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THE ROLE OF PLAY ACTIVITIES IN REDUCING RMD IN CHILDREN OF HYPERACTIVITY

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Abstract

The current study aimed to know " The role of play activities in reducing RMD in children of hyperactivity" The study was conducted in Iraq /DhiQar Governorate, Where the researcher adopted the descriptive curriculum as it is the appropriate approach to the research procedures, and the research community consisted of children of excess activity in the primary stage in the first and second grade of primary school to be the sample of the research, to achieve this, To achieve this researcher built a scale for kinetic disorders, and the scale consists of(30) paragraphs distributed over two areas, and each field has a group of (15) paragraphs and after extracting psychometric properties from (validity and consistency) was applied to the basic sample , the researcher used the appropriate statistical means for the researcher procedures(Pearson correlation coefficient, Kay square2, T-test for one sample, and paragraph discrimination coefficient), the results of the research showed the superiority group in the research in order to reduce their motor disorders , and in the light of the research results the researcher came out with a set of conclusions, recommendations and proposals complementary to the current research.

Keywords(Play activities , to reduce , RMD, children of hyperactivity).

Summary:

The current study aimed to know (the role of play activities in reducing systemic movement disorders among children of hyperactivity), the study was conducted in Iraq / DhiQar Governorate, where the researcher adopted the descriptive approach as the appropriate approach to research procedures, and the research community consisted of children of hyperactivity in the primary stage In the first and second primary grades to be the sample of the research, and to achieve this the researcher built a scale of systemic motor disorders and the scale is (30) paragraphs distributed on two fields and each field has a group of (15) paragraphs and after extracting psychometric properties from (honesty and consistency) was applied to The main sample, and the researcher used the appropriate statistical means for the research procedures, including (Pearson correlation coefficient, Kay 2 square, T-test for one sample, Paragraph differentiation coefficient). Conclusions, recommendations and proposals for research complementing current research.

Keywords: play activities, depression, RMD, children of hyperactivity.

Chapter one: introducing research

First: Research problem:

One of the most widespread behavioral problems and disorders in childhood is the problem of hyperactivity and motor disorder, and this disorder affects (10%) of the world's children (AD, 2004: 44).

Movement disorders and hyperactivity are among the common disorders among children, and the proportion of those with it ranges between 3-5% in the United States of America only, according to what was reported by the American Mental Health Agency, and children with this disorder suffer from the inability to focus on different stimuli for a long time ; Because they find it difficult to follow the instructions directed to them during the performance of the tasks assigned to them, and they have a weak ability to think and respond due to the large number of their movement disorders that lead to not understanding anything directed to them (Masumah, 2003: 77).

She noted in the (Fifth Statistical Manual) that the rates of infection with this disorder are based on the diagnostic symptoms in the Fifth Statistical Manual of Psychological Disorders, noting that its global prevalence rate reaches 3.4% of children according to the statistics of the National Center for the sources of the disorder of hyperactivity (half, 2018: 12).

Regarding the prevalence of hyperactivity in Arab circles, some studies indicated that it is about 10.5% (Madadi, 2018: 10).

As for its percentage in Iraqi society, it constitutes about 2.5% through some studies that dealt with this disorder (Khashoggi, 1999: 43).

Both Landawi and Moore (1991) state that there are at least 35,000 children in Los Angeles, America, who are hyperactive, and in every classroom that has (25) children often has excessive activity, and there is no country in the world that is free of this problem, and has indicated The results of a study by Lambert and his colleagues (1978) indicate that increased activity is concentrated among primary school children, and the results of the Eshten and colleagues study (1986) indicated that increased activity is spread among children more than adolescents, and among males more than females (Al-Mutairi, 2005: 81).

Motor disorders are one of the most common and widespread problems in children, and they cause the child many problems, the first of which is excessive activity, or a lack of attention, as well as the health problems that the child causes for himself; As a result of increased motor activity with impulsive behavior; This makes him put himself in many difficult or dangerous situations without thinking (Al-Jaafirah, 2008: 6).

Here, the problem of RMD shows that it leads to seizures that may last for a short period of 3 and 130 seconds, and may last in rare cases. For continuous movement disorder up to an hour, and at most most episodes of systemic movement occur before or during sleep, so some cases have shown systemic movements during activities that require alertness, such as driving, for example; Here, it is considered a problem if he has systemic movement disorders, which leads him to not control his movement. Because most of the time they do not remember the movements that they made during their RMD, and also lead to another problem is sleep apnea, when they occur may provoke a rhythm of movement movement disorder (Mayer et 2007: 116-111).

Hence, the current research problem in preparing for the role of play activities in reducing systemic motor disorders among children of hyperactivity is highlighted to us. Thus, the current research problem is determined in the following question:

* The role of play activities in reducing systemic motor disorders in overactive children?

