

# EFFECTS OF THE REHABILITATION THROUGH MOVEMENT PROGRAM ON THE UNDESIRE WAYS OF BEHAVIOUR IN CHILDREN WITH DELAYED COGNITIVE DEVELOPMENT<sup>1\*</sup>

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This article concerns the influence of focused motor activities on the stimulation of perceptive and cognitive functions, communication, social behaviour, and rehabilitation through movement. It is based on an integrative approach to children's development. The experience of success and content during movement increases the general readiness for learning, the ability to control behavior in social situations, self-confidence, and consciousness of one's own abilities. An evaluation of the effects of the Rehabilitation through movement program (on the decrease of incidence of undesired ways of behaviour showed in the classroom by children with delayed cognitive development) was carried out after a ten-month period of application in a group of 9 children attending lower primary school grades in the city of Zagreb.

An analysis of the results shows that the application of the program caused positive changes in the children's behavior. These results confirm that the program plays an important role in the complex rehabilitation of children with delayed cognitive development.

## INTRODUCTION

Undesirable ways of behaviour include all those ways of behaviour seen by the social environment as striking and unacceptable, as well as those which interfere with the acquisition of new skills and habits and therefore make rehabilitation and socialization impossible (Teodorović, Frey, 1986). This definition reveals two basic criteria necessary to determine undesirable ways of behaviour - attitudes of the environment and the child's behavioural disorder level. Therefore, undesirable ways of behaviour are not a static category; they change depending on the changes of the social environment, and at the same time reflect other changes (e.g., those of a neuropsychological nature). They can be the result of a negative influence of the social environment, or the reflection of psychic disorders, and they are formed under the influence of personality traits (Igrić, 1991).

The presence of undesirable ways of

behaviour in children with learning disabilities is a great problem in the process of upbringing, education, and rehabilitation because, in addition to causing learning difficulties, it also reduces the ability for personal and social competence (Eyman, Call, 1977; Mavrin-Cavor, Levandovski, 1985; Mavrin-Cavor, Kocijan, 1987; Mavrin-Cavor, 1986; Menolascino, 1983; Igrić, Stančić, 1990). Aggressiveness, hyperactivity, attention decline, unsociableness, and anxiety are reported to be the most frequent ways of undesirable behaviour.

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