

Individual basics of basketball for disabled athletes and partners

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Abstract. The aim of the research was to evaluate the ability of Special Olympics athletes, together with able-bodied athletes of the same age to correctly perform the fundamental individual of the passage in the basketball team sport in some high schools of the City of Naples. Objects to promote the inclusion and collaborative function of the discipline by verifying the improvement of school performance by monitoring the participants. To the sample of twenty (20) subjects (12 males and 8 females) of which eleven (11) athletes with intellectual disability, 8 males and 3 females, and 9 partners, 5 males and 4 females, aged 14 to 16 years, was given a training program, to be held both in the morning and afternoon hours, to detect the ability to collaborate, indicated according to the number of passes performed to other athletes, and the accuracy of the steps during the course of basketball competitions. Average precision increase of about 6% (of which 7% disabled and 5% partner). Average precision increase of about 6% (of which 7% disabled and 5% partner). Increase in number of passages of about 7.9% (of which disabled 7.8% and partners).

Key words: *Special Olympics athletes, basketball, school performance.*

Introduction

Special Olympics is the IPC section-International Paralympic Committee, offers millions of disabled youth and adults the possibility of doing some sports established aims, to facilitate the social inclusion of people with intellectual disabilities and mental through the sport (1). Avails itself of the contribution of family members who are directly involved and of those who, every year, help organize thousands of events all over the world. Competitions are held with the affiliation to Sport Accord, an organization which was established in 2009 by the union of the historic organizational (2), initials, such as GAISF, ASOIF, AIOWF and ARISF which, after instituting the sports activity for mentally disabled people (3), have also overseen its development. Internationally speaking, the most important event is called The Special Olympic Games (Table 1), which provides for the implementation of several competitions in different disciplines both summer and winter. The Games take place every four years for the summer and winter events staggered in two years.

In Italy, the sports disciplines are recognized by the Italian Federation for Disabled Sports, and there are more than 6500 athletes who will take part in riding, basket, truck and field, football and gymnastics competitions. Furthermore the system is developing towards an extension with other specialties

The aim of the activities of the Special Olympic is mainly to allow participation to the races to the majority of disabled people who often, however, do not know the possibilities offered. It is important, therefore, to recruit potential athletes in aggregative contexts such as sports clubs but by enhancing the educational and training function of the school. The mission of educational institutions is certainly to give psychophysical development and the inclusion of learners through the provision of knowledge and skills but also through forms of aggregation and comparison between peers, each different from the other, with a view to heterogeneity that only sports can provide.

Within this scenario, a research path has been developed within a high school (4), in the city of Naples, inspired by the UNICI and PARI project which provides for the possibility of practicing the same sporting discipline both to disabled and able-bodied subjects, called partners. The aim of the research was to promote inclusion through sport by verifying, in relation to the educational and training value of the sport, the improvement of school performance by monitoring the participants for a period of six months and proposing a training program to be carried out both in anti-daily hours and afternoon. To achieve the objectives, a team sport, basketball (5), was chosen for the specific characteristics of development of motor skills (6), normally assessed on the basis of performance, and the collaborative function of the discipline (7).

Table 1. Disciplines of the Special Olympic Games

Discipline summer editions	discipline winter editions
athletics	ice hockey
badminton	figure skating
bocce	speed skating'
bowling	alpine skiing
football	cross country skiing
cycling	snowboard
horse riding	snowshoeing
hockey on prato indoor	
golf	
gym	
judo	
basketball	
handball	
volleyball	
skating	
powerlifting	
softball	
watersports	
tennis	
table tennis	
sailing	

Material and Method

Sample of twenty (20) subjects including 12 males and 8 females. Eleven (11) athletes with intellectual disabilities, 8 males and 3 females, and 9 partners, 5 males and 4 females, aged between 14 and 16 years (8). Disabled and able-bodied athletes who are fit for athletic-sport-type athletes and practicing, at an amateur-school level, basketball. Disabled people were selected from those enrolled throughout the school while the partners were members of two third-party classes.