Second: The importance of research: Importance of the research

Special education is one of the modern topics in the field of education, and you see that individuals with special needs are a group present in every

society, and they are called different terms, such as non-ordinary individuals, and other terms, and under the umbrella of people with special needs it includes individuals who deviate a marked deviation in Their mental, emotional, linguistic, motor and sensory development for ordinary individuals, and the concept of people with special needs includes the following groups: the gifted and the mentally and visually and physically handicapped, and those with communication disorders, emotionally and behaviorally disturbed, and other other groups, where these groups with special needs constitute a significant proportion In every society; Their prevalence is estimated to be at least 3% and may rise to 10%, bearing in mind that these proportions differ according to the type of disability, as well as the societies in which the study was conducted (Kwaveh, Omar, 2010: 16).

The importance of the current research is that it deals with a category of special education that is in need of research and serious study, and represents a category of children who suffer from excessive activity, as well as the research presents a new training technique in the Arab environment, which is the role of play activities, to identify the extent of movement disorders System in children increased activity after application of the activity on them.

Therefore, the field of education for people with special needs is concerned with providing a set of programs that constitute an integrated organization that includes all educational services that are provided to non-ordinary children, and includes educational, social, psychological, counseling, health and rehabilitation services, with the aim of providing the conditions for proper growth that leads to self-realization, and passing through various experiences, A sense of security and safety, and acceptance from members of society, as a prelude to their positive assimilation (Muhammad, 2015: 15).

In the last two decades, the symptoms of hyperactivity in students have become one of the most important basic symptoms in the field of mental and mental health. Statistical estimates in America indicate that between 5% and 20% of school-age children exhibit symptoms of increased activity, and the result was that, at the outset, the association of these symptoms in childhood with the appearance of mental disorders in adolescence (Sandoval, 1997: 293).

Given the importance of play in spare time, in children with motor disorder; We note that many developed countries, such as the United States, England, and France, have included important and useful topics in their curricula on leisure and recreation, in their various educational institutions, such as schools and universities, and those institutions are also interested in training learners

on recreational activities in its various fields (Darwish, Al-Hamahi , 2004: 124).

As far as the researcher is aware, the subject of the current research has not been studied in Iraq yet, which adds another importance to it; As it provides a measure of systemic motor disorders for students with increased activity, and a methodology that was not previously used in Iraq, hence we can say that this research provides educational and educational institutions that deal with children of hyperactivity with a useful scientific scale; To benefit from it in the rehabilitation of children of hyperactivity.

Thus, the importance of this research is evident through the provision of important activities, which help the child to reduce systemic motor disorders, and the improvement in children with increased activity in their disorders, which reduces the burden of the parents of these children, and society.

In addition to what was presented, we find that the importance of the research lies in the following:

Theoretical importance:

1- It provides primary school teachers with proposals that help them to control the movements of the children of the extra activity, in order to achieve the goals they aim to achieve.

2- It helps in building a scale and activities, it appoints teachers and parents, in their dealings with children, through how to control their movements, through applying the program to them, and indulging in achieving the significance of activities.

Applied importance:

1 directing the attention of some specialists working with children of the excessive activity, to the extent of their limitations in dealing with cases of motor disturbances among their students, through knowledge of dealing with them, and how to control their movements by guiding them to the right path.

2 that the study is interested in studying an important segment of society, and there is also a percentage of students who suffer from this disorder, so there is a humanitarian duty towards these, in order to help them advance the most beautiful reality in their society.

Third: Research objective:

The current research aims to:

Learn about the role of play activities in reducing systemic motor disorders in overactive children.

For the purpose of reaching this, the researcher has investigated the research objectives:

A- Systemic motor disorders in children of hyperactivity.

B - Are there statistically significant differences at the level of significance (0.05) in the degree of systemic motor disorders in children of hyperactivity.

Fourth: Research Limits: Limited of the research

The current research is determined by:

1. Human threshold: Primary and second grade students with RMD and hyperactivity.
2. Time limit: the semester of the academic year (2020-2021).
3. Spatial limit: Government primary schools of the General Directorate of Education in DhiQar Governorate (Al-Rifai District Center).
4. Cognitive limit: play activities, reduce RMD, children of hyperactivity.

Fifth: Definition of terms: Definition of the research

1. activities play: Define each of:

a. According to (Dictionary of Psychology): It is an activity carried out by humans, individually or collectively. For the purpose of enjoying playing without any other motivation (Al-Hila 2002: 33).

2. Systematic motor disorders:

a. Zappert (1905) is a neurological disorder characterized by frequent involuntary movements of a large group of muscles, either before or through sleep, and usually includes the head and neck. The majority of episodes of systemic movement occur during sleep without rapid eye movements, which usually Associated with mental states or mental retardation, this leads to systemic movement disorders (movement, 2003: 138).

