

## Effectiveness of a play-style learning programme to modify hypermobility and distraction for primary school pupils

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**Abstract:** The study aims to identify the impact of the gameplay program on reducing ADHD symptoms and distracting pupils at the primary level, where the researcher used the experimental curriculum in his study on an intentional sample of 24 pupils spread across two experimental groups The researcher used educational modules in which small and semi-athletic games were included in the preparatory phase for the pilot group either the control group exercised normal physical activity, used a questionnaire of hypermobility and distraction symptoms and impulsivity directed at its versions to parents and physical education professors, and the data were processed by the SPSS programme, where the study concluded:

The gameplay program in the Physical and Sports Education class has the effect of reducing the symptoms of ADHD and distracting pupils, which was monitored through the family-oriented questionnaire and the primary school professor's questionnaire.

Keywords:

## **Introduction :**

Childhood is one of the most important stages of life, which necessitates the need for attention by all social institutions, from the first nucleus family to the school, which is supposed to provide educational and educational services to the child. Children have gained the attention of researchers for their normal studies and illness. There is no doubt that any disorder affecting children will inevitably affect the rest of subsequent ages.

A large number of children show different behavioural disorders especially at the beginning of schooling. And parents notice on their children a number of symptoms, the most important of which is excess movement or what is known as hypermobility or overactive, they jump here and there, They cannot sit quietly for a simple period and usually their parents' complaints about their children's actions begin. For his part, the teacher begins by observing the poor attention of some of his pupils, trying several ways to attract their attention. Where Boutros Hafez Boutros Hafez, 2008, p. 402) It is the child's over-mobility, with poor concentration, and many random movements, as is known in the Special Education Manual, according to Khulu Ahmed Yahya (2000, p. 179) is a continuous acute motor activity in children so that the child cannot control his or her physical movements and spends most of his or her time in constant motion. As the need for knowledge about hypermobility disorder and the extent to which the pupil has negative consequences A group of researchers set out methods to address this type of disorder. This prompted researchers to adopt a sports practice variable to see what effect it has on reducing this disorder by developing a motor program based on the sports aspect investment of organized play so that exercise is the best way to address such conditions. Therefore, the language a breeder should solve their blades in order to be able to control and improve the play becomes the child's motor behaviour.

On the other hand, primary school is very important for motor education and learning. Children at this stage deserve to be integrated into any motor activity, especially those requiring large muscles. (Amin Anwar Al-Khouli, 2007, p. 72). Moreover, this stage is the general learning phase and the final stage in which a large number of pupils are studying. Therefore, it is the duty of researchers and scholars to turn their attention to this group by providing a healthy educational and sports environment so that the child can acquire the motor abilities and skills he needs in his continued physical, mental, emotional and psychological development. Many researchers also emphasize that the objectives of the various education programmes for deaf children should not differ from those for ordinary children (Ministry of Education, 2007, p. 72.).

## **. Problematic:**

The movement disorder, accompanied by distraction, is widespread among pupils, and many researchers are interested in studying it, because of its negative effects, which produce a class that influences society's homogeneity.

Attention deficit hyperactivity disorder (ADHD) is a neurodevelopmental condition characterized by persistent patterns of inactivity and hyperactivity or a combination between them, affecting many aspects of people's lives and is more prevalent among males than females.

(2010: 357-373 Rucklidge), and the seriousness of children's disorder lies on two sides, The first relates to the very high prevalence rate compared to the prevalence of all different disabilities with a prevalence rate of approximately 10% for children in general, The prevalence of different disabilities is approximately 3-5. The second aspect is the adverse academic, social and psychological impacts to which the child is exposed. s disorder and Mr. Ahmed, 2006) and usually

diagnosed in childhood, and his symptoms persist until adolescence and rationality for 80% of those infected.

(Faraone, et al, 2003 : 392-401) ADHD is associated with a range of negative outcomes, including low academic and professional performance, low self-esteem, poor acquisition of social skills, peer rejection, as well as increased risk of anti-social activities, such as smoking and drug use

relationships outside of marriage, mental health concerns including anxiety and depression.

