

"Educational units by using the new tools and music to improve the Motor abilities of autism children"

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Autism is one of the most difficult disorders, a child autistic suffers from a developmental disorder before the age of three, where it appears Permanent Self-contained, and take it at the thinking and the weakness of attention and communication, as kinetic activity is characterized Plus, in addition to the weak response to stimuli sensory Foreign Palaces skills in developmental various activities which requires constantly attract attention for a response to a request or a particular activity.

One of the most programs that address child autism disorders commonly used in Egypt, "applied behavioral analysis program" (Lovas program), (Robert) (2003,98), and founded by continuous training organizer, that hearings be individualized in the beginning, the total assistance in the beginning and gradually reduced, identify each skill alone at first, for each child and one response, create motivation I have a child in the ability to success and continuity in training, use of new tools, that the child imitate body movements using surrounding objects (tools) and access to recognize the independence of the demand and performance skill (9) attempts to correct without help.(Zoghbi) (2000, 39) (Nadia) (2000, 48) (Abdel Rahman) (2001, 56).

We have many of the previous studies that have motor skills either by improving or developing programs to develop such a study, "Ahmed Abdullah," was conducted (2002), "Yerevan Mahmoud" (2004), "Hani Fathy" (2003) and the fulfillment of Joseph (2008), "Rania Saied" (2009), Lina Sediek (2007).

After briefing researcher on scientific references and previous studies as well as international information network sites reached a group of tools developed can be used to improve various developmental capacity such as: (rubber strips of rubber ropes Plate Balance balls Swiss air mattresses him agree), and on Although there are previous studies used some tools developed such as health balls, Swiss balls, rubber cords in different math and demonstrated positive results in those areas such as the study of all Heba Said (2004). Salwa Musa (2006), Manal Sayed (2010) but it was not the use of tools developed the other in any of the scientific research, where I noticed a researcher through its frequency on some of the specialized

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institutions that therapeutic and educational programs lacking the use of tools developed that will attract the child's attention and excite the senses, But it is only normal to use traditional tools.

On the other hand is the language of music known to people as they Tunes various diversity between fast and slow rhythms work to create the kind of fun and happiness and give the general atmosphere sense of fun and suspense.

After conducting several interviews with specialists crystallized the idea of this research, where researchers have reached the possibility of using some of the tools developed with accompanying musical and get to know its impact in improving the performance of kinetic developmental capacity for autistic children as part of each child therapeutic tutorial.

The importance of this research is that enrich the therapeutic programs that aim to improve the kinetic developmental capacity of child autism, and that in addition to the content of educational programs specialized therapeutic institutions

Aim of the research:

Building units educational tools developed using the motor and musician, and get to know their impact in improving motor developmental capacity of children with autism (Phase I).

1. There are significant differences between the mean scores of the two measurements pre and post the total of the first pilot developed and used to improve the kinetic capabilities developmental tools for children and in favor of the dimensional measurement.
2. There are significant differences between the mean scores of the two measurements pre and post the total of the second experimental and used tools developed and musician in improving motor developmental capacity for children and in favor of the dimensional measurement.
3. There are significant differences between the mean scores of the two Post Tests initial experimental groups and the second to improve the kinetic developmental capacity for children and in favor of the experimental group second.

Methodology:

The researchers used the experimental method using two experimental homogeneous and unequal follow the two measurements pre and post in motor skills (running rebound, broad jump of fortitude, stand on one foot, flexible trunk, and lateral jump).

Society and the research sample:

Represent the research community in autistic children (Phase I) Center Bedaya in Qena, 2013 2014, where the chosen sample way intentional, and aged the time of (5: 6) years, where has the experience the base on a sample numbered (12) is divided for two experimental, while the study was exploratory for a total sample of (8) children AL nor Association.

