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SHORT REPORT

DISABILITY OF 'STUDENT IN SCHOOL AGE...

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Schools should play a significant role in spreading the message understanding and acceptance of disability rights, helping to dispel fears, myths and prejudices, supporting the efforts of the whole community. Should develop and disseminate educational resources to support students to develop an awareness individual's disability or that of others, helping them to consider in a positive diversity. It is necessary to achieve the goal of 'education for all in compliance the principles of full participation and equality. Education has a role instrumental in building from future for all, both for the individual, both for the person as members of society and the world of work. The education system must therefore be the central place that will ensure personal development and social inclusion, that allows children and young people to be as independent as possible. The education system is the first step toward a society of 'integration. [the Declaration of Madrid, Non-discrimination as affirmative action equal social integration, Madrid, 2002]

Keyword: disable, school, learning, playing, integration

Abstracts

The school, despite the great transformations in recent years that have made it more problematic than before, remains a fundamental and indispensable reference point in the growth of children. It constitutes a central sector of society that contributes to the harmonious development of personality of the individual.

From the educational point of view, there is neither age nor schools that are not essential for the construction of their own life project. The need to know, try and open up to new learning experiences accompanying the entire life of a person. At all stages of life, we must encourage the individual to the best, taking into account the facets of his personality and his ability to transform into real skills. Therefore, if someone could not enjoy adequate educational demands, has the right to be enabled to recover them. Because if it is true that the functions exercised tend to atrophy, or at least to weaken, it is also true that the flexibility and complexity of the mind and human experience is such that, for life, recoveries, and even progressive improvements general and specific personality and quality of its culture.

Disability.**1.1 The importance of education in the growth process of the individual.**

The school, despite the great transformations in recent years that have made it more problematic than before, remains a fundamental and indispensable reference point in the growth of children. It constitutes a central sector of society that contributes to the harmonious development of personality of the individual.

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The individual educational process, in fact, begins with the life and ceases only with it, in a continuing dynamic of conquest and possible involutions, so nothing is never won once and for all and nothing is ever gone forever. This certainty is also a powerful factor of encouragement and confidence in their abilities, from those who are "differently abled". There is, moreover, no situation of disability which could reduce the integrity of the person to some of his deficit. No person is defined by subtraction.

The outlook calls for more education, in fact, every individual's capabilities and exploit all available resources in the different evolutionary processes: the only way it becomes possible that a balanced development, leveraging on the strengths of one, can develop weaknesses, especially in those situations that are still folded in on themselves.

Education is therefore the enemy of any bias and requires constant harmonious development, comprehensive and integrated all the dimensions of the person and in all stages of life. Consequently, the educational dimension in the training of the disabled person, must be designed to respond to special educational needs in all situations in which they occur. The interpretation of disability requires, therefore, a dual focus: to the person who expresses the needs and to the environment, physical and social, in which the needs are given. The reduction in disability, which is the primary purpose of the educational process, is played on these two polarities: the attention to individual needs and adaptation / adjustment of the context.

The disabled. The term "differently able" has been used to reflect on the fact that every person, more or less able, if it is enabled to bring out the best, in an environmental report, expresses skills and abilities that go beyond appearances tied to a chair with wheels, to crutches to cane.

This definition highlights, therefore, all the skills that each individual is a carrier and that, therefore, precisely because they refer to an individual person, are different. Personalization of interventions, then makes the activity targeted specifically to each individual. But who is the real disability?

May be a disability who with the right tools, it is placed in a position to make up for their disability? The idea of disability can also be introduced for people generally considered normal when the computer does not know how to use in this age of information technology or know how to drive, now essential to get there, or do not have the capacity to adapt to changes, seeking new knowledge.

Well you have to be first person and then disabled, one must believe in what we have and we can. In this direction is a tendency to give more quality to life and greater respect for diversity, overtaking him emotionally and practically, so value it.

