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## THE EFFECTS OF UNIFIED SCOUTS ON LIFE SKILLS FOR CHILDREN WITH MENTAL RETARDATION IN BAHRAIN KINGDOM

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### Abstract

*Purpose.* Unified scouts brought together athletes with and without mental retardation to train and compete on the same scout team. Throughout the year, Unified scouts improve their physical fitness, sharpen their skills, challenge the competition and have fun, too. Hence, this study aimed to identify the impact of the effects of unified scouts on life skills for children with mental retardation in Bahrain Kingdom.

*Methods.* The sample contains (25) children (20 children with mental retardation and 5 normal children) divided into three groups were two experimental groups and one control group, (age:  $12 \pm 0.3$  years), the first experimental group contains (5 children adding 5 children with mental retardation)( unified group), the second group contains (8) children with mental retardation)( non-unified group), all the two groups participated in the intervention scout camp program for (4) weeks, and the third group contains (7) children with mental retardation as a control group, participated in the traditional program.

*Results.* Scout camp program and inclusion have a positive impact on the development of life skills compared with the control group. There is an improvement in the scout knowledge among children with mental retardation in Bahrain Kingdom.

*Conclusions.* Boy Scout and Girl Scout groups can be good sources of partners..

*Key words:* Scouts, life skills, disability, inclusion.

### Introduction

The Human is social object lives and spends most of his time in the group or groups, affects and is affected by the individual in the growth hardly significant changes include aspects of personal, all he grows physically and physiologically and physically and grow mentally, emotionally and socially, and the Girl Guides movement is a movement that allows girls to interact with colleagues dispersed through educational activities Recreational and mobility, social

and cultural which is achieved with the aim of the exercise of this activity is contributing to the development of the girl who is physically and psychologically, socially, culturally and spiritually so that they become a good citizen in the community, locally, nationally and globally. (Butler, 2000)

The movement indicative revolution is educational but not as well as it is foremost an idea wants to be renewed, the outdoor life and was soon the idea that unfolded for the active ingredient in the field

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of education, we can consider the Girl Guides movement is a movement complementary to prepare for school and valid to fill some of the gaps that cannot avoid its presence in the regular curriculum and in one word it is a school girl to active public life by relying on its interesting means natural. (Laura-Elena, 2004)

The Girl Guides movement means educational purposeful longer affiliates prepared properly for life and training proper training to bear the consequences of the future are based on the foundations of the educational process and the properties of the stages of growth and in line with the desires and inclinations and mental capacity and physical to the occupants of this movement under the leadership of the Union of the year have been allocated a General Union of Scouts.

The Girl Guides movement organization welcomes all girls want to join them, they are a great family members, many in all the country under the auspices of the World Association of Girl Guides.

It is also a global movement is voluntary educational, not political is open to all without distinction of sex, religion or colour and in accordance with the purpose, principles and method devised by the founder of the movement Lord "Baden Baul" and his wife.

A youth with a disability is more like other youth than he or she is different. Young people with mental challenges are not exceptions to this rule. Scouting leaders should take care not to unnecessarily segregate them and make them feel different, for being like other young people is important to the child's self-esteem. It is a basic principle of Scouting that the experience of a youth with a disability should be as typical of the regular Scouting experience as possible. (Boy Scouts of America, 2007)

The Boy Scouts of America in 1910 has included fully participating members with physical, mental, and emotional disabilities. The Boy Scout Handbook Has developed Braille editions. Merit badge pamphlets have been recorded on cassette tapes for Scouts who are blind. Closed-caption training videos have been produced for Scouts who are deaf. In 1965, registration of over-age Scouts with intellectual or developmental dis-abilities became possible—a privilege now extended to many Scouts with disabilities.