Table (1)
Mean, Median and Standard deviation, Skewness of torsion of the rates of growth and Motor abilities developmental (n = 20)

	<i>Variables</i>	<i>Measuring unit</i>	<i>Mean</i>	<i>Median</i>	<i>SD</i>	<i>Skewness</i>
<i>Growth rates</i>	Age	Year	05.40	05.40	00.24	00.76
	Body Height	Cm.	80.80	80.00	04.74	00.51
	Body Mass	Kg.	21.33	21.60	01.48	- 00.55
	Mental age	Year	03.99	03.98	00.11	00.44
<i>Kinetic development al abilities</i>	Shuttle Running Test	Sec.	20.80	20.81	00.14	- 00.13
	standing Wide jump Test	Cm.	47.02	46.50	01.85	00.85
	standing on one foot Test	Nr.	25.20	25.50	01.61	- 00.56
	Flexibility of trunk Test	Cm.	01.09	01.12	00.06	- 1.33
	Lateral jump Test	Nr.	10.50	10.50	01.10	00.00

The torsion coefficients for growth rates and developmental capacity kinetic values of a sample under basic research and exploratory have ranged from (0.85: -1.33) and is confined between (± 3), which refers to the Moderation research sample in the distribution of these variables.

Table (2)
Significant differences between the two groups first and second in the experimental variables Search under way Mann Whitney (n = 12)

Variables	Measuring unit	Experimental Group1 (N = 6)		Experimental Group2 (N = 6)		Mean Rank	U	W	Z	Sig.	
		Mean	SD	Mean	SD						
Growth rates	Age	Year	05.53	00.20	05.43	00.19	07.42 05.58	12.50	33.50	- 00.92	00.36
	Body Height	Cm.	83.33	05.50	80.83	04.55	07.50 05.50	12.00	33.00	- 00.98	00.33
	Body Mass	Kg.	21.18	01.16	21.32	01.15	06.33 06.67	17.00	38.00	- 00.16	00.87
	Mental age	Year	04.03	00.11	04.00	00.09	06.67 06.33	17.00	38.00	- 00.16	00.87
Kinetic developmental abilities	Shuttle Running Test	Sec.	20.75	00.15	20.83	00.16	05.50 07.50	12.00	33.00	- 00.98	00.33
	standing Wide jump Test	Cm.	46.70	01.35	46.30	01.48	07.33 05.67	13.00	34.00	- 00.82	00.42
	standing on one foot Test	Nr.	25.00	01.41	26.00	00.89	05.17 07.83	10.00	31.00	- 01.32	00.19
	Flexibility of trunk Test	Cm.	01.11	00.06	01.09	00.07	04.17 05.83	14.00	35.00	- 00.66	00.51
	Lateral jump Test	Nr.	10.83	01.47	01.47	01.05	06.83 06.17	16.00	37.00	- 00.33	00.74

Table (2) shows the following results.

There is a statistically significant difference between the two groups first and second in the experimental variables under consideration since all probability is greater than the significance level error values of 0.05, which indicates Equality of in these variables

Personal interviews

The researchers conducted interviews with specialists in the field with special needs in general and autism in particular, inside and outside the Arab Republic of Egypt to get to know the nature of the motor side programs for children with autism spectrum (Phase I), and tools used in it.

Second, tools and devices

- Restamitr device - handed agree
- Music NES tunes
- Colored strips petition
- Pieces of wood size 3.8 cm × 3.8 cm × 3.8 cm
- Stop Watch
- colored pills bags
- Plate poise device
- Form Poll experts in units (under discussion)
- Lap Top
- coordination Ladder
- Duct tape

Third: the tests used

The researchers used “Kimo Battery” to measure the kinetic capabilities for pre-school children (Attachment 5), which Translated by Mahmoud Hussein (2010) (15), and selected for the timeliness and appropriateness of the nature of this research, as used in the latest previous studies which demonstrated positive results.

Scientific tests of the transactions:

The researchers calculated the transactions of scientific validity and reliability in the period from 19/07: 26/07/2014 AD and therefore as follows:

Validity:

The sincerity of the tests is calculated by comparing the terminal sincerity and on the same exploratory similar to the research community and outside the same basic research, has numbered (8) children was arranged grades upward to identify children with high level and the number (4) children and children with a low level and the number (4) children, has been significance of differences between the two groups at the expense of those tests, Table (3) shows the following.