(Putukian, et al, 2011, pp. 392-401 )

From this point of view, the idea of this research was to prepare a gameplay programme to reduce the pupil's overactive at a school in Ain Al-Jafli. This led us to raise the following problem: does the proposed gameplay education programme have an impact on reducing excess activity among pupils (9-11 years)?

Partial questions:

- Are there statistically significant differences between the averages of the experimental group scores between tribal and dimensional measurement in the level of hyperactivity?

## **2- Hypotheses:**

General premise:

The proposed gameplay programme has the effect of reducing overactive (hypermobility) in pupils.

Partial hypotheses:

There are statistically significant differences between pupils' grade averages in the experimental group) between tribal measurement and dimensional measurement in the level of hyperactivity.

## **3- Reasons to choose the subject:**

One of the reasons why we chose our subject is a pilot study on the impact of the gameplay programme on reducing pupils' excess activity is:

- Highlight play in reducing the pupil's excess activity from (09-11 years).
- The desire to identify the subject of excess activity and to identify the main reasons behind it.

The importance of research:

This study focuses on highlighting the category of children, so that childhood is the foundation stage of behavioural building in which behavioural disorders are generated as well as the formative and formative stage where the child learns, Basic skills and experiences at this stage, hyperactivity disorder or so-called motor hyperactivity disorder are one of the widespread disorders of this category, which is regarded as an impediment to the child's psychological and cognitive development.

Based on the current study's problem, the importance of this study is as follows:

This study is subject to one of the most important problems facing children at an early age and is the problem of activity

excess.

Attention to one of the most important segments of society: children with hyperactivity and the nature of the group studied, i.e. children from the age of 09-11.

Symptoms persist into advanced stages of the patient's life which may extend into adolescence, requiring early and urgent intervention to take care of these children to contain the disorder in its early stages.

The absence of a practical manual to assist children working with children at this stage to serve as a reference for children with hyperactive mobility.

Detect ways and means of helping children to eliminate hyperactivity through the proposed education programme.

### **5-Research objectives:**

Through this research we aim to:

- Know the impact of gameplay in reducing pupils' excess activity from (09-11 years)
- To know the differences in students' average grades of the experimental group between tribal and post-secondary measurement of the level of hyperactivity.

### **6- Limits of the study:**

Human area: The study was conducted on 24 pupils in the fifth year of primary school at the Ain al-Jadhali state level.

Spatial area: The study was conducted in the elementary 08May 1945 municipality of Ain defla.

Time area: The pilot study was conducted from the beginning of Feffrey to 20 March 2022.

### **7- Explanation of the study's concepts:**

Play: The exploitation of kinetic and intellectual energy in one activity, which may or may not be directed, is usually carried out by children to achieve pleasure, amusement and learning in indirect ways, and is exploited by adults to contribute to the development of their behaviour and personalities by their mental, physical and emotional dimensions.

Thus, play is a human instinct that arises with human beings from the moment of their birth, gaining behavioral patterns that reflect the attitudes facing children in future stages of life. (Forum of Virtues of Light for Primary Education. Algeria 13-03-2010).

- Researcher Kraft (1998) Cafiero defines it as an activity in which children explore and explore sounds, colors, shapes, sizes and textures of objects through two or three dimensions. Children demonstrate their growing ability to imagine, listen, observe and use tools, raw materials and other sources, all to express their thoughts and communicate with their feelings and others.
- Small games can be procedurally defined as: Small games, such activities, games and movements performed by one or more persons that are easy and do not need a great motor

skill and are easy in terms of the tools used and suited to the sexes. It is an initial step to teach children the basic principles of movement such as speed, order and obedience. Small games are essential for any lesson or program.

- **7-2-The concept of distraction and hypermobility:**

The tracker of the history of distraction disorder and hypermobility finds that this term is a newly emerging terminology, previously diagnosed as either impaired learning ability or a minor dysfunction of brain function (Minima Brai Dysfunction (MD), or as a minor brain injury (MB Injury), 34 phenomenal activity.

- As a result of the dramatic development in recent scientific research on the nature of this disorder, the term excessive motor activity has been replaced by the term distraction with or without hypermobility (Asmi, 2008, 56). (1990) defines Bark1 distraction and hypermobility disorder as "an operational function prevention disorder that results in inadequate self-regulation and a deficit in the ability to regulate behaviour towards present and future goals with inadequate environmental behaviour. The Encyclopedia of Comprehensive Psychology, 1999 defines it as a developmental disorder affecting children and adolescents with two symptoms: inability to concentrate attention and increase movement anomalously without goals, making it difficult for a child to focus on a particular work or to continue it for a long time (Tzakert 2017 (59)).

