

The Impact of Motor Compatibility Exercises in Developing Football Skills of Passing and Shooting and its Correlation with Attention in A Sample of Kindergarten Children with Developmental Disabilities

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Abstract: This study aims at developing compatible motor exercises and showing their impact on the accuracy of passing and shooting in a sample of children with developmental disabilities. The study also sheds light on the relationship between the passing and shooting skills of those children in football and the focus of attention. Thus the researcher supposed that compatible motor exercises has a positive effect in developing the accuracy of the skills of passing and shooting in football, as well as having a relationship with the accuracy of passing and shooting in football and the focus of attention in a sample of 12 children with developmental disabilities (5-6 years) from 8/2/2015 to 25/7/2015. The children are trained for an hour three times a week for 24 weeks. Thus each child will be trained 72 hours in Al- Basma Center for The Disabled in Shebin Al- Kom and in the football playground in The University Stadium in Shebin Al- Kom during the training of Al- Shoura Academy in football. The researcher prepared the appropriate methods and tools for conducting the study and the tests for passing and shooting. The researcher then conducted pre-tests and then applied compatible motor exercises three times a week. Then the researcher conducted post-tests in the same conditions and situations as the pre-tests. After that, the researcher dealt with the results of the study statistically and through the results he reached to the following results: motor compatibility exercises have positively affected in the accuracy of football skills under study and these exercises has an effective role in the study sample in raising their efficiency and their ability to focus on their academic achievement and their daily activities. The researcher also reached to the result that there is a spiritual relationship between the accuracy of football skills (passing and shooting) and the focus of attention which was shown in the measurements of post-test of the sample according to the Scale of Attention Deficit and the Focus of Attention Measure.

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The Study Introduction and Significance

Soccer is one of the team sports that has a long history and seeks to develop and update itself. Nowadays, it ranks first in all the countries of the world in terms of the number of its practitioners and fans, this is due to its quick rhythms and sequential and continuous exchanges between offensive and defensive skills. (Al Shibli, 2011).

Mental processes play an important role in the mastery of basic skills in all games and sports events, including football. One of these processes is the focus of attention, which is one of the important processes that operate on the success of the application of the various skills. (Saad Allah & Al- Rahway). Acquiring the basic skills, whether individual or team skills, require high focus in order to put the proper solutions to the situations that occur during the performance of the skill. Before the performance, the attention should be focused on the performance and its accuracy so that the performer acquires a new posture that helps him perform the skill accurately (Afifi, 2001). Children who have learning disabilities are usually mentally

normal children. They are ordinary persons with normal or high IQ and they do not suffer from visual or emotional disabilities. They can be divided into two main basic categories:

First category:

Preschool Children who have developmental learning disabilities. They have a deficiency in one of the developmental process such as differentiation, cognition, attention, or remembering. The second category is children with academic achievement disabilities. They are in school age and have disabilities in one or two school subjects or difficulties in reading writing, or arithmetic operations. This study focuses on children who have developmental disabilities, especially deficit in attention (Bazh 2011).

Shooting and passing in football are skills that require the focus of attention that is why this category with disabilities need training- first motor exercises gradual in difficulty which develop their ability to move two or more different muscle groups in two different directions at one time- Exercises in motor compatibility which develop their ability to get control

over their body muscles as a whole or in parts according to the requirements of the activity. From this standpoint, the researcher insists on the importance of motor compatibility exercises in order to help those children with disabilities acquire basic football skills as a gateway to learning where football is a popular and favorite game among the youth and the old.

The motor compatibility is connected to the kinetic and central nervous system which is responsible for understanding, analyzing, and recognizing the motion or the motor program. The central nervous system is the basic center for compatibility because it regulates the effort via organizing the energy exerted by the muscles to be coordinated with the skill required. Also, motor compatibility is linked to the work of the internal organs and their ability to organize and coordinate the effort by building physical and kinetic characteristics such as power, speed and agility...etc. Thus learning movements varies and the motor compatibility ability is not equal between individuals due to the differing capabilities and the physical kinetic qualities of the learners (Dulaimi 2011,).

When a child with developmental disabilities practice motor compatibility exercises, it is expected that he focuses his attention till he learns and performs these exercises well which has its positive impact on his ability to accurately pass and shoot which in turn improves his ability to focus his attention. Furthermore, children with attention deficit always suffer from distraction and hyperactivity that the child tries to employ when he performs such exercises, so that he will focus in a better way when he starts school at the age of 6.

From what has been previously said, the importance of this study for children with learning disabilities who were not paid due attention in the field of educational research in general and physical education research in particular. Not only was that, but the rights of those children to be scientifically treated from these difficulties overlooked. No specialists in this field graduate from the Egyptian universities despite of their large number. Since the deficit is developmental, they should be treated in a scientific and systematic manner in order to develop the child and his learning abilities at school age. In this way, the child transforms from a child with developmental disabilities to mentally retarded child as a result of misunderstanding his condition and mistreating. From this stand point, the researcher focused on the category of developmental disabled.