1.3 What is meant by disability today.

In the existing documents of the World Health Organization (ICF-DH-2, renamed ICF, International Classification of Functioning Disability and Health, published in May 2001) on disability and handicap, the word disability is used to the keyword operation to indicate three fundamental dimensions that affect the disabled person: the body (impairments of structure, equipment and systems), activity (limitations on activities, from simple to more complex), participation (restrictions and barriers to participation).

The questions to answer becomes: what are the structures and functions compromised? How to effectively carry out different activities an individual? What is the experience of involvement of an individual in a given social situation and to a certain health condition?

The ICF does not classify people, but analyzes the characteristics of health within the context of their individual life and environmental impact. This document therefore represents a cultural change with regard to the assessment of health status as it considers inextricably linked the complex relationship between body, mind, environment, context and culture. This turnaround is also highlighted by the introduction of new terms, especially terms disability / handicap, which are replaced by activities and social participation. It is the interaction of the characteristics of the health and environmental factors that causes the disability, rather than the deficit reported to the individual (with the risk, in this second case, to identify the person with his disability).

Disability can then be understood in a perspective of "equality" of solidarity, based on the concept of diversity as a normal human condition: what happens today someone, it could happen tomorrow to any of us through an illness, an accident, or as a natural consequence of the aging process.

In this sense, the dimension of integration, knowledge deficits and learn to accept the handicap for rejection, and even reduce it to not add any new ones, becomes a central point in the planning of any educational intervention. The prospect of integration is one that is not content distinctions in categories, but try to see people individually, each with their own needs, and to understand the originality and sharing. The integration is, therefore, in this sense, a shift opposite to that which leads to segregation, certainly tortuous and difficult but absolutely essential for a school that wants to call worthy of the name.

2. Motor activity and Disabled.

2.1 The value of mobility for persons with disabilities.

Sporting activity manifests the need of the body to express itself, the movement is a vital need in all ages of man. Through sport, the disabled person, like everyone else has a chance to improve their coordination, strength, endurance, speed, to improve their skills, their willingness to train and learn to overcome fatigue. From a psychosocial standpoint, the sport socialization, encourages all 'commitment, stimulates the nerve, promotes loyalty and encourages interpersonal communication and collaboration.

For all this to happen we must ensure that sport is a function of person and not vice versa. The place where you can practice sport must be an environment in which friendship, cooperation and team spirit are the basis of interpersonal relationships and the achievement of the result is only an incentive to improve themselves. The roots of this positive approach to sport, which can be recognized for both the disabled person and for the able bodied, they are in school and in particular in the educational dimension through the motion that the school must provide an early stage.

On the pedagogical level, it is appropriate that sport, in the case of the disabled person is freed from moving an end in itself. The practice of physical activity should be targeted, with regular checks, and must be considered an important means of training because it allows the person to bring into play not only his physical and mental ability, but also to experience ethical and social values.

In particular. motor activity for disabled people has a great recreational value which is a motivation and a push to experience joy and pleasure in life, sharing this with others. The ability to retrieve the contact with the surrounding world is one of the most important goals of sport for disabled people. In this scenario education and sport are two terms are intended to closely intertwined: the education aims to transform the potential of the individual in the traits that characterized his personality, the sport is to express personality through the drive and the game.

Physical activity also gives the disabled person the opportunity to recover a body, returning the body to its importance. In this way the disability ceases to feel the body as a foreign object to be entrusted to others, but gives him back his own purposes. Practice and sport can therefore help to discover themselves and to satisfy the need for autonomy and independence.

2.2 The adapted physical activity.

Currently in education, scholastic and extracurricular activities, leisure and recreation, adapted physical activity is seen as a teaching strategy that can encourage people with special educational needs, the process of growth in all the dimensions of personality (motor, cognitive, emotional, social), encouraging them to adopt attitudes and lifestyles correct.

The systematic practice of physical activities and sports by increasing number of customers has posed new challenges educational psychology, sociology and methodology in order to allow everyone to perform physical activities and sports, according to the inclinations, capabilities, potentials and needs of each. Access to the practice and sport is now an 'obligation' legal systems and slowly involving international institutions, European and national. This has led to increasing attention towards physical activity, which is currently a fast growing industry that involves an increasingly broad and diverse, allowing also the elimination of stereotypes associating the activities only to the disabled population ..