3. Overload: Hyperactivity

He knows who:

A. Define the statistical and diagnostic evidence for mental disorders (DSM - Iv) as a developmental disorder, which appears during childhood, and in many cases, before the age of 7 years, and is described with inappropriate levels of development, in terms of visual and auditory attention, and hyperactivity and impulsivity (Mushaigeh , 2008: 10).

Chapter two: theoretical framework and previous studies

First: play activities

These activities assume that the human body needs to play as a means to restore its vitality and activity, so playing is a way to revitalize the body after long and difficult hours of work, and it also helps to restore the energy exhausted at work, which is a serum against nervous tension, mental stress and psychological anxiety (Yusuf, 1958: 25).

We note that sporting activity is those games or sports that are practiced in free times and free from intense competition or that are practiced outside the federal and organizational framework. Recreational activity represents a means of occupying free time and we see that recreational activity occupies an important place in the lives of peoples, especially developed ones, and it is an activity Recreational physical body based on the principle of pleasure, which includes the philosophy of life, which is the philosophy of Heros in France, where in the West they see that there are two types of activity: the federal sports activity of capitalism, while the second is the physical sporting activity recreational recreational entertainment of pleasure and pleasure and achieving happiness and happiness to its fullest extent, so play is a need Essential of the needs of children as it is an innate predisposition and one of the necessities of his life such as eating, sleeping and cleaning (Al-Khoury, 1996: 77).

Theories explained for playing:

It is difficult to confine all opinions about the theories explaining the game because of the multiplicity of factors affecting it and affected in the complex social life, and from these theories are the following:

1- The surplus energy theory (Sincer and Schiller theory): This theory says that the healthy active bodies, especially children, store some of the muscle and nervous energy that requires venting that results in play, while performing their various functions.

This theory indicates that human beings have reached many capabilities, but they do not use all of them at one time. As a result of this phenomenon there is a surplus power and a surplus time, they are not used to provide special needs only. However, the human being is a disabling force for long periods, and during periods of disruption they accumulate Energy in the centers of healthy, active nerves and their accumulation increases and thus reaches the degree of breakdown of the idle energy and leads to the presence of energy and play outlets and is an excellent means to exhaust this accumulated energy (Khattab, 1984: 56-57).

On the one hand, play relieves an individual from his accumulated fatigue, nervous tensions and the exercise of his social duties, and is considered an important means to restore the human and psychological balance of the individual (Moynca, 1982: 163).

2- The theory of preparation for life: Kars Gross, who advocated this theory, believes that playing is the general motive for exercising the instincts necessary to survive in the lives of adults, and in this way he has seen play as something that has a great purpose, as he says that the child by playing is preparing for himself the future life, so when the girl plays with her doll She trains motherhood, and the boy when he plays with his gun, he trains to fight the enemies as an aspect of masculinity, this is with regard to the relationship between children in pre-industrial societies as explained by Karl Gross, while in industrial societies compensates for the individual in developing his talents and creativity inherent in him since his early childhood and has an opportunity to express About his potential energies and their development is accompanied by a kind of inner satisfaction, this is what Mills mentioned (Al-Qazouni 1978: 31-32).

3 The theory of replay and summarization: Stanley Hall believes that play is nothing but a representation of the experiences of the learner and the repetition of the known stages that the individual has passed through. 1990: 227).

4- Recreation Theory: Gates Moss, a pioneer of physical education in Germany, believes that recreation to play is that the human body needs to play as a means to recover its potential energy as well as help to activate the systems of the human body as it removes fatigue for the individual, especially as it helps to remove the psychological factor That is why we use travel, trips, and games to remove psychological boredom from the individual (Balle, 1975: 221).

These types of theories of play were originally called (leisure activities) or they are called (surplus activities) and it has been assumed that on certain occasions internal conditions such as hormonal production or the like may be accumulated to the extent that makes the rigid innate kinetic patterns that are built. Usually a specific behavioral sequence is triggered by an appropriate stimulus that is less in strength than those required in normal situations or may be triggered without any stimuli at all in the use of recreational play for children (Miller, 1990: 33).

5- Recreation theory: It is similar to recreation theory, where you see that playing urges a person to go out and practice some activities such as hunting, swimming, and such activities give the person a rest and relaxation that helps him to continue performing his duties in a high spirit that leads to comfort in children who play playing (Balle, 1975: 221).