The basic premise of Scouting for youth with disabilities is full participation. Youth with disabilities can be treated and respected like every other member of their unit. They want to participate like other youth—and Scouting provides that opportunity. Many of the programs for Scouts with disabilities are directed at (Siperstein, 2002) helping unit leaders develop an awareness of people with disabilities among youth without disabilities and (Martin and Mike 2004) encouraging the inclusion of Scouts with disabilities and special needs in Cub Scout packs, Boy Scout troops, Varsity Scout teams, Venturing crews, and Sea

Scout ships. There are many units composed of members with similar disabilities—such as a Boy Scout troop for Scouts who are blind or a Cub Scout pack for Scouts who are deaf. These Scouts should be encouraged to participate in scouting activities at the district, council, area, regional, and national levels along with other units. Many of these disability-specific Scouting units are located in schools or centres for youth with disabilities that make the Scouting program part of their curriculum. (Boy Scouts of America, 2007).

Many local types of council have established their own advisory committees for youth with disabilities and special needs. These committees develop and coordinate an effective Scouting program for youth with disabilities and special needs, using all available community resources.

Local councils are encouraged to remove any physical barriers so youth with disabilities and special needs can participate in weekend and summer resident camp experiences. Most camp operations are willing to work with the troop leadership to design a program for Scouts with disabilities if given adequate advance notice and assistance. Some local councils have professional staff members responsible for the program for Scouts with disabilities. While there are Scouting units/groups composed exclusively of youth with disabilities, experience has shown that Scouting works best when all Scouts with disabilities are part of an inclusive unit/group.

The best guide in working with youth who have dis-abilities is to use respect and good common sense. It's obvious that a Scout who uses a wheelchair may have problems fulfilling a difficult hiking requirement, but the need for accommodation might not be so obvious when it comes to the Scout with a learning disability.

Scouting can challenge the youth who cannot run, jump, swim, or hike like other children. These children want to have the fun that other young people enjoy. Each child is entitled to that experience. (Boy Scouts of America, 2007)

For a child with a disability, this spark of deep, often fierce, desire to be part of the group can be fanned into a burning ambition. The resulting performance can be astounding. Scouts who have overcome dis-abilities have achieved remarkable things.

Satisfaction for the volunteer leader can be even greater. Volunteers know that Scouting is for all youth, but they must ensure that it remains so. How is a child with mental challenges brought into the program? What methods and teaching techniques help them to learn? How can they be given a place in a Cub Scout pack, a Boy Scout troop, a Varsity Scout team, a Venturing crew, or a Learning for Life group? The leader holds the answers.



Children with mental disabilities will especially benefit from the work of those who accept the challenges and rewards of working with these special youth. For these children, there can be no greater joy than that of being part of the Boy Scouts of America.

As public attitudes change, children with mental challenges are accepted and cherished for their innocence and uniqueness. There is no shame; children with developmental disabilities don't hide in disgrace. (Boy Scouts of America. 2007)

Parents, teachers, specialists, Scouting leaders, and many other citizens know that a child with mental challenges can be educated. Through medical and scientific advances, we are beginning to understand the complexity of the brain, and the endless wonder of the human mind.

Experts in the field of mental challenges believe that the notion of "perpetual childhood" slows the progress of the individual. Keeping a child frozen in such a state, the experts say, is a grave error. (Kephart, 1987)

The Girl Guides movement aims to contribute to the development of the girl who is physically, socially and psychologically, culturally and spiritually so that they become a good citizen in the community, locally, nationally and globally.

The researcher believes that students practice in the Girl Guides movement excels on schoolgirls others practices of the Girl Guides movement in the level of compatibility and emotional health, social and physical, psychological and clear through the camps and work skills and a sense of professional skills and self-reliance.

And the achievement of the purpose behind the exercise of various activities for the Girl Guides movement is done through the program.

Disabling conditions create difficult psychosocial problems for the youth and his family. In some instances, a family has overprotected, overindulged, and overemphasized the disability by preventing the youth from having social experiences that would develop him and give him a sense of belonging, and in doing some of the things that all youth enjoy. On the other hand, some disabled youth actually are rejected by the family and have had few socializing experiences. "Regardless of which of these extremes of reaction have impaired the youth, Scouting presents him with an opportunity to participate to the extent of his ability in the educational, recreational, and character- and citizenship-building programs that are inherent objectives of Scouting (Boy Scouts of America. 2007)

Hence, this study aimed to identify the impact of the effects of unified scouts on life skills for children with mental retardation in Bahrain Kingdom.