When we speak of Adapted Physical Activity (APA in English, Adapted Physical Activity) "refers to any movement, physical activity and sport departing from interest, skill or individual capabilities and can be practiced by individuals limited in their mobility by deficient physical, psychological, or mental or alteration of several major functions. " The adapted physical activity ie constitutes a body of interdisciplinary knowledge directly to solve problems that occur during psychomotor learning life. These problems can be individual or environmental. This means that the adapted physical activity includes both attitudes to support individual differences and adaptation, is a developmental system of services designed to improve the problems. It includes knowledge from different disciplines, uses them in an integrated and complementary way, using the most effective and targeted to the specific case in order to achieve or restore a balanced state of wellness and health, including through the assumption of a style of life more active.

The benefits that the adapted physical activity can bring to people with disabilities and people with special needs are now beyond doubt. People with disabilities and those needing special education, are entitled to a support system capable of ensuring the optimum development of personality and a social dynamic and aware. In this respect, social integration should be as active and participatory in order to exclude the processes of segregation and respect the following principles: non-discrimination (meet the specific values of different

individuals), equal opportunities (to remove the difficulties resulting from barriers of all kinds, including social obstacles that prevent full participation in social life), to deal with demanding situations.

Physical activity uses adjusted, therefore, the theoretical foundations of education and adopt the operational psychomotor teaching physical education and sports, it is not a discipline in itself, nor a motor branch of education is a process teaching that promotes participation and expression of people in the practice and sport, taking into account the capabilities, opportunities, difficulties, the pace of learning and development of each. It is proposed, therefore, as a personalized teaching aimed at ensuring the success of each according to their peculiarities.

2.3 The adapted physical activity in education.

The role which is currently adapted physical activity in school, is to provide an essential educational tool that improves the quality of life and provide all pupils with disabilities opportunities suited to their abilities. In all classes there are children with special educational needs, therefore, in trying to guarantee all students a balanced program of education, teachers need to adapt their teaching so as to engage and involve both the children with specific difficulties, both children with particular talents. Adapting an intervention of motor education, in fact, is not to reduce or offset the specific learning objectives and educational goals of the discipline, but make an adjustment to reflect the specific characteristics of students with disabilities. A different special needs, (eg motor, sensory, affective) are different problems for the student and the teacher and, therefore, different adaptations.

The adapted physical activity must have as main objective to develop in the students with disabilities make the pleasure of physical and mental effort, the habit to get into the game, the sense of responsibility, self-esteem, self-efficacy. It must also provide the opportunity to build a relational importance, accustoming students to live and work with others, and allow the acquisition of transferable skills in life everyday.

In planning for adapted physical activity intervention is therefore necessary to consider the student disabled person as someone who has a body and an emotional dimension, social and spiritual, who acts and who tries to solve the problems that the environment presents. Thus, the adapted physical activity represents for him the opportunity to use resources with motor, cognitive and affective needed for the body to develop their personality in all its aspects: cognitive, affective, physiological, morphological.

From a methodological point should be proposed to students with disabilities appropriate activities at their own level while considering their potential and their difficulties.

Know the strengths and weaknesses of their students is the best resource for planning a suitable job with the class and successfully manage their projects. No child should be called to address activities that may aggravate its difficulties, which embarrassed him, laying him open to failure, or wound him. In contrast, an experience that poses a degree of difficulty accessible pupil, will be significant for him and his execution will provide a sense of competence and thus contribute positively to its growth.

The lessons of motor education must, therefore, represent a space where we can experience positive, feel good and where to learn to tolerate and respect each other.

3. Educational program.

3.1 The planning of activities: the role of the teacher.

Define the content and learning objectives in a program of adapted physical activity does not require teachers to change either the design or the strategies of teaching-learning process, but requires a spirit of constant renewal of teaching practice.