Children with attention deficit to shed light on the effectiveness of performing motor compatibility exercises to develop the accuracy of shooting and passing in playing football as this enjoyable to them

(playing football) and its impact on improving their attention.

Research Problem:

There are a lot of children with learning developmental disabilities who suffer from attention deficit. The focus of attention is one of the mental processes that lead to a good reaction when the child performs physical exercises especially exercises that require Neuromuscular compatibility that has a positive effect on the children when they practice physical exercises. Children like playing football especially basic skills like shooting and passing, therefore, the researcher stresses the importance of performing such motor compatibility exercises for children with special needs especially through his work as a professional in the treatment of children with learning disabilities in one of the centers for children with special needs, as well as playing football in Al-jomhoria Sports Club in Shebin Al-Kom. Also, the researcher sought to explain the effect of such exercises on improving the accuracy of shooting and passing in playing football and raising the focus of their attention in their daily and academic activities.

The Research Objectives

1- To identify the impact of motor compatibility exercises in developing the skills of shooting and passing in a sample of children with developmental disabilities.

2- To shed light on the relationship between the accuracy of shooting and passing in playing football and the child's ability to focus in a sample of developmentally disabled children.

Research Hypotheses

1- Motor compatibility exercises have a positive effect in developing the accuracy of shooting and passing skills.

2- There is a spiritual relationship between the accuracy of children with developmental disabilities shooting and passing in playing football and their ability to focus their attention.

Study areas:

- The human area: Developmentally disabled 12 children(from5-6 years) with attention deficit:

- Time field: from 28/12/2014 to 27/7/2015 where the children are trained three times a week for an hour. They are trained for 24 weeks; each child gets 72 hours of training.

- The spatial field: A hall in Al- Basma Centre for The Disabled in Shubin Al-Kom during the training period of Al- Shoura Academy for football.

The Study Approach and Field Procedures:

The study approach: The researcher used quasi-experimental approach with one group to fit the nature of his study as he is conduction pre and post – tests to the sample.

The Study sample: The researcher selected his sample from Al- Basma Center. They are 12 developmentally disabled children with attention deficit were randomly from 18 children.

Methods and tools:

The researcher used some tools that help him achieve the research aims and find the answer to his study questions including data, samples therefore he used the following tools:

- Arab and foreign sources.
- Attention Deficit scale for teachers and parents translated by Abdulaziz Musa Thabet, Assistant Professor of Psychiatry - Al-Quds University (Appendix 1).
- Testing and Measurement. - interviews - observation - wooden persons- Footballs - tape-measure –whistles - playground - gym - small and big goal- plaster –colored chalks and lime to mark targets on the ground and walls.

Tests used in the Study

First Passing Accuracy Tests:

First test:

- The aim of the test: measuring the passing accuracy from one place facing the goal.
- Tools: a plaque painted on a wall with a length of 80 cm and width of 60 cm and a thickness of 3 cm.
- Footballs
- Method of performance: - The balls are put vertically within five meters in the middle of the plaque (starting point) and the person under observation starts to pass the ball inside the plaque. He cannot pass again unless the ball crosses the five meters away and if the ball does not go beyond the five meters the previous attempt is registered and the ball is placed again at the starting point and so the person under observation finishes all his passings.
- Registering:- each person has six passings and he gets a mark for each pass that came within the plaque to the five-meter distance and vertically reached to the person examined again to be the total score (6) degrees.

Second test:

The aim of the test: - Measuring the accuracy of passing from different places towards the fixed goal.

Tools: - three balls each ball placed on a distance of 5 meters and on one straight line.

Method of Performance:

The teacher (a fixed target) stands at a distance of 10 meters facing the ball in the center and the participant passes the ball that exist at the right toward the teacher and then goes to the ball in the center directly opposite to the teacher and passes it to the teacher, and then he moves to the left and passes the ball to the teacher.

Registering:

Each ball that the participant passes by any part of the foot and reaches to the teacher is given one mark. Each participant has three trials and the total score of the test is 9 marks.

Third test:

The aim of the test:

Measuring the accuracy of the passing from a single location towards places graded in difficulty.

- Tools:

Two circles with overlapping diameters are drawn in an area successively 2m, 4m.

Football

Method of Performance:

The participants stand behind the ball ten meters away from the second circle whose diameter is 4m and the participant passes the ball towards the two circles.

Scoring:

Two scores are given to each ball inside the small circle whose diameter is 2m and 1 mark for each passing inside the big circle (4m). If the ball goes outside the two circles, the participant takes no mark. Each participant has five passings and the total score is 10.

Tests of shooting Accuracy

First test:

The aim of this test is to measure the accuracy of shooting from one place facing the goal.

