126 - STANDARD MOTOR OF EXTENSION PROJECT PARTICIPANTS OF THE UNIVERSITY OF SANTA CRUZ DO SUL – RS "COPAME PROJECT"

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INTRODUCTION

Motor activity is of paramount importance in the development of the child. By exploring motricity habilities, she develops awareness of self and the outside world. Studies on the motor function disorders, in general, are performed to better understand children and can provide reliable tools to assess, analyze and study the development of students in different phases. In this perspective, Rosa Neto (2002) proposes a Motor Development Scale consists of a battery of tests to assess motor development in children from 2 to 11 years old. On this scale, test engine is understood as a specific test that measures a specific characteristic of an individual motor and compare their results with those of other individuals. The results of a test motor for determining the loss or gain of a child at the motor aspect. The tests are a very diverse set of evidence and of graduated difficulty, leading to a thorough exploration of different sectors of development, allowing to assess the level of motor development of children according to chronological age, considering the successes and failures. This range includes motor tests in the following components: fine motricity, global motricity control, balance, body scheme, spatial and temporal organization.

Fine motricity refers to the ability to control a set of activities involving movement of certain body segments, with minimal use of force in order to achieve a precise answer to the task. Global motricity control involves the ability to control the contractions of large muscles in the body generate large movements. Balance is the body's ability to take and hold any position against the force of gravity, so that all the forces acting on this body are void. Body schema refers to the ability to discriminate accurately the body parts, actively supporting all the gestures that the body carries on itself and on external objects and organize the body parts in performing a task. Spatial organization is the knowledge of body size, both the space of the body as the surrounding space, and the ability to accurately assess the relationship between body and environment. Temporal organization refers to the consciousness of time is structured on the perceived changes and is characterized by order, chronological distribution, and duration of events (ROSA NETO, 2002; GALLAHUE; OZMUN, 2001).

Many children with learning disorders, with or without hyperactivity, show lack of concentration, immaturity and inattention to perceptual stimuli. Should be undertaken aimed at tracking most frequent situations, such as anxiety, depression, behavioral disorders, specific disorders such as dyslexia, symptoms suggestive of high abilities (gifted), signs of a deficit of socialization, impaired motor coordination, to support specifically directed to these types of disorders is started as soon as possible, since the prognosis also appears to depend on the age of intervention (Cabral, 2004). In these cases, it is important to establish the profile of the different skills measured with the help of a complete evaluation, highlighting areas that need attention.

Thus the objective was to map the motor development and evaluate motor profile of children sheltered in COPAME Santa cRuz do Sul, taking into account students with social vulnerability and aims to determine which áreas of greatest defcit and overall their motor development.

METHOD

Were used tests for the Motor Development Scale (ROSA NETO, 2002), applied in August and September 2010. The study included 26 children, 14 boys and 12 girls, aged between 3 and 12 years old, all participants of COPAME project. The aspects evaluated were the following: Fine Motricity; Global motricity, Equilibrium, Corporal / Speed, Organization, Space and Language / Temporal Organization. Throughout the sum of the motor age of each of these aspects (in months), and further tests were administered with the aid of EDM Kit (Motor Development Scale). For data analysis we used the EPI-INFO version 6.0 (Fernádez Merino, 1996).

RESULTS / DISCUSSION

As Table 1 showed that in the overall motor age of the evaluated, 9 children are with a much lower motor development, 7 Lower, 5 Normal, 4 children with Normal Low and only one with this motor development Normal High Since the chronological age range from 3 to 12 years and the motor age between 20 and 132. According to Xavier Neto (2005, p.14) is of great importance to physical education offering students a hierarchical way, the general movements in order to lower the ratio of greater complexity, providing movements appropriate to their level of physiological development that motor learning is achieved

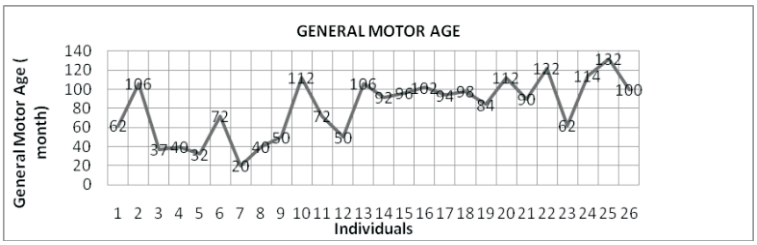

chart 1: General Motor Age

Chard 2 shows that students tested present a deficit in fine motricity, the 26 children tested, 19 were with the fine motricity index lower than expected for their age, with the index 3 are expected for their age and only 4 above average expected for age. We can see that most are below average. The fine motricity coordination is directly related to vision Manual (Rosa Neto, 2002).