In practice, education and sport do not require pupils to imitate the movements and activities, the goal is to advance all students enabling them to transform, through experience, a great variety of bodily actions, taking account of their lived body and motor. Through fun activities and cooperative, it promotes the interaction of personality dimensions, social, physical-motor, and emotional-affective, and encourages students to think in different ways through the resolution of problems and provide answers and solutions engines may depending on the skills and capacities.

In the wide range of activities and sports, those that lend themselves better and to help reduce the gap to normality / diversity are undoubtedly play activities and games (institutionalized and non-cooperative games and even games drawn from the folk tradition). Through them the teacher is able, simultaneously, to plan learning tasks and to adapt the different motor activity levels of skills and abilities of different subgroups, encouraging learning.

The role of the teacher is crucial, because for the pupil are important, not only to activities that are proposed, but also the verbal and nonverbal behavior of the teacher. The teacher, in fact, must be able to integrate and apply specific knowledge in the different disabilities, and knowledge to adapt and manage group activities.

The teacher, in planning the various activities, will:

1. identify what skills, knowledge, attitudes, social / emotional possesses or lacks the disabled students through integrated reading the documents, functional diagnosis and the dynamic profile functional analysis of the initial situation made through systematic observation, the administration of test engines, testing structured or semi-structured knowledge. This analysis allows the assessment of motor skills, the coordinative abilities, skills conditionals (such as strength, speed and endurance, that is those physical-motor skills of the person are determined by energy factors, organic muscle and structural) and attitudes.
2. set an educational plan that draws on both the potential that the difficulties of the pupil, is trying to find a point of contact between the curriculum planning and educational profile integrated (PEI) of the pupil with a disability.
3. systematically verify the correspondence between the planned targets, objectives achieved and the process of teaching-learning process.

3.2 Proposals in methodology.

The problems that arise frequently in relation to access for disabled pupils to the practice and sport, are linked in particular: the presence of architectural barriers, the lack of availability of equipment specific sport in schools, to problems in contemporary management of the class' s disabled pupils, to lack specific training and the limited presence of support teachers during the hours of education and sport.

If all this is added the lack of awareness on the part of some families about the benefits that the practice of physical activities and sports can make in children, is even more striking the inadequacy of motor practice for people with special educational needs, thus limiting their commitment to the motor only rehabilitative

To address these issues is needed from the school, to be able to develop projects that also involve disabled pupils in physical activities and sports, with a scope that is about growth, development and maintenance of motor function in an interactive relationship with the development of cognitive and emotional with the game and the other core disciplines of the curriculum.

Among other activities, particular importance is accorded to the path psychomotor and expressive and practice of physical activities with psychosocial goals. These activities have the potential to provide educational opportunity for all pupils learn to act in the environment through mastery of his motor skills, and an even better understanding of themselves in order to gain transferable skills in areas different generations, thus, a spiral of knowledge further.

It is therefore necessary to educate the psyche and the engine. Whatever the problem, the educator, in general, will try to find different techniques for improving behavior.

He will seek:

- 1) awareness of their bodies
- 2) focus on balance
- 3) control of global coordination and segmenting
- 4) Control of breathing
- 5) structuring of body image and space
- 6) better adaptation to the outside world.

These objectives, their physical education can be pursued through a wide range of physical activities which are carried out mainly in the form of play.

In the field of teaching and education is therefore possible to perform the following activities:

- Business sense perceptual motor, which has its foundations in nonverbal communication, manipulative, plastic, graphics;
- Activities for active exploration of the environment and functional adaptation to it, centered on the conquest of motor, personal and social;
- Motor education as literacy base engine, targeted acquisition / consolidation of motor skills and development of motor skills and conditional coordinative
- Sports, competitive or not, which offer the opportunity to enjoy a spot so rewarding.

3.3 Assets to be proposed in the various age groups.

In planning the various activities is essential to take into account the age of the subjects. Motor development is, in fact, through a series of chronological stages or phases that allow the child to develop their potential and to acquire higher levels of motor activity. It is therefore important to respect these stages and according to them identify the different learning objectives, remembering that they will always intermingled with the specificity of the individual.