Table (3)

Significant differences between children with high and low level in the battery "Kimo" Capacity kinetic manner Mann Whitney (n = 8) Unit tests

<i>Tests</i>	<i>Measuring unit</i>	<i>Groups</i>	<i>Nr.</i>	<i>Sum of Ranks</i>	<i>Mean Rank</i>	<i>U</i>	<i>W</i>	<i>Z</i>	<i>Sig.</i>
Shuttle Running Test	Sec.	Highest quarters	4	10.00	02.50	Zero	10.00	- 02.37	00.018
		Minimum quarters	4	26.00	06.50				
standing Wide jump Test	Cm.	Highest quarters	4	26.00	06.50	Zero	10.00	- 02.26	00.018
		Minimum quarters	4	10.00	02.50				
standing on one foot Test	Nr.	Highest quarters	4	10.00	02.50	Zero	10.00	- 02.37	00.018
		Minimum quarters	4	26.00	06.50				
Flexibility of trunk Test	Cm.	Highest quarters	4	26.00	06.50	Zero	10.00	- 02.37	00.018
		Minimum quarters	4	10.00	02.50				
Lateral jump Test	Nr.	Highest quarters	4	26.00	06.50	Zero	10.00	- 02.49	00.018
		Minimum quarters	4	10.00	02.50				

Table (3) shows the following results.

And no significant statistical differences between children with high and low level in all battery "Kimo" tests the capacity of the motor in question and for the benefit of children with a high level as the value of the probability of error is less than the significance level (0.05), which refers to the sincerity of the battery and its ability to distinguish between groups.

Reliability

The stability tests account in question using the test method applied and re-applied, and on the total sample of (8) children from the research community and non-core sample time a margin (3) days between the first application and the second, then was to find the correlation coefficient between the two applications, and schedule (4) shows the correlation coefficients between the two applications

Table (4)
Correlation coefficients between the first and the second two applications in battery “Kimo” kinetic capabilities under (n = 8)

Variables	Measuring unit	Test		Re Test		correlation coefficient
		Mean	SD	Mean	SD	
Shuttle Running Test	Sec.	20.83	00.13	20.79	00.10	00.82
standing Wide jump Test	Cm.	47.80	02.27	48.24	01.91	00.89
standing on one foot Test	Nr.	24.75	02.05	24.13	02.36	00.89
Flexibility of trunk Test	Cm.	01.08	00.06	01.10	00.05	00.83
Lateral jump Test	Nr.	10.25	00.89	10.50	00.76	00.85

Value (t) Tabulated at a temperature of freedom (6) and the level of significance 00.05 = 00.707

Table (4) shows the following results.

Correlation coefficients ranged between the first two applications and the second for the tests “Kimo Battery” capacity motor between (0.82: 0.92), statistically significant correlation coefficients as the values of (t) calculated is greater than the value of (t) Tabulated at the level of significance (0.05) than It refers to the stability of the battery tests.

The proposed units (Attachment 8):

Includes proposed units a variety of exercises motor which is characterized as easily as in performance it has researchers keen sense her arrangement and suitability of the sample and educational program objectives therapeutic institution to be applied using a set of tools developed diverse attractive, it has developed units so replace the development of motor side skills each child sessions and distributed in a logical collaboration with specialist skills development institution and includes the program as a whole (5) mobility capabilities under two units per week for each ability, and at a rate of (90) Min. per unit, bringing the number of the proposed whole units (10) units distributed (5) continuous weeks, an average of 900 hours, a number of the total hours of Units, researchers has Taken his mind to divide the unit to "introductory part "(10) Min., the main (70) Min., and the final (10) Min., and not to repeat the tools developed as much as a private in the two units for each successive possible capacity.

The researchers several steps before executing the search, namely: setting a goal for each unit, limit exercise kinetic easy performance, determine the tools developed that can be used, put the content of the units in the initial image and display it on (7) experts (Attachment 1) of the 18/7 - 23 / 7/2014 m and through a poll form (Attachment 6), has been used CSS questionnaire according to the balance of bilateral estimate as follows: accept (degrees) is accept (zero) by ticking (√) in front of what he sees fit, it has consented to the researcher ratio consent (75%) and finally put units in its final form (Attachment 8).

Pre Test:

Tribal measurement was conducted from 29/07/2014 to 31/07/ 2014 for children in the “Kimo Battery”; it has been in a private data registration forms (Attachment 7).

Basic experience:

The researchers in collaboration with the specialist in charge in a basic experiment from 02/08/2014 to 04/09/ 2014, where implementation took (5) continuous weeks, has been followed one method for one "one to One" (each child separately), according to the programs "Lovaas" user institution.