#### Methods

The sample contains (25) children (20 children with mental retardation and 5 normal children) divided

into three groups were two experimental groups and one control group, (age:  $12 \pm 0.3$  years), the first experimental group contains (5 children adding 5 children with mental retardation)( unified group) , the second group contains (8) children with mental retardation)( non-unified group), all the two groups participated in the intervention scout camp program for (4) weeks , and the third group contains (7) children with mental retardation as a control group, participated in the traditional program.

#### Procedures

The researcher used the following tools and devices:

- The balance of medical standards for measuring weight (kg).
- Tap to measure the height of the body.
- Form for recording the data.

To determine the tests used, the researcher conducted a survey of reference for studies and previous research and scientific references to identify the tests and standards for kindergarten phase which measure a developmental adaptive behaviour variable where the researcher tests identified as follows: -

1. Test the Goddard panel to measure the level of intelligence of a child.
2. Developmental adaptive behaviour scale preparation Farouk Sadiq
3. Tests to measure motor skills (20m running - threw a light ball- Standing long jump)
4. Scout skills

#### Test the Goddard panel

##### Method of Application

Divided into pieces ten into three groups and placed the right or left Screened by hand used by Screened then asked Screened that the trying trial and then three attempts fundamental asked Screened in every attempt to develop a cutting in their special places on the plate and rapid manner is then calculated time every attempt at using the unit (stopwatch) and the time will be recorded for each attempt and chronological age and mental age in a special form

##### Method of interpretation of grades:

Can be calculated (IQ) in several ways, including:

1. Calculate the average of the three attempts
2. Calculate the shortest time to try
3. The traditional way:
4. Take a short time to try
5. Custom table looking at this time
6. Take a mental age corresponding to this time and then turn the mental age of 12 months dividing
7. Divide the mental age to chronological age of 100
8. Limits of the scale:
9. Per attempt does not exceed its time five minutes



10. If Screened exceeded the age of 16 years chronological age is calculated by (192) a month

#### **Adaptive Behaviour Scale**

One of the most important tests that are used to measure adaptive behaviour for children with mentally retarded. The scale prepared by **Farouk Sadiq (1985)** and aims to measure the level of the various activities of the child in the Physical, natural, behavioural and social variables.

The scale consists of two main parts:

Part I: Includes ten areas and represents a developmental behaviour.

Part II: Includes fourteen items and represents behavioural disorders

Questions distributed the first part of the scale on ten key areas are:

- 1 - Actions independence.
- 2 - Body growth.
- 3 - Economic activity.
- 4 - Language development.
- 5 - The concept of number and time.
- 6 - Household chores.
- 7 - Vocational activity.
- 8 - Self Directed.
- 9 - Responsibility.
- 10 - Social normalization.

The measure implements psychologists, social workers, or special education teachers, or parents

The Bahraini study's results have shown coefficient of the stability of the first part of the measure by re-testing ranging from 0.65 to 0.87.

#### **The Scout program**

The researcher familiarized themselves with the scientific literature and previous studies and research related to the subject then put the content and potential activities and this has been putting proposed scout program facility.

#### **The objective of the proposed program**

The program aims to develop adaptive behaviour in children with retardation mental through a proposed scout program.

#### **The foundations of the development program**

- 1) That this program commensurate with the characteristics of children's age group (normal - with low mental retardation) from the age (11-14 years)
- 2) Take into account the contents of the program and the wishes of children Preference Sunni at this stage
- 3) Should be an interesting program for children.
- 4) That allows games for the child to move easily and conveniently taking into account the important element is the security and safety while carrying out the lesson.