Tools:

A wall in the breadth and height of the goal-keeper divided into six equal sections.

Football

- A Point 12far from the middle of the wall.

Performance method: - put the ball over the point 12m. The participant shoots the ball in 6 trials. Every trail the participant shoots in its fixed number on the wall. The first trial is directed towards the first box and so on until the sixth box.

Scoring:

The participant is given a score for each balls hot in its particular area. The total score is (6) degrees.

Second test:

The aim of this test is to measure the accuracy in shooting on the goal from different places in front of goal.

Pitch and tools:

Penalty area divides the net into three equal sections by strips falling from the goal net and tied to the ground. Also, three balls; the first placed on the line of the penalty area in front of the left corner of the area of goal, and the second ball is put on the other side in front of the right corner of the goal and the third is placed between them on the line of the penalty area in the front spot.

Method of Performance:

The participant shots the right ball toward the right one-third of the goal, and then moves from the

middle to shot the ball towards the middle third of the pitch. He moves towards the left ball to shoot towards the left third of the goal. The participant repeats four times.

Scoring: A score is given to each correct shot. The ball that goes to the wrong third is not scored. The total score is 12 degrees.

Third test: -

The goal of the test:

To measure the accuracy of shooting from a single place in the direction of more difficult places in the goal.

Tools:

The goal is divided into three sections by tow strips falling from the goal as follows, just a yard from the right and the other strip is a yard from the left Each place has a certain score if the participant managed to shot the ball from the penalty spot.

- Football

Performance method: -

The participant stands behind the ball and shots it in the direction of the goal and has five times trials shooting toward the goal.

Scoring:

Two scores are given for each shooting in the goal from the two directions and crosses goal line. The total score is 10scores.

Third: The focus of Attention Test.

This test, called the test (focus) is used to measure the ability of the participant to focus his attention, and the duration of this test is only one minute and the participant is asked to put a dash (/) on the largest number of numbers that follows the designated number determined by the examiner. For example, the designated number is 7, the participant has to put a dash on number 8 and 9....etc, and not to try to put a dash (/) at number 9 first and then 8. The researcher has changed the numbers and made various copies while changing the location of the numbers so as the participant may not to get used to the numbers and memorize them and their places. The researcher also took care that the numbers are single under the number 10 to fit kindergartners.

Correction: The test is corrected by counting the numbers that the participant crossed out correctly. Each number that is crossed out correctly is given a score. As the scores of the participant rises, as his focus of attention increases as shown in the following table (Table 1):

Table (1) shows the Test of the Retina Focus of Attention

8	2	7	9	3	8	6	5
2	6	3	7	1	7	2	3
6	9	6	2	9	6	9	7
4	7	8	1	7	4	1	4
7	3	5	3	4	9	8	6
1	8	4	6	2	5	5	2
9	5	9	8	8	1	3	4
3	1	1	5	5	33	7	3

Exploratory Experiment:

The Exploratory Experiment is a practical training to the researcher to find out cons and pros that face him during the tests in order to avoid them. Before the experiment, the researcher provides the necessary tools for the tests and 6 of the research community were tested. The tests were applied on 28/12/2014 with the help of the team work. The aim of this work was the following:

- To explore the conditions of the tests and how far these tests are appropriate and can be executed.

- - To ensure the validity of the tools used in the tests.

- - Know the time to conduct each test.

- - Inform the team work on how to conduct the tests and how to register.

- - Identify the most important obstacles in order to avoid them when we make the main experiment.

The practical foundations of the tests:-

The researcher relied on the practical foundations of tests (reliability, validity, and objectivity) to determine the effectiveness of the tests used in the search as follows: -

The consistency of the test: - that means that if the test is re-used on the individuals themselves, it gives the same results or nearly the same under similar circumstances," the researcher re-tested on a sample of 6 children from the research community. The first time the tests were conducted was on 28/12/2014 in the sports hall of Al-Basma Center center for people with special needs and the university football pitch, and was re-tests the second time on 13/1/2015 in the same places, as shown in the table (2).

Validity of the Tests: The tests validity depends on: "how the test measures the skill or the characteristic required to be measured. The measure is considered valid when it accurately measures the phenomenon it was designed to measure." The researcher used the method of virtual validity relying on a group of experts and specialists group, who were shown the survey form of skill tests (passing, shooting, of the total number of these tests as well as the attention deficit measure and test the retina focus and after reviewing the forms the ratio of the agreement is as shown in table (2).

Objectivity of the Tests:

One of the important qualities of a good test is to be objective in measuring what is designed to measure and that all participants interact with what they are going to do. This is clear during skill tests (passing and shooting) of the research sample. Objectivity in the general sense means to be freed from prejudice and intolerance and not to interfere personal factors. The researcher tested the objectivity of the tests through the link between the scores of two assistants who the set scores of one group of participants at the same time. All the results after being treated statistically show that all the tests have a high objectivity as shown in table (2).