It is considered one of the oldest theories that dealt with playing, and its owners, headed by the German philosopher (Lazarus), see that the primary function of play is to rest the body from the trouble of work and from fatigue. In a way other than the image in which he was using it during work, it gives his tired muscles and tired nerves an opportunity to rest, as well as the goal of playing comfort only was better for adults to play more than children play because the work of adults and their efforts exerted called for recreation from playing with children, however We see that young people are more playful than adults in the use of recreational play in children in order to get rid of the extra energy we have stored in order to have fun in playing (Al Ghurair, Al Nawaisah, 2010: 34).

6- Jan Piaget's theory of play: this theory focused on the study of sensory perception, and among its most important pioneers (Kovka, Kohler), and Gestalt as a term that means shapes and formations in the German language, where this theory can be summarized as being based on total thinking, and the overall overall view, despite The parts complete this whole, but they can be used to develop logical thinking, by creating or using toys. For example: If we want to teach numbers from (1-20), we can put bags containing balls representing the numbers mentioned, so we assign the child (S) to choose a certain number, He may choose the game that indicates them as the balls in the bags, as this in turn represents the field and the numbers within the basket represent the parts, where it is an integral position, based on the theory of Gestalt, and thus constitutes the requirements and laws of theory, which is the law of balance, fullness, integration, convergence and stability.

It is worth noting that this theory confirmed that the reaction of (the individual / child), that is, its behavior depends on its temporal age, personality, and current condition, and all the factors surrounding it, for example, a balloon is a fun game or something dangerous according to the age and growth of the child, and this is the reason that makes the child negative in a situation And, shy in another, and comfortable in the third, as can be measured the attractiveness of the game for the child by the amount of movements made by the child when playing with that game, and realizes the overall position of the game (Abdul Hadi, 2004: 52).

It is called (mental theory) in play because it is linked to mental processes based on assumptions:

1- The first assumption:

It is that mental development goes in a certain sequence that can be accelerated or delayed, but it itself cannot change experience.

2- The second assumption:

The sequence is not continuous, but consists of stages, each of which must be completed before the next cognitive and mental stage begins.

3- The third assumption:

The sequence is interpreted based on the type of logical operations it contains.

Because Piaget's play theory is through the important points in it:

- The gameplay is realistic.
- Play as a learning tool.
- It is based on reconciling capabilities and expectations.
- The teacher matters.

Everything in the environment is a source of learning.

- It requires improving, organizing and exploiting games.
- It has great realism (Khafji, 2008: 6).

Play is a natural and innate phenomenon that has its psychological and social dimensions, because it is an activity that the child performs without any pressure on him from the surrounding environment represented in his family,

social and natural environment, this indicates that it is a free and independent activity and is related to space and time, as it is linked to health, growth and development as it is considered An integral part of the child's life and development, as play and growth are interrelated, interrelated, and interactive, with a close and lasting relationship, and the levels of play vary according to the levels of the child's development, since the forms and types of play are closely related to the stages of his development,

We notice that Piaget divides toys according to the stages of the child's development into three types:

1- Training games:

It appears in the kinesthetic stage, where the child plays when there is something that he can play with, and this type of play grows during the first months of the child's life and reaches its maximum to the first two and three years of his life, then begins to gradually diminish until it disappears.

2- Symbolic play:

It appears in the pictorial stage, where the child does not need things to play with as he can imagine the existence of this thing so he imagines his game using anything else, just as the child has the ability to visualize and act and this type of play begins during the second year of his life and begins with contradiction At the age of six.

3- Grammar Games:

These games appear in the social stage of play, which indicates the tradition of children in early childhood for adult games, but organized games do not appear in children except from the age of seven to eight years of age (Al-Obaidi, 2010: 71).

Piaget's theory from the Swiss is considered one of the most prevalent theories of mental development in the fields of psychology, and it attracted the attention of scientists and conducted several research to verify its data, Piaget spent a long time observing the behavior of children without interference on his part, he was giving them specific problems and then examined The methods that they use to solve them in all ages, and based on his observations, he reached several opinions:

1 that the child's thinking changes as the age progresses, and that cognitive development takes place at certain stages in which the child uses mental processes that differ according to this stage.

2- Piaget believes that cognitive development proceeds according to four sequential and interrelated stages, so it is not possible to reach a stage without going through the previous stage.

3- He did not specify temporal ages in which each stage occurs, but are approximate and not fixed ages, which vary with individuals.

4- Piaget believes that these stages are general for all people.

5- Piaget stresses that not all individuals must pass these stages.

Second: systemic motor disorders

RMD is a neurological disorder characterized by frequent involuntary movements of a large group of muscles either before or during sleep and usually includes the head and neck. Zapper described it in 1905 as night soaking *Jactaiocapitisnocturna* as described by Crocht as *rhythmie du sommeil* (Rhythmic). 2003: 135-138).