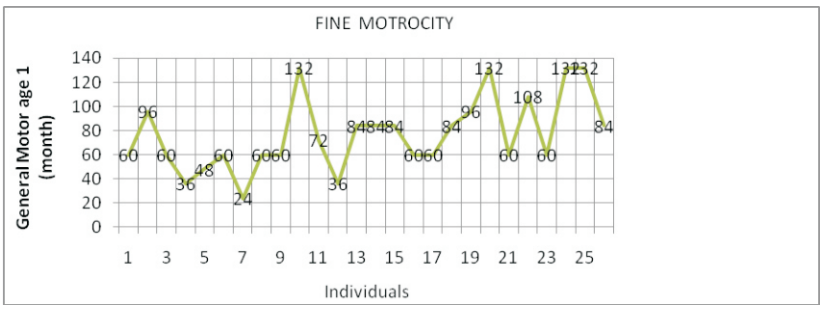

chart 2 – Fine Motrocity

In the aspect of Global Motricity, Table 3, it was found that 26 children of study participants, 14 are at the lower levels or much lower for their age, six are in the expected rate for age and only 6 are with the indices higher than expected for their age. The global motricity requires integration between the tone and equilibrium, and the coordination of handedness, a sense of body, space and time, creating a harmony between your body and the external environment (Ferreira, 2007). The inferiority of these data result in psychomotor learning disability which limits their general motor ability.

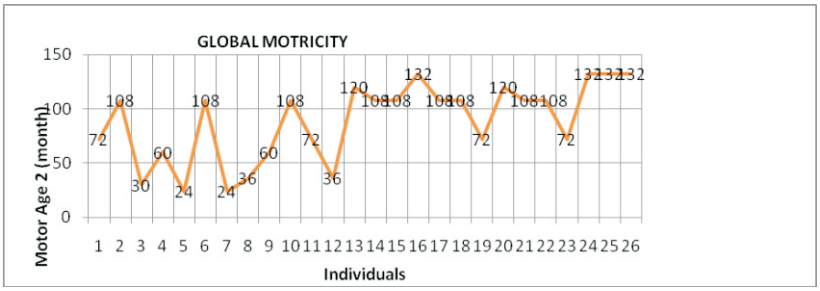

chart 3 – Global Motricity

Chart 4, we note that of the 26 children studied, 10 with the indexes are above average, which is a great result, with six indices are appropriate for their age and the other 10 are with indices less than your age , noting that the level of difficulty in carrying out these activities is greater. As Ozmun Gallahue (2003, p.299), "the balance is critical in any motor behavior and is influenced by a variety of sensory stimuli," since the entire vestibular system works in concert with the visual systems, tactile and kinesthetic, controlling the balance. We know that if the balance is present in various locomotor activities of human life, such as walking, skipping, jumping and running.

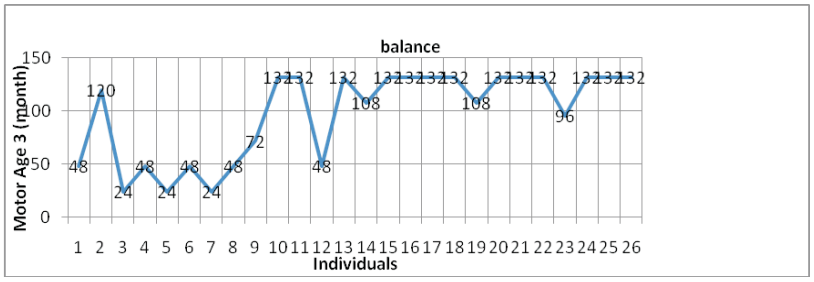

chart 4 – Balance

The next item to be discussed will be the body schema / quickness, where we find that children are analyzed with the four above-average rates, this result is very low considering the number of children participating in the survey, with six indices are suitable for age and the majority, with 16 of them children, have indices less for their age. Noting then that the activities should be implemented with a strong focus on body image. Throung education of the different aspects of motor function and, specifically, perceptual skills, we can help children to structure their body structure. This means that with this object, we must not limit our actions to provide a knowledge of body parts and a perception of a whole, but go much further, helping the child to know and control your body in different situations, both at rest as in movement. (Arribas, 2008)