- Hyperactivity: reasons

It is a neurobiological disorder prescribed by its symptoms inability to

Attention, impulsiveness and hyperactivity.

Hyperactivity: (Symptoms)

is the case where the child is excessively active and exceeding the standard is the level of fidelity. If the level of activity exceeds the normal child's activity then it can be called excessive.

Muldoon, Redfern, defines it as:

At least two individuals themselves engage in competitive play using something mobile (ball or similar) through a framework of specific rules and Orlik's view: another form of games is defined as cooperative games, where he explained that there are four key components to the success of this type of cooperation:

- Admission
- Integration pleasure.

Orlik noted that this type of game allows all participants to accept and experience an appropriate measure of success.

**2- Social Dimensions of Games:**

Games are one of the social cultural forms of the kinetic phenomenon or physical activity in human beings. They occupy a medium position between all play and sport, because they are more organizational than play but less organized than sport, and games require a small amount at the level of motor skills, but sport requires the highest possible level of motor skills. (Amin Anuralkhuli, 2009, p. 29) Thus it can be emphasized that games are a sophisticated form of play, so that play when it has some progressive qualities and organizational characteristics is correct games, perhaps the most important of these characteristics and qualities are:

- Replicability (so that the same act or activity can be returned several times).

Ends with a decisive specific result (win or defeat).

Characterized by some organization (dividing players into two equal teams).

Identify the main tool used and how to handle it.

The Kaiwa thinker decides that the main features of the basic games are as follows:

Descriptive behaviour: in the sense that it can be described and explained so that it can be repeated a number of times and involves

Description her rules of course.

The feelings and spirit of the game in the sense that each game has its own accompanying feelings that players expect and that

It is characterized by a special spirit that forms from it.

### **Educational importance of games:**

Games expand the fields of perception and imagination and develop children's concepts and perceptions Through toys, the child reflects his/her experiences, employs his/her acquired concepts, and deepens his/her perceptions of imaginary events in his/her mind. and linking it with living life realities, developing the power of observation and attention and having the ability to analyze, criticize, compare and generalize by living the elements of the game active and active living positive s environment and community in the form of greater social awareness of roles, systems, social controls, control and control.

Through games of a kinetic nature, a child's correct appreciation of the vacuum (field), whether his or her own personal vacuum or the general vacuum shared by others (colleagues or competitors), as well as his or her sense of time, timeliness and the principle of temporal convenience (Amin Anwar al-Khouli, previous reference, p. 55), develops.

Previous studies: Research on the topic of children's distraction and hypermobility disorder is not new. This disorder has received the attention of many researchers in the fields of education, psychology and pediatrics, and several studies have been carried out from several angles; After examining the theoretical heritage of this topic, we selected some of the previous studies arranged according to their chronology as follows:

**8-1-** Mohammed Syed Said Suleiman's study in 2014 in Saudi Arabia entitled: The effect of movement therapy on alleviating the severity of the symptoms of distraction disorder accompanied by hypermobility and improving the speed of treatment in primary children. The study aimed to detect the impact of physical exercises of mental sport through motor training in alleviating the severity of the symptoms of distraction and hypermobility disorder and in improving the speed of treatment in children with disorder. (23) Students from the second to the sixth elementary, divided into two groups: Experimental (12) students, and (11) students, the researcher used three study tools: List of identification of distraction disorder and hypermobility, measure of distraction disorder and hypermobility, Processing speed tests, mental sports movements, where the researcher used the semi-experimental curriculum the most important findings of the study indicated that there were statistically significant differences between the average scores of the experimental and control groups in the dimension of attention in favour of the experimental group, Not being present in the dimensions of hyperkinetic and impulsive, and having statistically significant differences between



the averages of the experimental and control groups' scores in the processing speed tests and the overall degree in favour of the experimental group, The results also indicated that there were statistically significant differences between the averages of the experimental group scores in tribal and postgraduate applications after distraction and the overall degree in favour of remote application and the lack of such a difference in the dimensions of hypermobility and impulsivity, and indicated its presence in the processing speed and overall degree tests in favour of remote application. " Said Suleiman, 2017: 51-77).