Purposes of this study was to promote the culture of inclusion through sport with the application of specific teaching and educational methods, the participation (9) of the people with intellectual disabilities in sports activities, the dissemination and participation in team sports and to improve school performance

Our specific objectives were to detect the ability to collaborate, indicated according to the number of passes made to the other athletes, and the precision of the passages during the course of 16 basketball (10) competitions.

Variables. The surveyors have considered, for the evaluation of the collaboration, some variables such as the ability to pass easily to the nearest partner, the ability to unmark and the ability to pass to the playmate positioned closer to the basket. Each race had a total duration of twenty (20) minutes with ten (10) minutes each.

Study design. The research path was articulated over six months, with an observational method and manual detection of the initial and final results. Tests for motor skills were administered (11) and the initial screening of the institute allowed to draw up a training program developed both in the morning and afternoon hours. The working group has held, both in the curricular hours of Motor Sciences and in the weekly training session in extracurricular time, athletic exercises, techniques and tactics, as well as simulations of training competitions with reduced times.

The motor proposals (12) were presented by alternating the global methodology with the analytical one, also using the deductive approach for regulatory and motor development.

The research was developed during three phases: I. (15 days): initial survey with test administration and familiarization with the project materials; II (4 months): 3 hours per week of training, two of which in the morning and one in the afternoon. At this stage in afternoon sessions, with a total duration of about 60-70 minutes, 20 minutes were dedicated to basketball competitions (carried out on a 5-on-5 regulatory field with time substitutions) during which manual surveys were carried out; III (15 days) : the final detection of the results. Organization of the training sessions was subordinated to the actual skills of both the technical and especially the relational aspect, focusing on improving the technical and motor skills and on acquiring the first rudiments of individual and team tactics (13). Particular attention has been paid to the concept of space

by providing numerous exercises aimed at conducting the ball and passing through a well-defined space. For the acquisition of the rules of the game (14), an inductive method was used, starting from personal experience and application in the contest context.

Standard training session (1 hour). Mixed type seat consisting of: 10 'general activation with slow running and games with the ball passed with your hands; 5 'stretching; 15 'Repeated race with progressive increase in speed and exercises in the circuit with the ball; 2' jump; 20 'technical exercises with race simulations; 8 'anti-fatigue exercises and stretching

Additional training session (45min). Mixed type seat consisting of: 7 'general activation with slow running and games with the ball passed with the hands; 3 'stretching; 10 'Repeated race with progressive increase in speed and exercises in the circuit with the ball; 20 'technical exercises with race simulations; 5 'anti-fatigue exercises and stretching at the end of 20 minutes of training competition.

Materials and equipment: regulating basketball court (40m x 20m), regulatory basketball ball, cones, signal flags, complete with basketball composed of shorts and shorts, baskets, detection grid.

Results

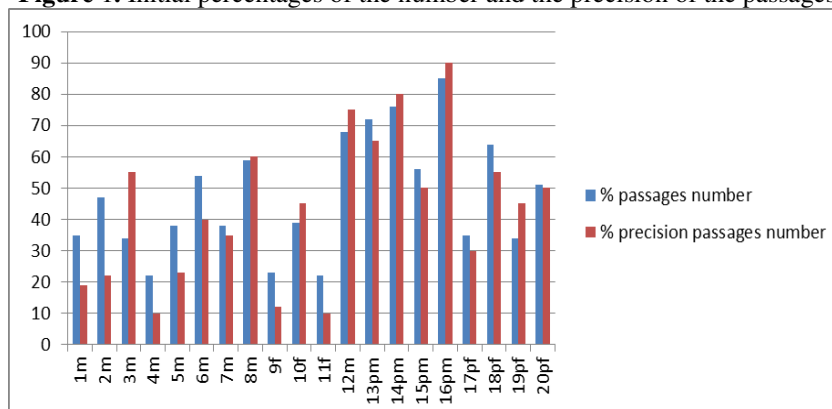
Initial data (Table 2 and Figure 1).