Post Test:

The researchers conducted telemetric from 06/09/2014 to 08/09/2014 for children in the battery "Kimo", taking into account that the measurement be under the same tribal measurement conditions, data were recorded in the same allocated to the measurement form tribal.

Presentation of results

Table (5)
Significant differences between the mean scores of the two measurements pre and post the first experimental group in battery "Kimo" kinetic capabilities under way and Wilcoxon (n = 6)

Variables	Measuring unit	Pre Test		Post Test		Sum of Ranks	Mean Rank	Signal direction	Z	Sig.	Change %
		Mean	SD	Mean	SD						
Shuttle Running Test	Sec.	20.75	00.15	20.30	00.20	21.00 Zero	03.50 Zero	- 6 + Zero = Zero	- 02.23	00.026	02.17
standing Wide jump Test	Cm.	46.70	01.35	48.75	01.17	Zero 21.00	Zero 03.50	- 6 + Zero = Zero	- 02.21	00.027	04.39
standing on one foot Test	Nr.	25.00	01.41	22.33	00.82	21.00 Zero	03.50 Zero	- 6 + Zero = Zero	- 02.23	00.026	10.68
Flexibility of trunk Test	Cm.	01.11	00.06	01.85	00.12	Zero 21.00	Zero 03.50	- 6 + Zero = Zero	- 02.21	00.027	66.67
Lateral jump Test	Nr.	10.83	01.47	12.83	01.47	Zero 21.00	Zero 03.50	- 6 + Zero = Zero	- 02.45	00.014	18.47

Table (5) shows the following results:

And no statistically significant differences between the mean scores of the two measurements pre and post the first experimental group in all battery "Kimo" tests the capacity of the motor under the direction of research and telemetric since all probability is smaller than the 0.05 significance level error values.

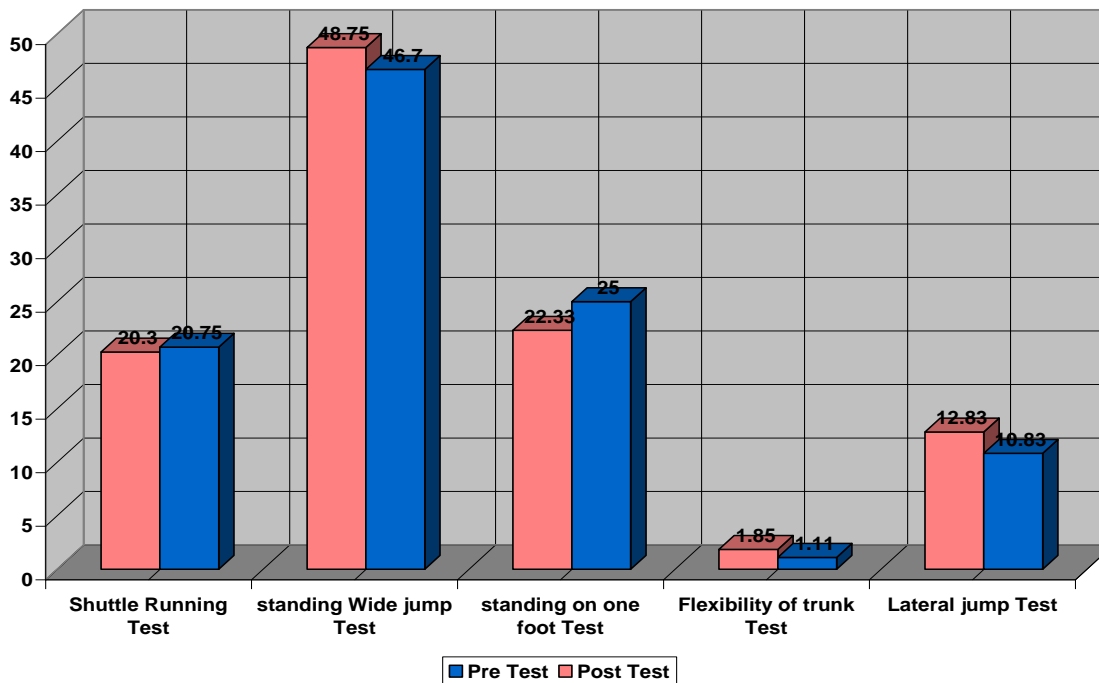


Fig. (1) Significant differences between the mean scores of the two measurements pre and post the first experimental group in battery "Kimo" kinetic capabilities
Table (6)