**8-2-**Smith et al. study in 2013 in the United States of America entitled:

**Pilot Physical Activity Intervention Reduces Severity of ADHD Symptoms in Young**

**Children,** the study aims to experience physical activity intervention to reduce ADHD symptoms in young children, The study sample size was 14 children (6 boys and 8 girls aged 5.2-8.7 years) specimen was defined intentionally using measures to detect ADHD and distraction directed at the teacher and parents, Use the one-set experimental curriculum and apply a program of physical activity from moderate to strong intensity in the school lasting up to 30 minutes. The results have resulted in a small to moderate impact of athletic activity in reducing hypermobility and distraction symptoms, and there are no observed adverse effects of the programme's application on ADHD and distraction symptoms. (82-2013:70 ,Smith, et al ).

**8-3-** Chang et al. study in 2012 in the People's Republic of China entitled:

**Effect of Acute Exercise on Executive Function in Children with Attention Deficit**

**Hyperactivity Disorder,** the study aims to determine the impact of high-intensity aerobic exercise on executive function in children with attention deficit hyperactivity disorder (ADHD) Forty children with ADHD were randomly distributed to two control and experimental groups, with 20 children (14) 6 girls aged 8-10 were born, the pilot group conducted 30-minute average intensity aerobic exercises, while the control group saw a video relating to running/exercise.

Neurological and psychological condition of ADHD sufferers was assessed with Stroop test and Wisconsin card sorting test (WCST) a neuropsychological test that assesses mental resilience, an indicator of abstract thinking, about the composition of concepts and strategies responding to the development of contextual emergencies, before and after each portion, the results indicated that high-intensity aerobic exercise facilitated performance in the Stroop test, especially in the case of Stroop Color - Word. It is a neuropsychiatric test used to assess the ability to inhibit cognitive interference. In addition, children in the experimental group showed an improvement in performing the Wisconsin WCST card sorting test identified for non-persistent errors, while this was not noted

In the test on the control group. (237-2225: :2012 ,Chang.et al ).

**8-4-** "Amer" study (2016): This study aims to diagnose distraction and hypermobility disorder in a sample of primary school pupils and to reveal the relationship between this disorder and reading learning skills, numeracy, writing, spelling) in pupils with distraction and hypermobility disorder. The study sample (25) included pupils and pupils from the fourth grade at the elementary level and in order to achieve the study's objectives, both the Dispersion and Hypermobility Measure (ADHD) applied a picture of parents and a picture of teachers with four hypermobility axes - impulsive distraction - learning skills). The study found a sample of pupils with ADHD, a relationship between ADHD and learning skills, and differences in these skills across sex.

**8-5** - Study "Ma 'ruf (2019): This study aimed at identifying the level of distraction and hypermobility disorder of primary school pupils from the point of view of their teachers, the research sample consisted of (204) teachers selected in a random manner from primary schools in the Dohuk Governorate Center" for the school year (2019/2018). Use the ADHD scale (American Institute of Measurement and Diagnosis), (2004) results showed that primary pupils do not have ADHD from their teachers' point of view.

### **9- Methodological procedures:**

**9-1** - Research curriculum: The researcher used the two-group experimental curriculum.

**9-2**- Society and Sample Research: The research community in pupils of the year represented a fifth primary The study sample was represented by 24 male pupils chosen in a deliberate manner, distributed equally among two control and experimental groups, They were diagnosed with a above-average level on the ADHD questionnaire for the family and the primary education professor after observing behavioural and motor impairment for a group of pupils.

### **10-3 - Search tool:**

It is eight (8) learning modules in which the Games were applied in the preparatory phase for each start of the activity on the pilot group The time of use in individual and collective activity was estimated at 35 to 45 minutes, We provide an incentive for the team or pupil who succeeds in the game immediately while delaying its submission by a period of time felt by the loser, this has not been applied to the control group that has exercised normal sporting activity (using the theory of delay aversion).