In the period from 6 to 10 years, you must remember that the CNS is in the phase of maximum plasticity and therefore the child is able to acquire a large amount of packaging and automation, through exercises and a global morticia .

All activities will then be directed to the structuring of motor patterns, ways of working with diverse and mostly playful. These activities must be conducted under aerobic, as it allows the exercise of moderately prolonged.

Muscle tone, for lack of specific hormones related to the maturation of sexual organs have not yet had been made, will be small. This facilitates the relaxation exercises, elastic joints (stretching) and joint mobility, particularly needed in the presence of specific disabilities. In some cases, however, the trauma causes crippling muscle tension and spasticity: in this case will be appropriate to intervene with financial liabilities, through the alternation of stretching exercises and relaxation.

The age ranging from 11 to 14 years, is the age in which it is the body image and acquire more sensitivity to the heritage kinesthetic. E 'can then consolidate large motor skills base, improve mobility, enhance the speed and frequency of movements.

In this age it is refined further development of fundamental movements such as running, el'effettuazione major athletic movements.

To improve speed, strength training might include faster, jump drills (for disability concerned) and launch (for all).

The overall strength will be increased and as regards the pace in a wheelchair, alternatives Navigating long sections at intervals of recovery, introducing, therefore, repeated exercises.

The proposed activities, always in a multivariate analysis, should therefore be designed to correct, even if adapted, somatic development, which enhances the functionality of the boy. Will then develop opportunities for aerobic work, with its enhanced cardio-respiratory system, and encouraged the acquisition and refinement of the wider range of motor skills. 15 to 18 years will instead increase its targeted expression of strength.

It will, however, should carefully evaluate the real capacity of performance of individual adolescents, to avoid excessive workload, exceeding the individual limits. It is known, in fact, too mild stimuli, especially in this period of growth, do not favor the ability of yield potential, while excessive stimulation can be harmful.

A key factor will therefore be able to assess the state of development and maturation of individual children, through a thorough investigation concerning the type of injury sustained in order to identify the functional residual and called for the development with the right loads.

In the case of amputations, will be critical to intervene with targeted strengthening exercises to avoid, or at least limit, the onset of deformation compensation (eg. 's Shoulder when the arm is absent homolog).

Regarding the possibility of energy, it is good to keep in mind that aerobic power is, in this period, the maximum of its possibilities.

Finally, the scheduling of work should be individualized for each student through the development of a functional terms relating to each individual and the specific type of disability.

3.4 The adaptation strategies of motor activity for students with disabilities.

When conducting activities and sports is necessary to provide appropriate conditions for pupils with special needs.

The special needs pupils should be considered right from the planning stage, analyzing the need for adjustments to both activities, equipment and environment, both the adaptation of motor tasks and rules of the game. The adaptations to be carried out may be more or less and focus on different floors.

Spaces and environments. Should reduce or expand the space so that the student can better orientation in space to be used. You need to increase the ability to access the gaming area, determine the distances and eliminate sources of distraction. Is also very important to vary the brightness of the environment and use of signals or positioning devices.

Equipment. The equipment can be changed, although you should try to use the tools as often as usual this is possible.

The tools that can be adopted include: balls, balls read or deflated balloons of different sizes or different materials (sponge, rubber, fabric); over plastic or deformable (these are minor obstacles to be overcome in various lengths so having), colored ropes of different lengths, circles of different diameters. You can also use an unconventional material to build small tools, such as sheets of newspaper or cardboard boxes to create cloths or rods to build tunnels or to mark the paths.

Task. Motor activities may be similar proposals several times in different stages of the lesson (such as the passage of the ball that can be repeated multiple times within the lesson but in different ways: passing the ball while standing still, pass the ball, running, playing the game the 10 passages). Moreover, a given activity may be aimed at achieving different objectives.