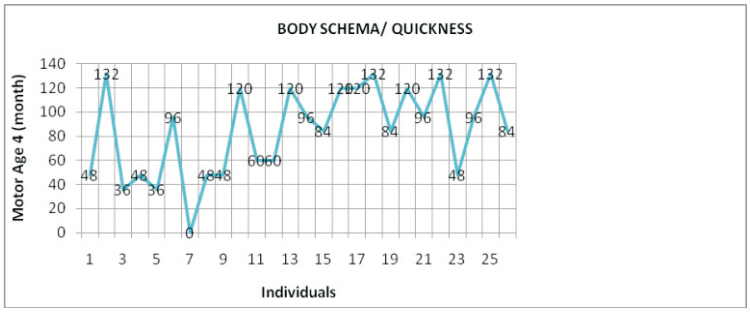

chart 5- Body Schema / Quickness

In the aspect of Space Organization, Chart 6, only two of tested students reached the margin above the ideal, one student had the content displayed to the age and the remainder by adding the majority, which is 23 students, had an index lower than expected. The Space organization can be understood by Haywood (2004) with respect to the ability to lie to yourself, locate other objects, in a given space and orient themselves towards the middle.

Sensory modalities (vision, hearing, touch and smell.) Participate in some way to collect information and evaluate the relationship between our physical body and the environment.

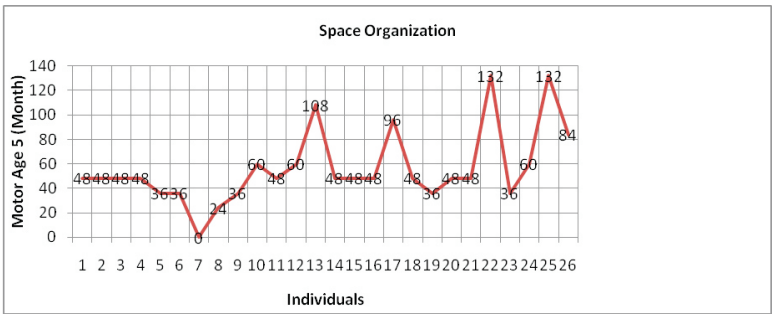

chart 6 – Space Organization

Chart 7, Language / Temporal Organization presents the greatest number of students with deficits in this item, totaling 16, an impressive number. Only five, the students analyzed the levels are appropriate for their age, and 5 are indicated with indexes above. The Temporal Organizations is understood by Ferreira (2007), we have the ability to distinguish the order and duration of events such as hours, days, weeks, months, years, and the memory of succession of events, it becomes clear when we sing a song.

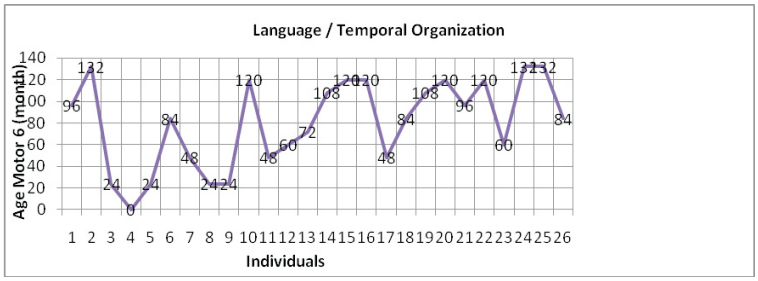

chart 7 - Language / Temporal Organization

In the current study was found motor impairment in children with learning difficulties and social vulnerability, rising to prominence with a much lower than expected in all motor tests using the scale of motor development (Rosa Neto, 2002). Child development is one of the most significant stages in human life, and is the second childhood, characterized by rapid progress in learning, the child develops self-consciousness and the outside world, winning their independence and also stresses that the schemes and the coordinating body are the infrastructure of learning and the change of motor coordination and balance, spatio-temporal relation among other things, can interfere with school learning and the general conduct of the child, suggesting a link between motor problems and difficulties learning. Motor skills, when developed properly at this stage, according classical authors cited by Silva (2006), contribute significantly to the learning process, because the movement allows the child to find a set of relations necessary for its development.