The sports are designed to fit the child's age stage, the aim of which is to increase the focus of attention and improve the observation and accuracy of the execution was the game of ball transfer, ball avoidance game, game of funnel injury, game above and under treasure, man's hidden game touching fellow egg transfer inside the basket, clamps, hoops "The book of the small toy encyclopedia of Mustafa al-Saih Mohammed and the book of Amin Anwar al-Khouli, Jamal al-Din el-Shafei. Small Games Big Games Questionnaire: My achievement relies on many questionnaires, including one used by Jamal Al-Khatib in his study and some other questionnaires used by psychiatric centres and consists of two versions for teachers and the second for parents the school version - copy - family) I use a quadrilateral balance of 0 to 3, and it has three axes that measure the symptoms of this disorder: Symptoms of hypermobility are symptoms of poor attention - impulse symptoms, the number of items of the elementary professor questionnaires is 55 and the number of items of the parents' questionnaire is 61.

**10-4-. Correction method:** In the family questionnaire: scores are 0 - 183 degrees and in a questionnaire (Professor TPR): scores are 0 - 165 degrees, while the weighted average  $(165) + 183 - 348 \text{ degrees} / 2 = 174 \text{ degrees}$  and more suffers from symptoms of ADHD and impulse in behaviour.

### **10-5. Survey:**

The study was conducted on 05 out-of-sample pupils selected in a random manner, and the same test was returned a week later. The results were as follows:



Presentation questionnaire ADHD	Sample N	Stability The value of (t) Pearson between the first and second selections	significance leveln.	resolution	Self-honesty
teacher's edition	05	0.91	0.00	Dadj./n	0.97
Family Copy		0.95	0.00	Dadj./n	0.97

Through the results of the table above, it is clear that the two tests have a sincerity and stability factor.

1-1 - Field aspect:

1-2 Presentation and analysis of the study's findings:

- Table No. (02):

Tribal Tests for Experimental Group and Control	Sample N	value of t	significance leveln.	degree of freedomn
teacher's edition	12	0.760	0.401	Non-D
Family Copy	12	2.001	0.055	Non-D

From the table we note that the value (t) of the tribal test of the experimental and control group of the teacher's version is equal to 0.768 at an indicative level of 0.401 which is greater than 0.05 statistically inaccurate, and the value of (t) The tribal test of the experimental and control group of the family version is equal to 2.001 at an indicative level of 0.055 which is greater than 0.05 statistically irrelevant, indicating that there are no statistically significant differences in the reduction of symptoms (ADHD) between the experimental group and the control group in the tribal test of the teacher's and family's versions, this means that the first hypothesis has been achieved and the two groups are equal.

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Changes in Group V and between Tribal and Post Test				Sample N	value of t	significance level.	degree of freedom	resolution
<b>Display (Teacher Version/Play Program) ADHD</b>				12	2.112	0.004	12	Dadj.
pre-test		post-test						
x	y	x	y					
40.35	12.76	32.66	3.78					
Changes in Group V and between Tribal and Post Test				Sample N	value of t	significance level.	degree of freedom	resolution
<b>View (Family Version/Play Program) ADHD</b>				12	5.113	0.00	12	Dadj.
pre-test		post-test						
X	y	X	y					
82.56	8.318	69.36	12.68					

From the above table, we note that the value (t) is 2.212 at an indicative level of 0.040, which is statistically significant, indicating that there are statistically significant differences in the reduction of symptoms (ADHD) in the experimental group between tribal and secondary testing attributable to the variable use of games

For the teacher's version, comparing the calculation averages of the two tests shows that the difference is in favor of the post-test of the pilot group of the teacher's version with a lower average calculation equal to 32.66 and a standard deviation equal to 3.78. (t) which is equal to 5.113 at an indicative level of 0.00, which is a statistically significant value, indicating that there are statistically significant differences in the reduction of symptoms (ADHD) in the experimental group between tribal and post test attributable to the variant of the use of games For the family version, comparing the calculation averages of the two tests shows that the difference is in favor of the post-test of the experimental family version with a lower average calculation equal to 69.36 and a standard deviation equal to 12.68, from which we conclude that the second hypothesis has been achieved.