Difficulties. In some circumstances the technical skills required by a game or a year may be replaced with skills that a child with difficulty can manage more easily. The difficulty of a task can also be customized by proposing variants executive space-time (eg run forward, backward, sideways, inside and outside rims, rally, fast / slow, etc..) In order to accommodate and develop motor skills of each student. It is also important not to underestimate the abilities of disabled children, which often can be very creative about adaptation.

Rules. The inclusion of disabled children is also achieved through the adoption of small business strategies, changing some rules of the game or insert new ones. In an activity in pairs or groups the student with disabilities can be assisted by a tutor. For example, you may decide that the two play as if it were a person, or you can even decide to play all boys in pairs so as not to create differences. This trick is especially useful for pupils with visual impairment. Or playing volleyball you may decide that the ball may be stopped or contacted several times before being postponed.

Group. Organize groups of uniform levels of skills and abilities makes it more engaging learning a motor task and encourages cooperation. In some circumstances it may be useful for disabled pupils and students less able to work together, play ball type rilancialta.

Motivation. Communicate and reinforce the student after each execution improves the sense of personal self-efficacy and autonomy. This strategy is valid for both nell'alunno disabled as for the able-bodied student. On the next page are some tables summarizing some suggestions for adapting physical activities for children with special needs.

Table 1. Variables to adapt the games and sports to promote the inclusion of pupils with special needs.

Possible variables to adapt games and sports					
Participants	Equipment	Play area	Rules	Role players	Other Players
Knowing the abilities Learn about their experiences. Knowing the appropriate activities for their age. Knowing which activities are most welcome and those who dislike the most of the students (mental, visual, auditory and motor). Learn about their experiences. Knowing the appropriate activities for their age. Knowing which activities are most welcome and those who dislike the most.	Make the object of the game bigger or smaller. Make it softer and softer. Audible or visible. Change the structure of the object. Make it lighter or heavier. Increase the size of the target.	Enlarge or shrink the field of play. Visibly mark the boundaries of the playing area (for example, ropes, cones or mattresses). Steer individuals toward thereof game. Lower the height of the targets....	Changing the rules of the game, eg. a child with disabilities is not limited in time to hold the ball. Changing the goal of the game, eg. from competitive to cooperative. Increase tactical tasks, eg. play by holding hands 2 to 2. Assign a guide or aid of a teammate. Increase opportunities, eg have more chance to beat or longer before the opposing team starts to defend. Shortens the game or add more recovery time.	Changing role of players such as reverse attackers and defenders. Restrict or add responsibilities, such as only break or just run. Define the tasks for the players to one or two. Reduce competitiveness.	Simulating disability. Learning to turn to offer help. Try to develop adaptation strategies. Try it in turns to make the captain or the leader.

Table 2. Examples of adaptation of games to the network.

Rules	Equipment	Environment	<input checked="" type="checkbox"/> Instructions
Allow two bounces in tennis or volleyball, allowing the ball to bounce, allowing more than one attempt to joke, to allow a player to receive, to walk with the ball and shoot.	Using an inflatable ball, like a beach ball, which has trajectories more slowly, use a sponge ball.	Mark in a more visible the playing field, for example with larger lines or cones, decrease the stimulation (eg noise), create a rest area, use a field shorter and wider.	Involved in the game the teacher, engage classmates that can help to provide assistance, use different teaching strategies, seek to provide individual instruction when possible.

4. Conclusions.

Experience your body in a conscious, personal, critical, creative and satisfying, to know and control their emotions and drive, to connect with people and the environment, transfer skills and being open to new knowledge are vital components in ' balance of the subject in its cognitive dimension, relational, communicative, expressive and operational.

In schools, education, mobility, and then adapted physical activity, is the most appropriate teaching strategy, as it enables the pupil with a disability to participate actively and directly to their growth process motor, psychological, intellectual and social

Indeed, through sport all persons with disabilities can achieve not only physically but also mentally and cognitively. The line strength lies in the belief that these people can live their lives fully, if you receive them appropriate support. For this to happen it is necessary that all sectors of society, and first school, work together to find appropriate support strategies, capable of promoting inclusion and integration of disabled people.

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