CONCLUSION

By appropriate tests from the results obtained using the Motor Assessment Battery Rosa Neto, 2002 in the study realize that most of the children was inferior to normal as the overall motor development. The variables evaluted, fine and global motricity, balance, body schema / speed organization and spatial and languade / temporal organization were classified as general motor standard lower, and the variable Language / Temporal Organization were classified as general motor standart lower, and the varible Language / Temporal Organization was the nost negative results obtained and the equilibrium variable results. Given these results, work physical activity is the first step towards an improvement in general motor development of children, because when stimulated since childhood, can ameliorate deficits in general motor coordination during motor development. Thus, according to this study, where students were assessed individually, so one can trace an individualized treatment.

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STANDARD MOTOR OF EXTENSION PROJECT PARTICIPANTS OF THE UNIVERSITY OF SANTA CRUZ DO SUL – RS "COPAME PROJECT"

ABSTRACT

This paper aims to present the motor profile of the practitioners of students participating in COPAME Project. The motor profile of each individual practitioner was drawn according to Motor Development Scale described in the Evaluation Manual motor. The project goal is to promote recreational and leisure activities and aquatics, such as jokes, music dynamics, symbolic games, games and sensorimotor games rules, for an improvement in motor development of children. The type of research was qualitative description. The sample consisted of 26 students of both sexes, aged between 3 and 12 years, participants of COPAME Project – Project extension officer at the University of Santa Cruz do Sul (UNISC) tests were applied with the AID kit (EDN Scale Motor Development). For data analysis we used the EPI-INFO version 6.0 (Fernádez Merino, 1996), aiming to evaluate the motor patterns of the sample. Fine motor function, results in a deficit, in global motor control the subjects showed satisfatory results and lower its age, and in the balance has been presented the best results. Corporal / Speed has shown unsatisfactory results, comparing the number of children studied. Space in the Organization's results are below normal and the latter evaluated Language / Temporal Organization was the test which showed a higher prevalence in the results. Thus, according to this study, where students were assessed individually, so one can trace an individualized treatment.

KEY WORDS: Motor development – Children – Motor

MOTEUR STANDARD DE PROLONGATION PARTICPANTES PROJET DE L'UNIVERSITE DE SANTA CRUZ DO SUL-RS-"COPAM PROJET"

RÉSUMÉ

Cet article vise à présenter le profil moteur des praticiens d'étudiants participant au projet COPAM. Le profil du moteur de chaque praticien a été élaboré en fonction de moteur de développement échelle décrite dans le Manuel d'évaluation moteur .. L'objectif du projet est de promouvoir les activités récréatives et de loisirs et de la sauvagine, comme les blagues, la dynamique de la musique, les jeux symboliques, jeux et jeux sensori règles, pour une amélioration dans le développement moteur des enfants. Le type de recherche était description qualitative. L'échantillon se composait de 26 étudiants des deux sexes, âgés de 3 à 12 ans, les participants au projet COPAM - agent de vulgarisation du projet de l'Université de Santa Cruz do Sul (UNISC) tests ont été appliqués à l'aide Kit (EDM échelle Motor Development). Pour l'analyse des données, nous avons utilisé la version EPI-INFO 6.0 (Fernandez Merino, 1996), visant à évaluer les modèles à moteur de l'échantillon. motricité fine, des résultats d'un déficit dans le contrôle de motricité globale des sujets a montré des résultats en matière de contrôle de motricité globale des sujets a montré des résultats satisfaisants et inférieure de son âge, l'équilibre a été présenté les meilleurs résultats. Caporal / vitesse a montré des résultats insatisfaisants, en comparant le nombre d'enfants étudiés. Espace dans les résultats de l'Organisation sont inférieures à la normale et celui-ci évalué Langue / Organisation temporelle a été l'essai qui a montré une prévalence plus élevée dans les résultats. Ainsi, selon cette étude, où les élèves ont été évalués individuellement, alors on peut suivre un traitement individualisé.