5) Taking into account the gradient in the exercises from the simple to the complex and it is easy to difficult.

6) The use of tools such as small balls, scout games, and other in order to be doing the exercise in a grainy image of a child.

7) Placing activities, skills and natural movements of the child so characterized actively and continues to work.

8) Move the child's imagination and creative traditional activities.

9) Taking into account the principles and methods of teaching in the program.

10) Taking into account the level of maturity of the children in this stage

11) Taking into account linked to previous experiences with the needs of the child during the exercise activity

#### **The division of the program**

Scout camp program for (4) weeks , and the duration of the lesson (full day).

#### **Tools used**

Swedish seat

- Plastic ball size Medium, and Small.

- Decree by the board (circles, rectangles, squares and triangles) colour.

- Baskets.

- Colourful balloons.

- Low-rise blocks.

- Circles, triangles, squares and rectangles painted on the ground.

#### **Methods of Teaching Program**

Adopted, a researcher at the teaching content of the program on the following concepts:

1 - innovation and encourage innovative child.

2 - Kinetic exploration.

3 - kinetics activities and competitions raise children motivated to exercise activity.

4 - the problem and try to solve mobility in unfamiliar ways.

#### **Pilot (Exploratory) study**

After the completion of the proposed design of the program and before the implementation of the experiment, the researcher conducted a prospective study on a sample of 11 children from the same research community and is involved in the implementation of the program and the researcher benefited from the survey:

1 - make sure the program is suitable for child's capabilities.

2 - Make sure of the validity of the instruments and devices used.

3 - Make sure of the validity and reliability of the tests used.

4 - Know the time that it takes for children in the performance of each activity.

5 - Make sure you understand assistants and trained to use the tools and the measurement method.



**Statistical Analysis**

All statistical analyses were calculated by the SPSS statistical package. The results are reported as means and standard deviations (SD). Differences between two groups are reported as mean difference ±

95% confidence intervals (mean SD ± 95% CI). ANOVA one way were used to determine the differences in variables between the three groups. A P-value <0.05 was considered statistically significant.

**Results**

Table 1. Mean ± SD, change rate and "F" sign. Among the three groups in adaptive behaviour scale factors

Variables	Unified scout		Non-unified scout		Control		sign
	Pr e	Pos t	Pr e	Po st	Pr e	Po st	
Actions independence	11. 31±1.25	14.56±1.78	11. 42±1.22	13. 28±1.91	11. 06±2.01	11.68±1.92	Sign
Body growth	10. 28±1.32	12.97±1.69	9.9 7±1.47	11. 41±1.88	10. 20±1.91	10.57±2.05	Sign
Economic activity	1.2 7±0.70	3.02±0.84	1.6 0±0.55	2.9 4±0.64	1.3 5±0.70	1.36±0.75	Sign
Language development	10. 55±1.26	13.67±1.65	11. 02±1.64	12. 87±1.43	10. 69±1.51	10.91±1.66	Sign
The concept of number and time	5.3 6±0.16	7.11±0.19	5.7 4±0.51	6.5 5±0.64	5.7 0±0.81	5.77±0.90	Sign
Household chores	4.8 4±1.02	7.00±1.29	5.1 1±1.22	6.2 7±1.08	5.0 2±1.11	5.11±1.26	Sign
Vocational activity	4.0 6±1.11	7.05±1.67	4.1 1±1.26	6.1 4±1.81	4.1 2±2.01	4.12±2.09	Sign
Self Directed	5.4 9±1.23	8.47±2.01	5.0 8±1.37	7.9 1±1.78	5.2 4±1.75	5.55±1.44	Sign
Responsibility	6.3 7±0.78	9.58±1.06	6.4 1±0.88	9.2 2±1.15	6.3 1±1.36	6.40±1.41	Sign
Social normalization	7.6 5±1.25	10.22±1.00	7.7 4±1.30	10. 26±1.32	7.7 8±1.40	7.80±1.36	Sign

The F-test showed Statistically significant differences between the pre and post measurements in the Unified group of all scale factors .