Significant differences between the mean scores of the two measurements pre and post the second experimental group in battery "Kimo" kinetic capabilities under way and Wilcoxon (n = 6)

Variables	Measuring unit	Pre Test		Post Test		Sum of Ranks	Mean Rank	Signal direction	Z	Sig.	Change %
		Mean	SD	Mean	SD						
Shuttle Running Test	Sec.	20.83	00.16	19.43	00.16	21.00 Zero	03.50 Zero	- 6 + Zero = Zero	- 02.33	00.020	06.72
standing Wide jump Test	Cm.	46.30	01.48	51.42	01.50	Zero 21.00	Zero 03.50	- 6 + Zero = Zero	- 02.26	00.024	11.06
standing on one foot Test	Nr.	26.00	00.89	20.83	00.75	21.00 Zero	03.50 Zero	- 6 + Zero = Zero	- 02.33	00.020	19.88
Flexibility of trunk Test	Cm.	01.09	00.07	02.14	00.09	Zero 21.00	Zero 03.50	- 6 + Zero = Zero	- 02.21	00.027	96.33
Lateral jump Test	Nr.	10.50	01.05	15.67	01.03	Zero 21.00	Zero 03.50	- 6 + Zero = Zero	- 02.33	00.020	49.24

Table (6) shows the following results.

And no statistically significant differences between the mean scores of the two measurements pre and post the second experimental group in all battery "Kimo" tests the capacity of the motor under the direction of research and telemetric since all probability is smaller than the 0.05 significance level error values.

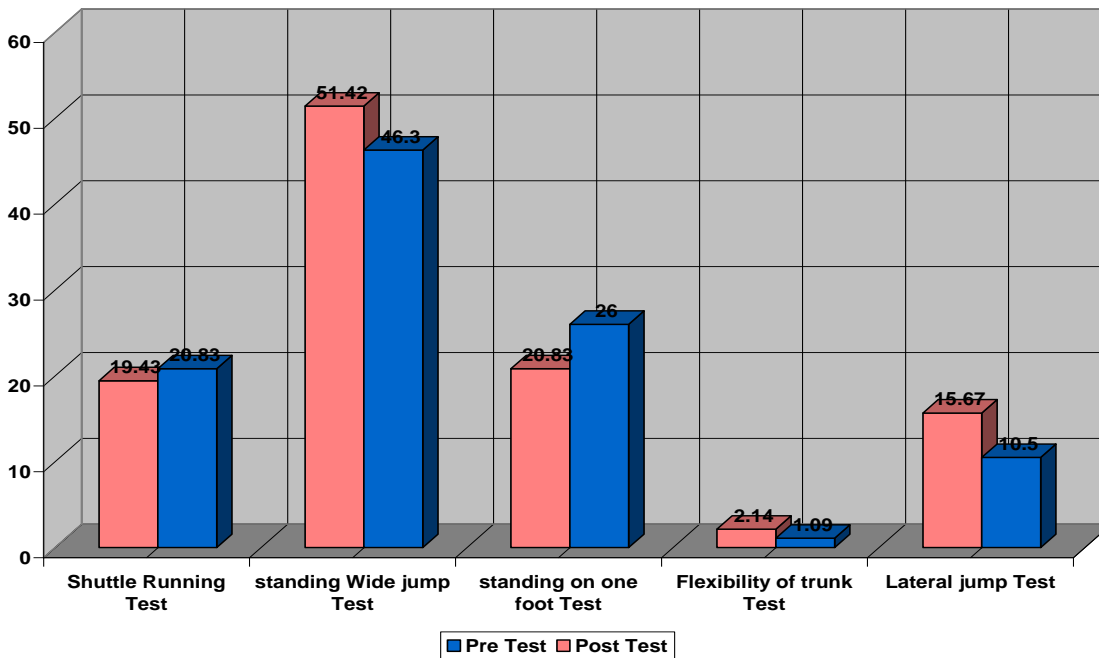


Fig.(2) Significant differences between the mean scores of the two measurements pre and post the second experimental group in battery "Kimo" kinetic capabilities

Table (7) Significant differences between the mean scores of the two measurements dimensions of the two experimental groups in the first and second battery "Kimo" kinetic capabilities under way Mann Whitney (n = 12)