The majority of RMD episodes will occur during sleep without rapid ocular movements, despite the appearance of symptoms of RMD, so we notice that it is usually associated with psychological conditions or mental retardation dearly. This disorder leads to a physical injury due to unwanted movements, due to the continuous contraction of the muscles, often disturbing sleep patterns. The patient is different from restless legs syndrome, i.e. the cravings to move before bed. Systemic movement disorders occur for both men and women alike. Usually they occur during the early childhood period with symptoms that fade with age. They also have other sleep disorders, such as sleep apnea. The grinding of the teeth and the sucking of toes tremor (Ramar, 2008: 329).

In order to consider RMD satisfactory, the International Classification of Sleep Disorders (2nd Edition) requires that LL-LCSD clearly affect the sleep of RMDs, causing normal impairment in daytime activity or resulting in painful physical injuries requiring medical treatment (or may Causing injury if preventive measures are not taken (American Academy 2005: 223).

Third: Hyperactivity

One of the most important topics that attracted the attention of many scientists and researchers is the topic of increased activity, as we find that the degree of movements of many children or students in a period of their lives is excessive, some thing or the degree of their attention is somewhat weak, and that the difference and variation in the behavior of children or students is

something Natural and clear, but the different behavior of students in the early stages of life makes it difficult to differentiate between natural and abnormal from those behaviors or responses, and the student's behavior is the result of his dealing with others and their dealings with him, such as excessive significance and excessive protection, and on the other hand the lack of affection and neglect, but there is ill and unwanted conditions that may lead to these wrong behaviors, including those with hyperactivity (Al-Dulaimi, 2016: 113).

This disorder is known as ADHD because it is a severe and continuous physical and motor activity accompanied by the inability to focus and pay attention in a way that makes the child unable to control his behaviors and accomplish tasks, and this disorder appears in children in the age period between (4-5) years and the prevalence rate ranges between 3-5% and it is more common in males compared to females (Scheffer, Mellmann, 1999: 117).

The role of the family in raising a child and raising him socially increases in early childhood, as it is the first nucleus and primary group and social institution in which the child lives and through which he acquires many experiences that form the basis for many concepts about himself and through what he acquires from the family leads to the activity Excess in children, as he sees the world through the eyes of his parents and brothers who make up the small nuclear family, and since most of what the child learns in his early years has the character of consistency and continuity, the child's perception and concept of what is going on around him in his near and far social environment in subsequent years depends to a large extent Based on the concepts, values, and attitudes he had in early childhood that he acquired from his family during which some of the patterns and values that led him to upset him (Al-Nashef, 2007: 22).

The method has been developed with the aim of providing a punitive method to reduce excessive motor behavior in children. It also includes a training component so that the person who facilitates the conduct of his activity is taught how to behave correctly, and when the person performs the behaviors that the excess activity requires, he is refrained from promoting it, and also that the person performs These behaviors for a relatively long period so that it is an objectionable or repulsive thing to him and therefore it will not reduce the unacceptable behavior and take the correction of the behavior of the student with increased activity two forms are the following:

1- Excessive correction by returning the situation to a better condition than it was in this method is forcing the individual to correct or restore the situation that caused his disorder not only to what he was before the occurrence of his unacceptable behavior but to correct it to become much better than it was.

2- Excessive correction by positive practice in this method forces an individual who performs unacceptable behavior to perform desirable behavior through the behavior analyst to perform excessive correction of children's behavior using good positive practice (Al-Khatib, 2017: 219).

Therefore, the researcher finds that the child with a lot of movement finds great difficulty in adapting to the laws of the school and must explain the child's position to the teacher so that he can provide him with assistance and prefers to keep the child with excessive activity within small groups of students and not within large numbers and always remember that the child with frequent permanent movement has dispersion in his attention and he does not have a lack of intelligence, and the child benefits from short lessons more than he benefits from long lessons, and the parents, the teacher and the psychiatrist must cooperate with each other in order to reach good and beneficial results for the children of the extra activity.

Previous studies:

Study (Al-Janabi, 2013)

The effect of the method of linking with basketball skills in reducing excess activity and developing some treatment and eating movements for children aged (10-12) years.

This study was conducted in Iraq at the University of Babylon at the College of Physical Education, and aimed to know "the impact of the method of linking with basketball skills in reducing excess activity and developing some treatment and eating movements for children aged (10-12) years" and the study sample consisted of (44 children) has been Their selection was randomized by (16 children to apply the research group to them), and the equivalence groups method (control and experimental) was used, and a scale was prepared to detect the levels of excess activity for children aged (10-12) years, and the following statistical methods were used: (percentage, Arithmetic mean, median, standard deviation, torsional coefficient, simple correlation coefficient (Pearson), (t) test for independent samples, (t) test for symmetrical samples, Kay Square (Ca^2), (t t) test, difference coefficient, alpha and spatula coefficient The results of the study showed that the method of linking with basketball skills is one of the effective methods that contributed

to reducing excess activity among members of the experimental group (Al-Janabi, 2013: 9).

