

RECREATION AND PHYSICAL ACTIVITY OF YOUNG GIRLS WITH INTELLECTUAL DISABILITY

HAZAR FATİH¹, GANERA CATALIN²

Abstract

Aim. Intellectual disability (ID) is defined as a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. Physical activity as a preventative health measure that is critically important for the health and well-being of people at all ages.

Lower levels of participation in physical activities for children with disabilities have also been connected to poor health and social isolation. The aim of the study was to investigate the recreation and physical activity of young girls with intellectual disability.

Methods. Eight young girls (age; 20.00±0.93 years) with mild and moderate intellectual disabilities participated in the study. This age group is in stage after adolescence. A questionnaire related to recreation and physical activity obtained from the participants.

The study was a descriptive type of study. The data obtained in the study were analyzed by numbers and percentages using descriptive statistics.

Results. The young girls with ID participated in study evaluated their own physical status. They stated their physical status as good and very good (87.5%) and sufficient (12.5%).

Majority (75.0%) of girls with ID did physical activity 1-2 hours every day but rest part of participants (25.0%) did not do any physical activity in a day (Table 2).

Similarly, majority (75.0%) of girls with ID joined recreation activities containing physical activity with their parents and siblings but only a minority of them joined physical activity with their friends (Table 2).

Conclusions. Because recreation and physical activity are very important issues, promotion of participation in physical activity in people with ID could be provided by families, teachers, and friends.

Physical activities for people with ID could be given by the service providers too. Physical activity programs for young girls and others with ID could be included in recreational activities.

Service providers should take a leading role in promoting inclusive practices and programmes of physical activity and recreation to ensure that individuals with intellectual disability can use leisure resources and activities with non-disabled peers.

Participating in physical activity as a recreation of people with ID at different age and developmental stages gaining importance every day. Study of physical activity, recreation across the lifespan is needed.

Key words: Intellectual disability, mental retardation, recreation, physical activity.

Introduction

Intellectual disability (ID) is defined as a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills (American Association on Intellectual and Developmental Disabilities, 2020). Moreover the World Health Organisation (2009) identified physical activity as a preventative health measure that is

critically important for the health and well-being of people at all ages.

Participation in various recreational and physical activities outside of the school environment is associated with increased cultural awareness and psychological well-being. It also encourages community relationships for individuals with disabilities (Murphy & Carbone 2008).

Besides, lack of sufficient opportunities for

¹Recreation Department, Faculty of Sport Sciences, Aydın Adnan Menderes University, Turkey

² "Nicolae Rotaru" Sports Program High School of Constanta, Romania

E-mail address: fatih.hazar01@gmail.com

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these people with developmental disorders to participate in activities may prevent the exploration of various developmental areas (i.e. social, intellectual, emotional, communicative and physical) that typically occur through such participation in the activities (King et al. 2003). Lower levels of participation in physical activities for children with disabilities have also been connected to poor health and social isolation (Rimmer et al. 2007).

Young people with intellectual disabilities have low levels of physical activity (Frey et al. 2008). In addition, emerging evidence suggests that young

Methods

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Majority (75.0%) of girls with ID did physical activity 1-2 hours every day but rest part

adults with intellectual disabilities are less active than adolescents and children with intellectual disabilities (Kozub 2003).

Many individuals with intellectual disabilities are not undertaking the physical activity at sufficient duration or intensity to get health benefits of them (Temple et al. 2006; Frey 2004; Frey et al., 2008). Physical activity is included in the recreation activity. The aim of the study was to investigate the recreation and physical activity of young girls with intellectual disability.

recreation and physical activity obtained from the participants.

The study was a descriptive type of study. The data obtained in the study were analyzed by numbers and percentages using descriptive statistics.

Participants' age, height and weight parameters (mean±SD) are shown in Table 1.

Table 1. Age, height and weight characteristics of young girls with ID		
	(n=8)	
	mean	±SD
Age (years)	20.00	0.93
Height (cm)	160.14	6.57
Weight (kg)	64.29	25.30

of participants (25.0%) did not do any physical activity in a day (Table 2).

Similarly, majority (75.0%) of girls with ID joined recreation activities containing physical activity with their parents and siblings but only a minority of them joined physical activity with their friends (Table 2).

Table 2. Duration of physical activity in a day and partner(s) in doing physical activity of young girls with ID

	3 hours or more	1-2 hours	None
	% (n)	% (n)	% (n)
How many hours do you do physical activity/exercise every day	-	75.0 (6)	25.0 (2)

	Parents	Siblings	Friends
With whom do you participate in physical activities? (one missing; n=7)	50.0 (4)	25.0 (2)	12.5 (1)

Almost all of the young girls with ID as 87.5% did physical activity for their own health. A part of less than half (37.5%) did physical activity to gain a good appearance. They (87.5%) did not see this as an opportunity to get new friends to join the physical activities.

Discussion

Physical activity is included in the recreation in literature and in this study too (Buttimer & Tierney, 2005; Peterson et al. 2009; Peterson et al. 2008).

The importance and promotion of physical activity and recreational activities for people with ID were emphasized (Peterson et al. 2009; Peterson et al. 2008). This is in accordance with this study.

In this study, young girls with ID participated in physical activity in terms of recreation activity mainly with parents and their siblings. These results are in accordance with studies of Buttimer & Tierney (2005), Orsmond et

Peterson et al. (2008) also reported that interventions that successfully enhance social support and self-efficacy for physical activity will

Conclusion

Because recreation and physical activity are very important issues, physical activity is a part

al. (2004) and Hazar (2020). In study of Buttimer & Tierney (2005), adolescents and young adults with disabilities participated in leisure activities alone or with members of their immediate or extended family or with classmates. They also reported that made no reference to friendships outside the school setting. In a study of Orsmond et al. (2004), specifically investigating the social and recreational activities of adolescents and adults with autism some comparable results was found. Hazar (2020) found out similar results that adolescents with ID participated in recreation activities mainly with family members; parents and siblings.

In a study by Peterson et al. (2008), it was find that social support from family was significantly related to the physical activity behavior of the younger adults with disabilities (aged 18–34 years). This result is in consistent with the results of this study that young girls participated in physical activity mainly with their parents.

increase leisure physical activity participation among a population of adults with intellectual disabilities.

of recreation, promotion of participation in physical activity in people with ID could be provided by families, teachers, and friends. Physical activities

for people with ID could be given by the service providers too.

Physical activity programs for young girls and others with ID could be included in recreational activities.

Service providers should take a leading role in promoting inclusive practices and programmes of physical activity and recreation to ensure that individuals with intellectual disability

can use leisure resources and activities with non-disabled peers.

Participating in physical activity as a recreation of people with ID at different age and developmental stages gaining importance every day. Study of these issues as physical activity, recreation across the lifespan is needed. Further researches are needed to investigate the recreation and physical activities of people with ID at different age groups.

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