Table 2. Initial percentages of the number and the precision of the passages

Athlete	% passages number	% precision passages number
1m	35	19
2m	47	22
3m	34	55
4m	22	10
5m	38	23
6m	54	40
7m	38	35
8m	59	60
9f	23	12
10f	39	45
11f	22	10
12m	68	75
13pm	72	65
14pm	76	80
15pm	56	50
16pm	85	90
17pf	35	30
18pf	64	55
19pf	34	45
20pf	51	50

M = males - F = females ---- PM = male partners - PF = female partners

Figure 1. Initial percentages of the number and the precision of the passages



Final results (Table 3 and Figure 2). Average precision increase of about 6% (of which 7% disabled and 5% partner), increase in number of passages of about 7.75% (of which disabled 7.8% and partner 7.7%).

Table 3. Final percentages of the number and the precision of the passages

Athlete	% passages number	% precision passages number
1m	55	31
2m	53	48
3m	46	61
4m	34	20
5m	66	55
6m	66	56
7m	52	49
8m	59	64
9f	37	26
10f	73	65
11f	24	10
12m	72	75
13pm	98	81
14pm	88	90
15pm	78	76
16pm	91	90
17pf	61	54
18pf	70	57
19pf	54	55
20pf	74	58

M = males - F = females ---- PM = male partners - PF = female partners

Figure 2. Final percentages of the number and the precision of the passages



Discussion

The research project has stimulated young people in comparison to verify each person's abilities. The continuous search for improvement under a technical point of view, but above all in terms of attention and relationship, has allowed everyone, disabled and partners, to achieve the objectives set by the project. During the first meetings the boys could not apply effective tactics of play because they don't know the potentials of the companions but with after some weeks the improvements have been increasingly significant. Particular attention has been paid to able-bodied children who have learned to use their skills according to the disabled partner. To make it clear that you had to make a precise passage in terms of space, direction, intensity to allow the partner to make another passage or a shot (15), it was tiresome but rewarding.

The "partners" always had the tendency to complete the action between them, forgetting the purpose of the game according to the rules of the Special Olympics, that is: the protagonists of the game are the "athletes" with disabilities. The partners, all able-bodied, however, supported the activity of disabled teammate by putting at their service all the energies and relational and collaborative qualities they had.

We have worked hard on the space-time dimension with ball-carrying exercises within a well-defined area. With this type of exercise, the boys, appropriately followed and stimulated, unconsciously learned also some basic principles of tactics, such as placing themselves in a space not occupied by the partner while leading the ball, avoiding collision. In trying to occupy the spaces, the boys have learned to move with the ball without keeping their eyes fixed on it but trying to capture the movements of the companions and acting in their function. Fundamental (16), for the correct execution of the exercises was also the acquisition of a good ball management, with good rhythm and precision in the dribble. Initially, the boys trained to lead and pass freely, avoiding grouping. The moment when they learned how to play in the field according to their team mates, the technical level of the performances in the race has improved. Using an inductive method, starting from the experience, the exercises have allowed to also acquire numerous rules of play.

Conclusions

Disabled athletes and partners involved in the research project showed enthusiasm and participation in the performance of sports during the six months of detection. The performance of afternoon training sessions allowed to highlight a continuous improvement of the performances both in training competitions and in school performances. In fact, the quarterly and final votes, particularly of the partners, exceeded the sufficiency while at the end of the first quarter there were numerous insufficiencies. The final results, measured at the end of the activity, showed a percentage improvement of about 6% for the accuracy of the passages with an average almost equal between disabled and teammates. The number of passages has recorded an improvement of about 8% with a light advantage for disabled athletes. Significant percentage improvements were recorded by the 5m, 10f and 17pf athletes for whom it was recorder an average performance improvement of around 30%.

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