Walen et al., 2006 (walenet: 2006)

The daily lifestyle for children with disabilities of impressive attention to the excessive activity and to identify the parent relationship between children and their mothers compared to ordinary children

The daily lifestyle of children with Attention Deficit Disorder associated with hyperactivity and recognition of the parenting relationship between children and their mothers compared to ordinary children.

This study was conducted in America, and aimed to know "the daily life style of children who suffer from attention deficit disorder associated with excessive activity and identify the parenting relationship between children and their mothers compared to ordinary children." The study sample consisted of (27) children and their mothers, and the results showed differences Statistical significance in the daily life patterns of these children compared to ordinary children, where they had behavioral problems more than ordinary children, represented by lack of irritation, impulsivity, weariness, boredom, frequent speech and inconvenience, measurement of attention deficit, the use of statistical means, arithmetic mean and square Kay, and also the results of the study showed that these children who They suffer from attention deficit disorder associated with increased activity. Their relationship with their mothers was tense and they were in permanent contradiction with them (Abu Shawareb, 2013: 71).

Aspects of benefit from previous studies:

Because previous studies are close to the current research, the researcher has benefited from the previous studies in terms of the following:

- 1- Reviewing the play activities presented by these studies that relate to the development and reduction of motor disorders and how the systematic systematic procedures by which the disorders were reduced for children of hyperactivity.
- 2- The researcher reported identifying psychometric properties of honesty and consistency.
- 3- Benefiting from how to use the statistical methods used in previous studies.

4- Seeing some sources that can be referred to and more from it.

Chapter Three: Research Methodology and Procedures: This chapter will include an explanation of the research methodology and procedures:

Procedure of the research

This chapter includes the research methodology and procedures that the researcher followed in order to achieve the goals of her research, how to build the tool, its honesty and consistency, and the analysis of paragraphs and statistical methods that were used in analyzing the results, which will be presented as follows:

Curriculum of the research:

The researcher used the descriptive approach because it is appropriate to the nature of the problem and to achieve the goals of experimental research, it is one of the types of educational research methods that are used in scientific research and most honest and is the way in which the features of the modern scientific method are represented in the correct form, it does not depend on the principles of thought and the rules of logic but rather that goes to To control the phenomenon and make some changes to some variables related to the subject of the study regularly (Al-Arrash, 2015: 43).

Research Population: Research Population

The current research population consisted of (10) pupils from the first and second primary grade pupils out of a total of (1900) pupils from the first and second primary grade pupils from ordinary pupils and those with extra activity belonging to the primary schools of the DhiQar Education Directorate / Riffa District Education Department for the academic year (2020.2019).

Research Sample

The researcher selected an intentional sample of (10) students from primary schools (for the first and second grade) of the Directorate of Education, DhiQar Department of Education, Al-Rifai district for the academic year (2020.2019) for the following:

1- The school administration and its educational staff expressed their cooperation with the researcher in applying the research, and this is necessary for the success of the experiment, and also because this school is closer to the researcher's residence.

- 2- The fact that the children of hyperactivity from a social and economic community are fairly close.
- 3- Availability of a suitable place to apply the research to students.
- 4- The presence of an appropriate number of pupils of the extra activity.

The researcher chose a sample that consisted of (10) pupils of the extra activity. They were (10) males only, intentionally chosen by selecting teachers from among the number of pupils of (150) for the first and second primary grades.

Search tools: Research Tools

The main objective of the current research is the role of play activities in reducing systemic motor disorders in children of hyperactivity. To achieve the goal of research and verify its hypothesis, two elements must be available: the scale of hyperactivity, the measure of systemic motor disorders.

A measure of excess activity.

Concept definition:

It is a behavioral disease that appears in a child or student with a variety of symptoms and a different reaction, which is more pronounced when he leaves home and enters school (Al-Dulaimi, 2016: 115).

Scale description:

The researcher adopted the scale for identifying those with hyperactivity, which was prepared by (Al-Dulaimi, 2016), and the scale may be (15) paragraphs according to the variables of the hyperactivity, through which the researcher examined a group of students of the extra activity.

Scale instructions:

The researcher prepared the instructions for the scale, based on the instructions set by the study (Al-Dulaimi, 2016), which included an explanation of how to answer its paragraphs, while urging the teacher to answer each of the paragraphs of the scale accurately and objectively because the instructions are clear to him.