Variables	Measuring unit	Experimental Group1 (N = 6)		Experimental Group2 (N = 6)		Mean Rank	U	W	Z	Difference of Change%
		Mean	SD	Mean	SD					
Shuttle Running Test	Sec.	20.30	00.20	19.43	00.16	09.50 03.50	Zero	21.00	- 02.89	04.55
standing Wide jump Test	Cm.	48.75	01.17	51.42	01.50	03.83 09.17	02.00	23.00	- 02.61	06.67
standing on one foot Test	Nr.	22.33	00.82	20.83	00.75	08.92 04.08	03.50	24.50	- 02.40	09.20
Flexibility of trunk Test	Cm.	01.85	00.12	02.14	00.09	03.58 09.42	00.50	21.50	- 02.83	22.66
Lateral jump Test	Nr.	12.47	01.47	15.67	01.03	03.83 09.17	02.00	23.00	- 02.59	30.77

Table (7) shows the following results:

There are significant differences between the mean scores of the two measurements dimensions of the first and second sets of experimental in all battery "Kimo" tests the capacity of the motor under the direction of the second and in the experimental group where all probability is smaller than the 0.05 significance level error values.

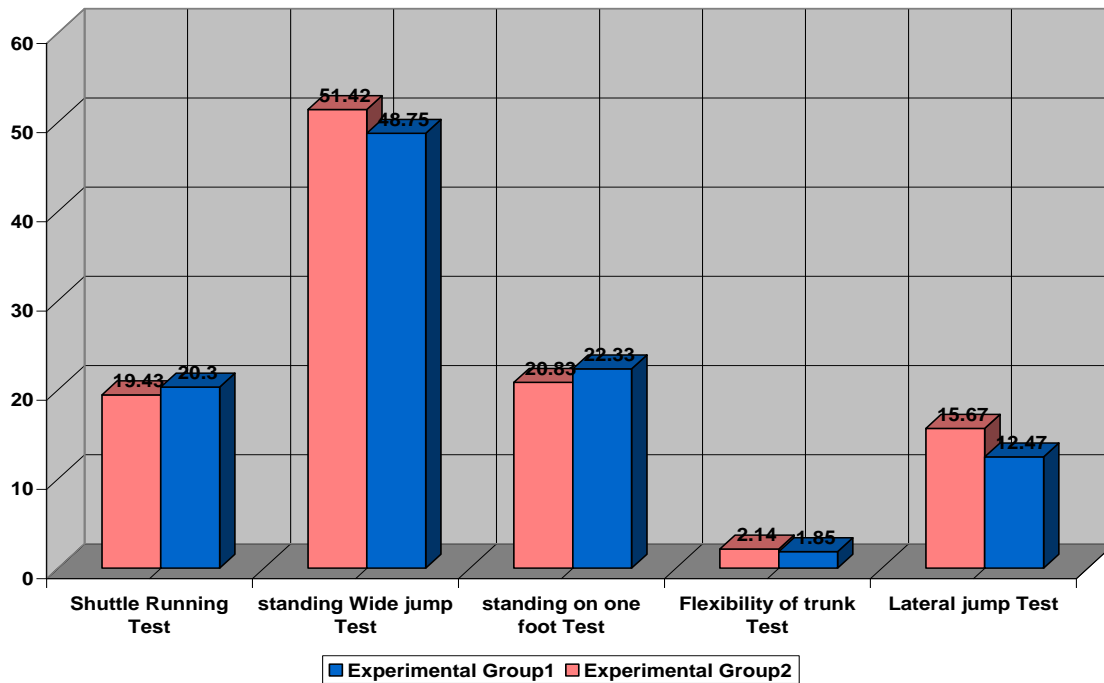


Fig.(3) Significant differences between the mean scores of the two measurements dimensions of the two experimental groups in the first and second battery "Kimo" kinetic capabilities

Discussion of results:

Table (5) shows, There are significant differences between the two measurements pre and post the initial experimental group and used tools developed (the principle of search) which indicates the improvement of motor abilities developmental I have children monotheists (the principle of search), and attribute the researchers that improvement to exercise and regulations Kinetic, which used a variety of shapes and different sizes and colors tools developed which attract the attention of children to perform the exercises and the performance of the researcher to model each exercise and a clear form of cooperation with the coach skills encouraging children 6th indirectly to replicate the performance of exercises and activities kinetic and motivate them to use the same tools, The researchers believe that the diversity of tools developed from one unit to another and its commitment to non-private replicated in successive units of the same capacity to help Aden injured children are bored and not apathy of the performance of exercises and activities kinetic and the foregoing researchers believe that has been achieved first hypothesis for this search.

