the existent deficiencies).

General objectives delimit the framework in which the entire process should take place, with its elements of contents, structure and organization forms, particularized according to:

- subject related factors: characteristics of age, sex, type of deficiency, level of physical development, motor experience, etc.;
- factors specific to the teaching staff (specialty, age, devotion, creativity, personality, etc.);
- factors regarding infrastructure (working spaces, rooms, fields, materials, hygiene conditions, involvement of management, time for physical exercises, equipment, etc.);
- normative and informational acts which regulate the carrying on of physical education and sports in the respective institutions (instructions, orders, programs, manuals, different types of documents);
- organization forms applicable in institutions, lessons having certain structures, activities out of the classroom, in or out of the institution;
- evaluation system accepted in the respective educational institution (motor-complex, psycho-motor, socio-motor).

The specific of motor learning for individuals with deficiencies

Learning is a process which implies the existence of sensorial and motor information. The multi-sensorial character is given by the fact that learning is dependent on what we can see, feel, hear as a result of a movement.

The perceptive-motor movement is described by some authors (Williams, Gallahue) as having the following stages:

- sensorial input, consisting in the reception of different types of stimuli and in directioning them to central level;
- sensorial integration, referring to the processing of receptioned information and stocked in memory in coded form;
- motor interpretation, consisting in adopting motor decisions based on the adjustment between the present sensorial information and the information from the long time memory which has already been stocked;
- production of movement, which is the execution of a movement which can be noticed;
- feedback, implying the evaluation of movement through different sensorial modalities.

Sensorial-motor learning consists in the modification of behavior due to the correct perception of stimuli received and sent by analysors. These modifications are obtained by adjustment or adaptation which generates a new form of performant response to the new perception conditions and which imply either the formation of new sensorial-motor coordinations or the increase of coordination precision and finess of the preexistent response based on adaptation of the motor behavior to new situations (especially due to amelioration of neuro-muscular coordination);

Motor learning consists in obtaining new forms of behavior as response reactions connected to stimuli of kinesthezic or proprioceptive origin in which movement is the most important constitutive element. This type of learning is based on actions carried on not only based on sensorial-perceptive, exteroceptive or proprioceptive information, but also on their intelligent processing.

Based on research results in the field of human learning, Gagne, in 1975, synthesized the acquired knowledge and accomplished a hierarchy of learning types (Maroti Șt., 2003, p.32), giving suggestive examples:

- **learning through signs**, in which the reception of stimuli with the help of analyzers has an important role. For example, an infant learns to recognize his mother not only by voice, but also by her visual image;
- **stimulus-response learning**, when the infant learns a simple reaction: to hold his milk bottle;
- **a chain of responses** is present in learning a more complex act like riding a bike;
- **learning through verbal associations** is achieved when words and their associations in sentences are learned;
- **learning to discriminate colors, forms, letters, numbers**, fact which leads to the specification of perception differentiation;
- **learning definite notions and rules** which include the learning of mathematical theorems, laws of physics, behavioral norms, etc;
- **learning through problem solving** is the most complex type of learning which contains all types of learning previously presented.

Ways of organizing practice

For a good organization and individualization of training, it is recommended the combination of the following techniques:

- ◆ **Team work** – the activity is conducted by several specialists, according to their experience and to the degree of the severity of the individual's deficiency;
- ◆ **Working with an assistant** – implies supplementary help provided by a person when the subject takes part to the adapted physical education lesson;
- ◆ **Independent work** – provides pupils the opportunity to progress without having to follow certain frontal exercising modalities. The more difficult tasks are replaced by accessible ones.

Methodic indications regarding the organization and management of adapted physical activities Teodorescu S., et al., 2006:

- emphasize the fundamental skills of stability, locomotion and manipulation;
- work without reserves for the components of fitness in a systematic and progressive way;
- show-demonstrate more and explain less;
- send slowly and clearly the indications regarding the execution;
- emphasize in execution only 2-3 elements;
- reduce verbal indications as much as possible;
- repeat the demonstration and refuse certain indications; the method of demonstration proves to be more efficient than the explanation;
- use multisensorial learning strategies by the use of manual leading through movement;
- attentively structure the contents of each lesson;
- frequently change the instruction contents within the same lesson (e.g., 5 minutes running, followed by 5 minutes of a game, exercising in workshops; circuit to develop strength);
- set simple rules in the subjects' execution;
- reduce the skills which can be acquired through simple movements;
- use intuitive materials: posters, post-cards, in order to facilitate the understanding of the physical actions;
- always name the movement to be learnt so the students could form a minimal special vocabulary;
- include many rhythmical structures in the lessons;
- provide assistance to the children's execution (if necessary);
- let the subjects repeat several times the successful actions, helping them thus to develop self-confidence and a feeling of satisfaction;
- permanently reinforce and encourage the subjects' answers, establishing certain behavioral standards, appreciating the positive aspects;
- do not use activities which involve the elimination or isolation of the subjects while exercising.
- the teacher should take into consideration, in the exercise programs, the fact that mentally deficient individuals can have a different attitude towards physical exercises, such as:
 - some people wish to participate in activities with varied contents;
 - others, on the contrary, do not enjoy changes of exercises and prefer the repetition of certain motor structures.

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