Scale Correction:

The scale includes a correction key for the scale given to each vertebra one degree, and thus the highest score is (15) degrees which is considered to be

high over activity, and a degree (8-14) degrees of possible excessive activity, and a degree (0-7) degrees is considered normal motor activity

15	14 ,13 ,12 ,11 ,10 ,9 ,8	7 ,6 ,5 ,4 ,3 ,2 ,1 ,0
high	May be	normal

Validity of the scale: Verification of apparent honesty of the test and logical honesty, as the results showed apparent honesty obtained an agreement rate (80%) by the arbitrators, while logical honesty, the research results showed that all paragraphs of the scale are statistically significant, so the scale is considered true in the measure of excess activity .

* Stability of scale:

The concept of scale stability means the extent that it is free from irregular errors in the scale, i.e. the extent of the test measurement of the real amount of the attribute that it aims to measure, then the test scores are constant if the test measures a certain feature in a consistent measure in the different circumstances that may lead to measurement errors, so the stability with this Meaning means consistency or accuracy in measurement (Abu Alam, 2000: 131). To verify the stability of the scale, the researcher followed a method:

Re-test: The researcher has re-applied the scale to the first exploratory sample in (Al-Rafidain Elementary Boys School) one week after the first application, and the teachers themselves (numbering 14) teachers who answered the paragraphs of the scale in the first exploratory application answered the paragraphs of the scale In the second application, the researcher calculated the Pearson correlation coefficient between the first and second applications of the scale, as the value of the stability coefficient (t = 0,86) is considered a good stability coefficient, as McLaughlin and Lewis (2008) indicate that there is a set of rules that determine Whether the reliability coefficient was good or not, he established a magnitude of (0,80) as a minimum (Mclonghlin, Lewis, 2008; 137).

B- A measure of systemic motor disorders.

The researcher has prepared a measure of RMD to be consistent with the requirements of her current research.

By examining the researcher on previous studies, literature and research, it became clear that there is no ready scale for measuring the study variable (systemic motor disorders) that can be relied upon to measure the mentioned variable, so the researcher built a scale that measures the study variable

(systemic motor disorders) where the researcher built a scale based on the definition The scientist (Zabrett, 1905) whom he defined as (is a neurological disorder characterized by frequent involuntary movements of a large group of muscles either before or through sleep and usually includes the head and neck most of the episodes of systemic movement occur during sleep with no rapid sample movements which are usually associated with psychological states Or mental retardation that leads to RMD).

* Description of the scale:

The researcher built a measure of systemic motor disorders, and it may be of two domains (the motor field and sleep disorders), which consists of (30) paragraphs distributed on two fields, and psychometric properties of it have been extracted from the apparent honesty and sincerity of the building, and these fields have been presented and defined on a group From experts to know its validity Appendix No. (1) shows that:

Distributing the number of paragraphs to the areas of the questionnaire in its primary form

Ratio For every item	No. of items	Domains	s
%100	15	Kinetic field	-1
%100	15	Sleep disorders	-2

* Instructions for scale:

The researcher prepared the instructions for the scale, which included an explanation of how to answer its paragraphs, as well as the goal of applying the scale while alerting the teacher to answer each of the paragraphs of the scale accurately and objectively because the instructions explained indicate the accuracy of the scale in order to give accurate answers to it.

* Correct scale:

Each of the paragraphs of the scale includes three answers (A, B, and C). Weights are specified in a row (1 - 2 - 3), as the answer is given (A) one degree, the answer (B) two degrees, and the answer (C) three degrees, and thus The lowest degree obtained by the scale is (30) degrees, and the highest degree is (90) degrees, with a hypothetical average of (62) degrees, and thus the degree that determines the systemic movement disorders is (95) degrees and lower, so if the student gets a lower degree or Below the hypothetical mean, for example, he obtained a score of (95) that has RMD.

Validity of scale:

The researcher followed two types of honesty:

1- Virtual honesty:

To verify this type of honesty, the researcher presented the paragraphs of the systemic kinetic disorders to a group of specialized experts, and a Kay box was used to analyze the opinions of experts, so the calculated value of (Ca2) ranges between (10) degrees and is higher than the (Ca2) tabular value which is (3.84) at the significance level (0.05) and the degree of freedom (1) if no paragraph is deleted from it.

2- Honesty of the building:

The researcher extracted the validity of the construction for the scale of systemic motor disorders by calculating the discriminatory power of the vertebrae and by calculating the correlation of the vertebra score with the overall degree of the scale, the vertebral score in the field as well as the field degree with the overall degree of the scale.

* Applying the scale to the survey sample:

A first poll sample:

It aims to know the clarity of the scale paragraphs and reveal aspects of weakness in it in terms of the formulation and content of the paragraphs of the scale, as well as the time it takes to answer the paragraphs, and the researcher applied them to the first and second grade children (14) children, and teachers took children of the extra activity The answer to the scale paragraphs, whose number reached (14) teachers for the first and second grades, and the results of the survey sample resulted in clarity of the content and formulation of the scale paragraphs through the lack of teachers' questions about the paragraphs, and the average answer to the scale paragraphs (25 minutes).