Table 2 shows the percentage of agreement among experts and specialists and the values of consistency and objectivity correlations.

N	Tests	Consistency Coefficient	Agreement Percentage	Objective Coefficient
1	Passing Accuracy Test	88.	%80	86.
2	Shooting Accuracy Test	89.	%80	88.
3	Attention Deficit Test	94.	%100	91.
4	The Retina Focus of Attention Test	92.	%100	90.

Main Procedures:

The main procedures are as follows:

Pre-Tests:

Pre –tests have been conducted on the sample on 25/1/2015. The researcher and his assistants took into account the all the appropriate conditions and the method of implementation as well as the sequence of tests.

Applying the motor compatibility exercises; -

The researcher prepared the motor compatibility exercises to develop the accuracy of passing and shooting skills in football. After reviewing several available studies related to the search topic so that the researcher can achieve the study objectives which is to raise the children's level to the best possible degree of progress in their ability to focus attention, the researcher selected a group of motor compatibility. The researcher showed them to the experts and they were adjusted according to the views of these experts. The motor compatibility exercises included the following:

- Number of the units per week: three weeks- total of units 72 units.
- Time of implementation: 24 weeks- Each unit lasts for an hour and the motor compatibility exercises are implemented in the first main time section for 45

minutes. The first 10 minutes for warm ups and the last 5 minutes for rest.

- Post- Tests: After applying motor compatibility exercises on the study sample and after finishing all the educational units, the researcher conducted the post tests using the accuracy tests of passing and shooting, Attention Deficit Measure, and the Retina focus Attention Test 27/7/2015. The researcher followed the same way in pre-tests as well as taking into account the spatial and time conditions and means of tests and tools.

- Statistical methods: - The researcher used the following.

- Mean - standard deviation - Percentage.
- Coefficient of variation - simple correlation - (t)test.

- Results Analysis and discussion: - to note the variations between pre- tests and post-tests of the sample. After the sample finished the motor compatibility exercises, results were obtained and were statistically put into tables, so that the researcher can compare these results with the research assumptions.

Analysis of Results of variations between Pre and Posttests of the Sample:-

Table 3 shows the means, standard deviations, and the value of (t) calculated between pre and posttests of the study sample in passing and shooting skills.

Significance type	Value(t)	Post		Pre		Tests
		E	S	E	S	
spiritual	3.58	1.69	18.32	1.88	13.48	The accuracy of passing the ball
spiritual	3.22	1.95	17.1	2.04	12.85	The accuracy of shooting the ball

The value of $(t) = (2.09)$ at the level of significance (05.) and the free score (11) in table = (3) the pre and posttests of the passing and shooting skills of the sample show significant differences between the

pre and posttests in favor of posttests. The value of (t) is greater than the calculated value of the labeled (2.09) at the level of (0.05) and the free score (11).

Table (4) shows the means, standard deviation and the amount of improvement (coefficient of variation) between pre and posttests in the accuracy of passing and shooting the ball.

Post			Pre			Tests
H%	E	S	H%	E	S	
9.58	1.69	18.32	14.48	1.88	13.48	The Accuracy of passing the ball
10.91	1.95	17.01	16.20	2.04	12.85	The Accuracy of shooting

Table (4) shows means, standard deviations, values and coefficient of variation to measure the amount of development in the tests of passing and shooting accuracy skills in the sample in the pre and posttest. Results show that the post application

achieved the values of the coefficient of variation less than the values of the coefficient of variation in the pre- tests which reveals an improvement in passing and shooting in the sample.

Table 5 shows the means, the standard of variations, and (t) value in the Attention Deficit pre and post-tests in the study sample.

Type of Significance	value(t)	Post		Pre		The measure
		E	S	E	S	
Spiritual	3.19	1.24	2.39	1.59	13.97	Attention Deficit Scale Applied by the teachers
Spiritual	3.76	1.69	19.85	2.14	12.3	Attention Deficit Scale Applied by the Parents

The table value of (t) at the level (0.05) , the degree of freedom (11), and table (5) show pre and posttests in the Attention Deficit Scale, which is applied by teachers and parents. We note that there are significant differences between the results of the pre

measure and the post results in favor of post results, if the value of (t) is greater than the calculated value (2.09) at the level of significance (0.05) and the degree of freedom (11).

Table 6 shows the means, the standard of deviation and the amount of improvement (coefficient of variation) between pre and posttests results in the Attention Deficit Scale

Posttest			Pre test			Measure
H %	E	S	H %	E	S	
8.97	1.24	20.39	13.92	1.59	13.97	Attention Deficit Scale by teachers
10.73	1.69	19.85	16.54	2.14	12.3	Attention Deficit Scale by teachers

Table (6) shows the means, the standard of deviations, values and coefficient of variation to measure the amount of improvement of the sample in the Attention Deficit Scale according to pre and post measurements. of the amount of development since the results showed that post application achieved the

values of the coefficient of variation less than the values of the coefficient of variation in the pre-test results which shows a development in the ability to focus attention in each of the two applications by teachers and by parents.