MOTS CLÉ : Développement Moteur – Les Jerenes enfants - Moteur

MOTOR DE NORMA DEL PROYECTO DE EXTENSIÓN PARTICPANTES DE LA UNIVERSIDAD DE SANTA CRUZ DO SUL-RS-"COPAM PROYECTO»

RESUMEN

Este trabajo tiene como objetivo presentar el perfil de motor de los profesionales de los estudiantes que participan en el Proyecto COPAM. El perfil de motor de cada médico, se ha elaborado de acuerdo a la escala de desarrollo motor se describe en el Manual de Evaluación de motor .. El objetivo del proyecto es promover actividades recreativas y de ocio y las aves acuáticas, tales como chistes, la dinámica de la música, los juegos simbólicos, juegos y reglas de los juegos sensoriomotores, por una mejora en el desarrollo motor de los niños. El tipo de investigación fue la descripción cualitativa. La muestra estuvo constituida por 26 estudiantes de ambos sexos, con edades comprendidas entre 3 y 12 años, participantes en el proyecto COPAM - responsable del proyecto de extensión de la Universidad de Santa Cruz do Sul (UNISC) las pruebas se aplicaron con la ayuda del kit (EDM Escala El desarrollo motor). Para el análisis de los datos se utilizó el Epi-Info versión 6.0 (Fernádez Merino, 1996), con el objetivo de evaluar los patrones motores de la muestra. función de la motricidad fina, se traduce en un déficit en el control motor grueso de los sujetos mostró resultados en el control motor grueso de los sujetos mostró resultados satisfactorios y menor su edad, el equilibrio se ha presentado los mejores resultados. Corporal / Velocidad ha dado resultados satisfactorios, comparando el número de niños estudiados. Espacio en los resultados de la Organización son inferiores a lo normal y la segunda evaluación del lenguaje / Organización temporal fue la prueba que mostró una mayor prevalencia en los resultados. Así, según este estudio, donde los estudiantes fueron evaluados de forma individual, por lo que se puede trazar un tratamiento individualizado.

PALABRA-LLAVE: Motor de Desarrollo – Los Ninõs – Del Motor

PADRÃO MOTOR DOS PARTICPANTES DO PROJETO EXTENSIONISTA DA UNIVERSIDADE DE SANTA CRUZ DO SUL- RS- "PROJETO COPAME"

RESUMO

O presente trabalho tem por objetivo a apresentação do perfil motor dos praticantes dos alunos participantes do Projeto COPAME. O perfil motor de cada praticante foi traçado individualmente de acordo com a Escala de Desenvolvimento Motor descrita no Manual de Avaliação motora. O objetivo do projeto é promover atividades lúdico-recreativas e aquáticas, tais como brincadeiras, dinâmica com música, jogos simbólicos, jogos sensórios-motores e jogos de regras, para uma melhora do desenvolvimento motor das crianças. O tipo de pesquisa foi qualitativa de descrição. A amostra constituiu-se de 26 alunos, de ambos os sexos, com idades entre 3 e 12 anos, participantes do Projeto COPAME – projeto extensionista da Universidade de Santa Cruz do Sul (UNISC) Os testes foram aplicados com auxílio do Kit EDM (Escala de Desenvolvimento Motor). Para a análise dos dados foi utilizado o programa EPI-INFO versão 6.0 (Fernádez Merino, 1996), com intuito de avaliar os padrões motores da amostra. Na Motricidade fina, apresentaram déficit nos resultados, na motricidade global os avaliados apresentaram resultados na motricidade global os avaliados apresentaram resultados satisfatórios e inferiores a sua idade, já no equilíbrio foram apresentados os melhores resultados. Esquema Corporal/Rapidez nos mostrou resultados insatisfatórios, comparando ao número de crianças analisadas. Na Organização Espacial obteve resultados inferiores ao normal e o último aspecto avaliado Linguagem/Organização Temporal foi o teste onde apresentaram maior déficit nos resultados. Sendo assim, de acordo com esse estudo, onde os praticantes foram avaliados individualmente, assim pode-se traçar um tratamento individualizado.

PALAVRAS-CHAVE: Desenvolvimento Motor – Crianças - Motricidade