B- The Second Exploratory Sample: (Statistical Analysis Sample):

After it was confirmed the clarity of the scale paragraphs through the first exploratory sample, the researcher distributed the scale to the exploratory sample consisting of (10) children from the first and second grade primary children who were identified with the extra activity by their teachers, who numbered (14) teachers for the first row And the second primary from the statistical analysis sample.

* The Discriminative Force of SCM Paragraphs:

The researcher believes that the discriminatory force contributes greatly to the researcher's recognition of what the paragraph measures, as well as to identifying the weaknesses that make some paragraphs invalid, and works to reformulate them. The scale was applied to the exploratory sample of (10) students from the activity's excess of the tool on Monday. The coincidences 1/1/2020 After correcting the scale sheets and arranging the grades in ascending order, and choosing the ratio of (5%) as a higher degree, and (5%) as a lower degree, the number reached (10) students for both the upper and lower groups, and by using the T-test for two independent samples and at the level of significance (50,0) and the degree of freedom (8). It was found that the calculated T value ranges between (6,736 - 2,378) which is higher than the tabular value of (2,14), and this means that there is statistical significance between the upper and lower group scores, and this means that all paragraphs Function and the scale has a high accuracy and distinction.

* Statistical mean

The statistical methods used in this research, whether in its procedures or in analyzing its results and using the SPSS statistical bag.

Chapter Four: Presentation and interpretation of results

First: Presentation of the results:

To achieve the goal of the research, which is to identify (the role of play activities in reducing systemic motor disorders in children of hyperactivity), the researcher verified the results of the research as follows:

Result interpretation:

The results of the research are consistent with the results showed that children in excess activity increased to reduce their systemic movement disorders through play activities.

The researcher attributes the results to the following reasons:

The results of the current research indicate the role of play activities used in reducing systemic motor disorders in children of the first and second grade primary children with increased activity, as it was found from the results of the current research that students who were exposed to activities decreased their movement disorders significantly compared to what was their disorder before applying Activities, the researcher attributes this positive result that the current research reached to the scale that was built according to the research requirements for children of excessive activity, and the results of the current

research proved the ability of the scale to reduce systemic motor disorders in children of hyperactivity, and the results have demonstrated the positive effect of the scale in reducing disorders And identify them with the members of the sample.

The results also showed the importance of the role that the scale plays in identifying children of hyperactivity through the available diagnostic criteria that provide the opportunity for the teacher to correctly diagnose children and provide the opportunity for children to overcome their problems and modify their behavior.

The researcher attributes these results to the following factors:

1. That the scale that was established to identify children with hyperactivity included various criteria and each category included an independent measure in itself that had a clear impact on achieving the goal of research, which is building a scale to reduce systemic motor disorders in children.
2. The cooperation of school administrations and centers for children of over-activity and teacher cooperation led to positive results.

Conclusions:

1. The measure that the researcher built to reduce systemic motor disorders has a positive role in assisting teachers and workers in the field of children with special needs in identifying children of hyperactivity.
2. The children of the extra activity need training and counseling programs as well, based on scientific foundations, according to the problems they suffer.

Recommendations:

1. Educational institutions should, in cooperation with the family, direct adequate care to children with increased activity to advance the academic level of children by helping them to develop a study plan and bring it to the level of achievement of peer peers.
2. The need for the Ministry of Education to diagnose the children of the hyperactive and caring for them and provide them with services that suit their needs and disabilities.
3. The responsible mentor should make early detection of cases of overactive children and provide them with assistance to reach them to the level of their regular peers.

4. Participate in developing programs to care for children with hyperactivity in cooperation with parents or with teachers to generate increased interest in caring for their children.
5. Using the scale of the systemic movement disorders that the researcher prepared in order to reduce the disorders in children of hyperactivity and their involvement in various activities, which helps them to invest the pent-up energy they have to the extent achieved.
6. Encouraging extra-curricular activities in schools and setting up scientific trips that contribute to revitalizing and consulting children's activities to discover, develop their abilities, potentials and thinking.

Suggestions:

Complementing the research, the researcher suggests conducting the following studies:

1. Conducting a similar study on other special education classes (autism, Down syndrome, and others).
2. Conducting a similar study to identify children of hyperactivity in the primary stage.
3. Study the difficulties that the teacher faces in solving some psychological problems, especially those related to distraction and some problems related to the decline of some mental abilities in children. Excessive activity.
4. Conducting a study on the relationship of low motivation for learning among children with increased activity in some variables (economic, social, and cultural).

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