Table 7 shows the means, the standard of deviations, and the value of (t) in the focus of attention test in pre and post-tests of the study sample.

Type of Significance	value (t)	Post		Pre		The Test
		E	S	E	S	
spiritual	3.94	10.30	20.71	1.83	14.17	The Retina Focus of Attention Test

(t) Value in the table is 2.09 at the level of 0.05 and the degree of freedom 11. Table (7) shows pre and posttests results in the focus of Attention test. It is noted that there are significant differences between pre

and post results in favor of the posttest, if the value of calculated (t) is bigger than the value of the tabled (t) which is (2:09) at the level of (0.05) and the degree of freedom (11).

Table 8 shows the means, standard deviation and the amount of development (coefficient of variation) between pre and posttest results in the focus of attention test.

The Test	Pre-test			Post-Test		
The Test of the Retina Focus of Attention	H %	E	S	H %	E	S
	14.17	1.83	13.79	20.71	1.30	8.84

Table (8) shows the means, standard deviations, values and coefficient of variation (amount of development) in the results of pre and post-tests Retina Focus of Attention Scale in the sample. Results show that the post application achieved the values of

the coefficient of variation less than the values of the coefficient of variation in the pre- tests which reveals an improvement in the ability of the sample to focus their attention.

Table 9 shows the coefficient correlation values between the focus of attention and the accuracy of passing and shooting skills in playing football.

The Variable	The Skill	coefficient correlation of pre-application	coefficient correlation of post-application
The Focus of Attention	passing	0.55	0.59
	shooting	0.51	0.54

The (t) Value in the table is 0.33 at the level of 0.05 and the degree of freedom is 11. Table (9) shows the relationship between the focus of attention and the accuracy of the skills under study (passing and shooting skills). The coefficient correlation between the focus of attention and the accuracy of passing was (0.55). While, the coefficient correlation between the focus of attention and the accuracy of shooting was (0.51) and the degree of freedom was (11). This shows spirit correlation between the focus of attention and the accuracy of football skills under study (passing and shooting).

Result Discussion:-

Table 3 shows significant spiritual variations between pre and posttests of passing and shooting tests in favor of posttests. The researcher explains the reason of these variations to the participants' regular attendance to the educational units and the continual and repeated performance of the exercises which is reflected positively in improving the basic skills of passing and shooting. In the process of learning, it is normal and taken for granted that there is a development as long as the teacher follows the basic and sound foundations for learning the right performance and to focus on till you excel in according to Magill, (2004). He pointed out that motor learning is acquired by consistent steps and repetition till the learner reaches to the mechanism phase as time passes.

Also, the development in the passing and shooting skills of the participants is due to the desire and motivation of the learners, where they try to reach to a point of accuracy in performance. This is what the researcher tries to prove through performing compatible exercises.

There are several methods to motivate the learner towards the effectiveness via verbal, spiritual, positive, and sometimes negative reinforcement. Such methods facilitate motor learning opportunities, as well as a balanced way to satisfy the needs of the learner. Dulaimi, made it clear (2008) that the several types of passive and active reinforcement is the tool used by the teacher till the learner acquire motor learning for it increases the motivation of the learner towards learning. She adds that reinforcement makes the learners in the state of alertness and reaction continuously till he learns motor learning well and effectively.

As in table3 shows, the researcher explains the significant spiritual variations of the skill accuracy (passing and shooting) in the pre and post-tests due to the application of motor compatibility exercises during the educational unit with special exercises for football basic skills. Such skills have been inserted in the main part of the educational units as their effectiveness in developing the passing and shooting has been proven. It has become clear that they affect the basic skills as they require accuracy and concentration on the movement of the feet and their concord with the movement of the eye. Thus performing and applying