Table (6) shows There are significant differences between the indices pre and post the second experimental group, which used all of the new and music instruments which indicates the improvement of motor abilities developmental I have autistic children, and invades the researchers that improvement to the use of forms tools developed and sizes and different colors attractive with music associated with different rhythms and diverse melodies where researchers keen on

the choice of music tracks in line with the performance of exercises and Motor activities between fast rhythms, slow, strong, and so on ...

Which helped to increase the motivation of children is not to emulate the performance of the researcher of the exercises and activities kinetic and continue to motor performance to the end of the unit without feeling bored or tired and therefore improvement in motor abilities developmental I have children and this has been achieved Terminals II.

Table (7) shows There are significant differences between the indices dimensions of the two experimental groups, the initial and used tools developed and the second, which used the tools developed with musical accompanying and in favor of telemetric second experimental group where the impact of the merger between the new and musical instruments to perform exercises of various motor and activities in units a positive impact and clear to children, was the remarkable improvement in motor abilities developmental as a whole through the use of various shapes and Colors tools developed and the different use of an exercise for the Hereafter and Activity kinesthetic to etc. It is one unit to another, taking into account performance always with diverse musical associated also with tunes and music vary from exercise to another according to the different performance, The activities, which should lead quickly (such as brisk walking running turns leaps successive) was accompanied by fast rhythms musical The activities requiring enough time in their performance more way slower was accompanied by music with slow rhythms (such as walking slow jump broadband mile torso in different directions stand on one foot), where researchers keen on choosing the right tools developed an easy-to-use music for each exercise and activity kinesthetic in each unit which gave the opportunity for children (under Find) from the use of tools developed a simple and easy way to perform each exercise and kinetic activity with appropriate to the type of motor performance associated with the musical.

Which helped to increase the motivation of children performance motor and their response to the researcher and specialist skills development in addition to high performance motor efficiency with music accompanying where noted hyperactive-extraction motor inventory I have every child as a result of musical tunes interesting and spirited and varied from one part to another and from one exercise to another and from one activity to another. Cons researchers that the merger between the new and musical instruments helped to sustain children on motor performance from the beginning of the unit to an end perfectly with the continuous improvement of the motor abilities developmental until the end of the units (under discussion) as a whole and without feeling any fatigue, resulting in improved in therapeutic Motor therapeutic program for each child and the special status.

Conclusions:

1. Preparation of educational units using tools developed with accompanying music to improve motor abilities for autistic children.
2. Considers the proposed units enrich the therapeutic programs that aim to improve the motor abilities of child autism.
3. Educational units are considered a reference and prerequisite for those interested in the field of special needs private autism.

Recommendations:

1. Activation of educational units with special care centers in Egypt and developing countries with similar economic conditions needs.
2. Personnel training in the care of autistic children on how to apply the units using new and musical instruments.
3. Preparation of educational modules developed using musical instruments and other categories of persons with special needs.
4. Insert modules in treatment programs for autistic children care centers.

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"Educational units by using the new tools and music to improve the Motor abilities of autism children"

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Abstract:

The Purpose of the study is Building Educational units by using the new tools and music to improve the Motor abilities of autism children, to achieve the Purpose, twelve (12) autistic children, (Phase I) were randomly selected as subject, The age of the subject were ranged between (5: 6) years. The selected subject assigned into two Experimental groups of 6 subjects each. Includes a program as a whole (5) mobility capabilities under two units per week for each ability, and at a rate of 90 min per unit, bringing the number of the proposed whole units (10) units distributed (5) continuous weeks, an average of 900 hours, 12 children participated in a pre- testing sessions, 5 weeks program, intervention period and a post- testing session. Pre- and post-sessions involved assessments (Kimo Test Battery). The main results showed that Preparation of Educational units by using the new tools and music to improve the Motor abilities of autism children, Considers the proposed units enrich the therapeutic programs that aim to improve the motor abilities of child autism, Educational units are considered a reference and prerequisite for those interested in the field of special needs private autism.

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