Statistically significant differences between the pre and post measurements in the Non-Unified group of all scale factors.

Statistically significant differences between the post measurements in the Unified group and control group of all scale factors

Statistically significant differences between the post measurements in the non- Unified group and control group of all scale factors

Not Statistically significant differences between post measurements in the Unified group and non- Unified group of all scale factors.

Table 2. Mean ± SD, change rate and "F" sign. Among the three groups in physical variables and scout skills

Variables	Unified scout		Non-unified scout		Control		sign
	Pre	Post	Pre	Post	Pre	Post	
20m running	5.11±0.03	5.01±0.08	5.10±0.07	5.07±0.07	5.09±0.05	5.10±0.10	sign
Threw a light ball	2.15±0.09	2.32±0.10	2.17±0.13	2.28±0.12	2.16±0.13	2.18±0.17	sign
Standing long jump	1.11±0.12	1.27±0.14	1.13±0.11	1.22±0.13	1.13±0.15	1.15±0.12	sign
Scout skills	2.01±0.12	5.18±1.02	1.97±1.10	4.26±1.22	1.99±1.03	2.02±1.14	sign

The F-test showed statistically significant differences between the pre and post measurements in the Unified group of all physical variables and scout skills.

Statistically significant differences between the pre and post measurements in the Non-Unified group of all physical variables and scout skills.

Statistically significant differences between the post measurements in the Unified group and control group in all physical variables and scout skills.

Statistically significant differences between the post measurements in the non- Unified group and control group of all physical variables and scout skills.



Not Statistically significant differences between post measurements in the Unified group and non-Unified group of all physical variables and scout skills.

### Discussion

There is a special fellowship gained from belonging to a Scouting unit—a pack, a troop, a team, a crew, or a group. The rewards of Scouting—fun, pride in accomplishment, satisfaction in service - Can be just as great for a child with mental challenges as for all youth.

A child needs immediate recognition of their advancement. A simple thing like applause provides amazing motivation for youth. (Boy Scouts of America. 2007)

Because progress for many youth with mental challenges is often slow, immediate recognition of their progress can keep interest from lagging. Immediate recognition is critical. You can read a description of the recognitions available in the Should a child with mental challenges belong to a unit with nondisabled children? Or would they be better helped as a member of a special unit, one organized especially to serve the Scouts with mental challenges? (Kephart, 1987)

Experience confirms it is possible to place a youth with moderate mental challenges in a regular unit.

This provides the child an opportunity for helpful association in a “normal” environment. However, both adult and youth leaders should be given adequate background information on their condition and an orientation before the child joins the unit.

Youth members and leaders of the unit must understand their responsibility to be friendly, kind, and helpful, but not overprotective of the youth with mental challenges. Often, the other members of the unit are so eager to help that their assistance to a buddy must be carefully defined. As a rule, only a few youth with mental challenges should be in a regular unit, because the average leader is unable to give adequate time for their special needs if the number is too large. If there are three or more boys with mental challenges, additional adult leadership must be provided. If possible, one or both parents should be involved with the unit.

Many leaders who have had experience with children with severe mental challenges have found that a better program can be carried out in a unit formed especially for these youth. This makes possible a slower-paced program geared to their learning abilities. Shorter activity sessions that do not extend beyond the limited attention span for the group can be planned. (Boy Scouts of America. 2007)

Youth in special units should make helpful contacts with those units of Scouts without disabilities. Leaders can arrange opportunities for interaction.

All Scouting members—leaders and youth—profit by following this part of the interpretation of the Scout Law: A Scout is friendly—a friend to all; he is a brother to other Scouts; he seeks to understand others. While brotherhood is promoted on an international scale in Scouting, it also happens when Scouts participate together in summer camp, district and council activities, and interunit visits. (Boy Scouts of America. 2007)

### Conclusion

Boy Scout and Girl Scout groups can be good sources of partners

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