the motor compatibility skills has positively affected the participants and made a muscular and nervous concord via the increase in focusing the attention and the repeated performance. During the performance, the motor sense increases accompanied with continual accuracy which improves the choice of the motion and reduces mistakes. Kurt Mainl (2007) said that "the sense of the skill mentally and physically contribute to its development especially if this was a part of a program based on scientific standards governing the learning process and the content accords to the mental and physical capacities of the learners. That is what the researcher sought to do. He chose compatibility exercises in line with learners' abilities and gradually moves them from the easy to the difficult, and from stability to the movement with an emphasis on the proper performance during practice. Every learner should have his individual chance in learning in order to develop the accuracy of this skill, as accuracy is an important component of success. If we measure the final result of the quick performance, we find that performance will be useless without accuracy. Thus, the researcher found that all teachers complain from the quick reaction of the children with learning difficulties who have deficit attention. These children give quick random answers to the questions without thinking, so the researcher shed light on their ability to concentrate and learn slowly while performing motor compatibility exercises. Good accuracy is an attempt to slowly learn from the movement then the pace of performance gradually increases till the learner reaches a point of accuracy and speed during his application of the learning units. This has a great impact on raising the academic level of these learners as the results of the Attention Deficit Scale reveal and the retina focus of attention. Therefore, the researcher put the required time in order to develop a quick reaction from the learner so that his mental and intellectual abilities improve via his continuous vigilance and alertness to the instructions that accompany performance. John, syes (2003) explained that motor learning requires that the learner has high compatibility and perception for the success of the performance, as there many motor pathways that have been selected for the learning units. They are simple and goin line with the needs of learners. Thanks to their application, the learners were able to possess a set of capabilities that are characterized by accuracy and speed in the movement, and good compatibility with an emphasis on the proper performance masterly making the progress of learners clear. At the end of the units, the learners' errors decrease this is what is called the sense of skillful performance. Also, the learners reached a point of mechanism in performance and this was positively reflected on the results of the pre-

application of the skills of passing and shooting the ball.

Moreover, at the end of the program, the learners perform and repeat the exercises without wasting their time in introducing new movements that do not serve the learning process; that is the learners' control over their parts of the body. In this way the learners can achieve their goals and gain the careful motor compatibility which is reflected on the learners' activities in the classroom. Each learner acts symmetrically and with harmony in his daily activities and has full control over the parts of his body as a result of performing motor compatibility exercises which the researcher prepared as a part of the learning units. Thus the first study assumption (the positive impact of the motor compatibility exercises in developing the accuracy of the skill of passing and shooting) will be achieved.

Table 5 shows that there are spiritual variations between pre and posttests according to the Attention Deficit Scale applied by the teachers and parents in favor of the post results, where the calculated (t) value bigger than the (t) value (2.09) in the table this due to the learners concentration in the learners units of compatibility which improved their attention for greater periods. This is has its impact on their performance in classrooms and at home. Practicing sports activities has Tranquillized effect which reduces the hyperactivity of children with learning difficulties and attention deficit. By following the instructions of their teachers and their parents, they managed to overcome their habit of forgetting. Their ability to recover information increased as a result of repeating the units and motor compatibility exercises. The learners formed their short –term memory which developed to higher standards when recalling the information. This process is known as long-term memory. Also, physical activity which the learners performed made them sit for longer periods with higher concentration in their seats in the classrooms and when they do their homework where he learnt the general laws of life in the training room, such as waiting for his turn in playing the different activities. They also learned discipline, positive interaction and to be productive and patient in their life in and out the classroom.

Table 7 shows results of pre and posttests of the sample in the Ritena focus of the attention. There are spiritual variations in favor of the post results, where the calculated (t) value bigger than the (t) value (2.09) in the table this due to the rise in learners' ability to focus as a result of performing compatibility exercises which require concentration and continuous performance.. This is has a positive effect on the results of children with learning disabilities. Their ability to focus increased and thus their results in the

posttests of the focus of attention test, Attention Deficit Scale, and the skills of passing and shooting.

To investigate the second hypothesis that "there is a significant spiritual correlation between the accuracy of the skills of passing and shooting in football and the focus of attention among a sample of children with developmental learning difficulties "The researcher calculated the values of coefficient correlation as in table (9). It was found that the correlation between the focus of attention and the accuracy of passing and shooting was higher than the tabled (t) value more which shows significant spiritual correlation between the focus of attention and the accuracy in the football skills (passing and shooting) and thus second hypothesis has also been achieved.

Conclusions and Recommendations:

Conclusions

In light of the above mentioned findings, the researcher concluded the following:

1. Motor compatibility exercises have positively affected on the accuracy of football skills (passing and shooting) in the study sample.
2. Motor compatibility exercises play an effective role in raising the efficiency of the sample and their ability to focus on the academic and life aspects.
3. There was a significant correlation between the accuracy in football skills (passing and shooting) and the focus of attention which has been shown in the pre-test of the sample in the Attention Deficit Scale and the Retina Focus of Attention test.

Recommendation: -

The researcher recommends the following.

1. Giving due attention to children with learning disabilities and providing special kindergartens to them because early detection and treatment have the biggest positive impact in the academic excellence of this category in the future.
2. Specialized teachers should be prepared in the faculty of education to teach children with both developmental and academic difficulties, just the same as those with special needs such as deaf, blind, and mental disabilities.
3. Generalizing compatibility exercises for children with developmental learning difficulties to raise their mental and intellectual competence, which positively affect on the general ability.
4. Conducting similar studies on categories that have learning disabilities using motor stories and games to see how it is important to focus the attention on other sporting events.
- 5- coordination between colleges of education and sports to prepare specialized physical teachers to

work with students with special needs, including those with both types of learning difficulties.