Presentation and analysis of the results of the third hypothesis:

Table No. (04): The indication of differences is the test "T" of two separate samples in the hypermobility variant and the distraction of the teacher and family versions between the experimental group and the control in the test is attributable to the use of small toys.

Variables in remote testing and between experimental group and control				Sample N	value of t	ificance leveln.	degree of freedomn	resolution
<b>View (Family Version/Play Program) ADHD</b>				24	3.741	0.003	24	Dadj
<b>Display (Teacher Version/Play Program) ADHD</b>				24	1.160	0.269	24	Non- D
pre-test		post-test						
X	y	x	y					
12.42	68.46	7.50	86.6					

From the table we note that the value (v) which is equal to 1.160 at an indicative level of 0.269 is greater than 0.05 and statistically irrelevant, indicating that there are no statistically significant differences in the reduction of symptoms (ADHD) in the experimental group and control group in the dimensional test (teacher version) attributable to the use of the sports variable, as evidenced by the value (v) which is equal to 3.741 at an indicative level of 0.03, which is a statistically significant value, indicating that there are statistically significant differences in the reduction of symptoms. (ADHD) between the experimental group and the control group in the dimensional test of the family version is attributable to the sporting variable and comparing averages between the groups shows that the difference is moving towards the experimental group with a lower calculation average of 69.46 and a standard deviation of 12.78. From the foregoing, it is clear that the third hypothesis did not materialize for the teacher's version, which did not observe the difference between the two groups, while for the parents of the pupils who observed the difference.

Discussion of the results of the third hypothesis: by presenting the results of the third and relatively achieved hypothesis, where in the professor's version no discrepancy was observed between the two groups, this is perhaps explained by the fact that the two groups originally practised sporting activity affecting them as known in the studies of Chang et al. In 2012, Smith et al. in 2013, and the study of -Barmard Brak et al. in 2001, Saeed Suleiman's study in 2014, and Zakaria Manchawi's study in 1999 of the positive impact of sports activity in reducing disorder (ADHD), while in the family version it was verified that the parents noticed the difference in favour of the experimental group, this is attributed to the fact that the parents are more noticeable of their children's behaviour and this is due to the human nature that watches and monitors their children attentively. Discussion of the general hypothesis in the light of previous findings: The realization of the general hypothesis is very clear, which explains the positive impact of the use of gameplay in lowering the symptoms of this disorder (ADHD).

### 13. Conclusion:

By presenting and discussing the findings, we have found the following:

- The study showed the possibility of using sports (style of play) that depend on the concentration of attention, accuracy and rapid understanding as an alternative treatment or supplement to drug therapy in lowering symptoms (ADHD).
- The study showed that sports activity and a professor of physical education can be used with his observation and experience in diagnosing and treating symptoms of hypermobility and distraction in the primary stage.

We also recommend that practitioners and specialists in this type of disorder cooperate with sports professionals to research more in this field.

#### ملخص البحث:

تهدف الدراسة إلى التعرف على مدى تأثير برنامج بطريقة اللعب في التقليل من أعراض اضطراب فرط الحركة وتشتت الانتباه، حيث استخدم الباحث المنهج التجريبي في دراسته على عينة قصدية مكونة من 24 تلميذ الانتباه للتلاميذ المرحلة موزعة على مجموعتين تجريبية وضابطة واستخدم الباحث وحدات تعليمية أدرج فيها الألعاب الصغيرة والشبه رياضية في المرحلة التحضيرية بالنسبة للمجموعة التجريبية إما المجموعة الضابطة مارست النشاط البدني بشكل عادي ، واستخدم استبيان أعراض فرط الحركة وتشتت الانتباه والانذفاعية الموجه بنسخته لأولياء وأساتذة المدرسة الابتدائية ، وعولجت المعطيات حيث خلصت الدراسة إلى: spss بواسطة برنامج

أنه هناك تأثير لبرنامج بطريقة اللعب في حصة التربية البدنية والرياضية في التقليل من أعراض اضطراب فرط الحركة وتشتت الانتباه لدى التلاميذ تم رصده من خلال الاستبيان الموجه للأسرة و الاستبيان الموجه لأستاذ المدرسة الابتدائية .

الكلمات المفتاحية:

اسلوب اللعب ، اضطراب فرط الحركة وتشتت الانتباه.الطور الابتدائي.

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