6- Conducting periodic continuous tests for mental abilities of our children, especially those who have problems in developmental capabilities such as delayed speech, social and visual communication with others, and delayed self-care in order to know more about their state and develop it.

7. Set aside time in the school physical education periods for motor compatibility exercises because they are important in the development of motor skills in various sports, well as raising the cognitive efficiency in schools for children with special needs.

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Appendix (1)

Attention Deficit scale

Applied by kindergarten teachers

Translated by D. Abdulaziz Musa Thabet

Assistant Professor of psychiatry, Al-Quds University

Dear: The following set of questions describes the behavior of the child at the center, please; check in the box that represents the best description of the child in the past six months.

The child's name: _____ Age: _____

N	Behavior	YES	NO
1	Find difficulty in focusing on the tasks and homework		
2	Often moves from one activity to another without finishing the first		
3	He usually does not listen to what others' requests during the lessons.		
	Find Difficulty in following the orders and instructions of his teachers and others.		
5	Find difficulty in organizing his duties and activities.		
6	Avoid and do not like activities that require continuous mental effort such as doing homework in the classroom		
7	Often lose things that are necessary for doing classroom activities such as pens and notebooks		
8	Easily distracted when asked to do something		
9	Always forgets		
10	Often fidgets and squirms in his chair in the classroom		
11	Constantly leaves his chair and place in the classroom.		
12	Often preoccupied in hazardous activities regardless of the results.		
13	Has difficulty playing quietly with his peers		
14	Moves a lot and rarely feels tired		
15	continuously speaks a lot without interruption.		
16	Answers quickly in and outside the classroom and not on the topic under discussion.		
17	Find it difficult to wait for his role in the various activities with the children at home		
18	Often interrupt and forces himself on other children		

Attention Deficit scale

Applied by one parent in the kindergarten

Translated by d. Abdulaziz Musa Thabet

Assistant Professor of psychiatry - Al-Quds University

Dear: The following set of questions that describe the behavior of the child at home, please, check in the box that best describes the child in the past six months.

The child's name: _____ Age _____

N	Behavior	YES	NO
1	Find difficulty in focusing on the tasks and homework		
2	Often moves from one activity to another without finishing the first		
3	He usually does not listen to what others' requests during the lessons.		
	Find Difficulty in following the orders and instructions of his teachers and others.		
5	Find difficulty in organizing his duties and activities.		
6	Avoid and do not like activities that require continuous mental effort such as doing homework.		
7	Often lose things that are necessary for doing classroom activities such as pens and notebooks		
8	Easily distracted when asked to do something		
9	Always forgets		
10	Often fidgets and squirms in his chair in the classroom		
11	Constantly leaves his chair and place in the classroom.		
12	Often preoccupied in hazardous activities regardless of the results such as climbing trees and walking on the fence.		
13	Has difficulty playing quietly with his peers		
14	Moves a lot and rarely feels tired		
15	Continuously speaks a lot without interruption.		
16	Answers quickly in and outside the classroom and not on the topic under discussion.		
17	Find it difficult to wait for his role in the various activities with the children at home		
18	Often interrupt and forces himself on other children		

Appendix (2)

Motor Compatibility Exercises

- (Standing) walkfore with regular steps.
- (Standing)) bend trunk to the front down, and with arms straight to the front up and to the back.
- (Standing) jump fore with knees bent half several times.
- (Long sitting - arms fore) exchange bending arms to the chest and bend knees.
- (Standing) bend your knees fully.
- (Standing) run fore, and touch the wall then return with your back to the wall.
- (Standing) walk while twisting neck left and right.
- (Standing while opening your legs and the waist is fixed). Bend trunk on one side.
- ((Standing while opening your legs and the waist is fixed). walk on the instepon a straight line.
- (Sit on four) Walk fore.
- (Standing) with your arms up in exchange with lifting your knees.
- (lying position) exchange bending the arms.
- (Standing open) Bend the trunk down with the arms high.
- (Standing open - bending) twisting the trunk with arms tossed aside.
- (Standing) walk with the exchange of lifting knees high.
- (Stand. Arms aside) move arms so that they intersect above the head.
- (Sit lifting feet open arms aside) exchange the close and open of the feet with the exchange of lifting and downing the arms aside.
- (Sit lifting feet open 45 degrees) exchange the of opening and closing of the feet.
- (genufacial position with armsfore) move the arms far right and the far left interchangeably.
- Walking on the Swedish bench and go down the other side.
- Walking on the Swedish bench with arms straight aside and go down the other side.
- (Lying) exchange of lifting feet high and down.
- (Lying) exchange of lifting feet high and down with the exchange of lifting the arms aside down.

Models of the introductory section (warm-up).

- Walking and running around the pitch.
- Walking and running around the tools.
- Running in different directions depending on the rhythm agreed.
- Running and touching the balloons hanging high.
- Jump in the place up like the one number.
- Walk with knees bent (like a duck).
- Walk with knees bent (like a ball).
- The front rolling.
- Jump with open and closed feet of the feet.
- Running and touching suede seat and go back.
- Running and chasing colleague.
- Running, and upon a signal forming different numbers of colleagues.
- Jump on the tools (balls - bags - piece box).
- Jump in and out of hoops.
- walk with one foot round the Ring.
- Walking forward with steady steps regularly.
- Walking on the fingertips.
- Walk on the ankles.
- Walking while you slightly bend your knees.
- Walking on all fours.

Running and imitate the birds with wings spread

- Running like a car driver.
- Running like a plane and imitate its voice.

Passing Motor Skill

The Student stands in front of the wall with a distance of (5) meters behind the line drawn on the floor and passes the ball with his right foot several time and receive it when it returns from the wall itself by foot.

- Repeats the same exercise with the left foot.

- Repeat the same exercise, but pass the ball with the right-foot and receive it after the rebound from the wall with the left foot.
- The Student stands about 3 meters from the wall, putting his left foot on the ball and then begins to pass the ball with his left foot and receives after bouncing between the wall with his right foot.
- The Student standing about 3 meters from the wall, putting the ball between his feet and pass with his right foot, 30 cm away from his left foot to move left and stop the ball with his left foot and repeat it several times.
- Students stand in two opposite trains 6 m from each other then away. The first student passes the ball to a teammate fronting him and moves to stand at the end of the train. The first player in the train receives the ball with any part of the foot and passes it to his colleague, No. 2 in the other train and moves to stand at the end of the train and so on until it passes all students.
- Students stand in train shape facing two cones. The distance between the two cones is 1 m and between the train students 6m. The first student runs the in place in a slow pace and then pass the ball between the cones and then he stands at the end of the train until he gets his turn again.
- Students stand in a train shape facing two cones with a distance of 1 meter between them and 6 away from the students. The first student jumps in place (4) times then passes the ball between the cones then going to stand back of the train and so on until it passes all students.
- The students repeat the previous exercise, but after a change in the run in the place and jump while swinging feet back several times and then passing the ball between the funnels..
- Students repeat the previous exercise but after changing the situation before passing where the students open and close the feet several times and then passing the ball between the cones..
- Students stand in train confronting (4) cones (2 meters). The first student runs in zigzag line between the four cones, and then passes the ball towards a 1m box and so on until all students do the same.

Exercises for motor compatibility exercises for shooting

- Student stand in front of the wall, just 10 meters behind the drawn line on the ground and then begins to pass the ball high and hit the ball makes it bounce up from the ground.
- Student stands in front of 10 m away from the wall and then passes the ball against the wall and catches it with his hands.
- Student stands next to a teacher who holds the ball in front to leave it bouncing or jumping in front of the student who strongly passes in the direction determined by the teacher (right - the center - left).
 - Repeats previous exercise but with passing the ball with full force in the left direction.
 - Repeats previous exercise, but this time the teacher holds 2 balls passing one after the other and asks the student to pass in the direction determined by the teacher.
 - Train students standing at a distance away 5m from the ball and the first student runs and passes the ball fore with full force then stands at the end of the train and so on until all students pass the ball.
- Students Repeats previous exercise but while passing the ball with full force in the right direction.
- Student repeats the previous exercise while the teacher holding three-balls and puts the ball after the other in front of the student jumping in front of the student and each time asks the student to pass in the direction the teacher determines.
 - Students stand in train confronting area (18) in the middle and just 8 meters from the beginning of the area (18) while placing 4 cones with a distance 2m between each con and the other. The student runs in zigzag between them to find the ball and pass in the direction of the empty goal without a guard in any place, and then back to stand behind another colleague in the train and so on until all students pass.
 - The same as the previous exercise but this time the train departs in the right direction between the goal line and the area (18).
- The same as the previous exercise but this time the train departs in the right direction between the goal line and the area (18).
- The same as the previous exercise and this time the train departs in the left direction between the goal line and the area (18).
 - Train students confront the goal and stand just 8 meters. The first student pass the ball towards the goalkeeper and then runs to to stand at the end of the train and so on until all students pass the ball.

Appendix (3)
The Experts

N.	Name	Jobs
1	Prof. Amal Salah Srour	Head of the Department of Exercise and Gymnastics - Faculty of Physical Education - University of Sadat
2	Prof. Dr. Mostafa Hussein Ibrahim Bahi	Emeritus Professor of Exercise & Gymnastics and Motor Expression - Faculty of Physical Education, Minia University.
3	Prof. Hisham Mohammed al-Najjar	Professor of exercise and Gymnastics - Tanta University Faculty of Physical Education.
4	Prof. Ahmed Abdu Ahmed Mahran	Professor of Exercise and Gymnastics - Zagazig University Faculty of Physical Education.
5	Prof. Nabil Abdel Moneim Mahmoud	Professor of Exercise and Gymnastics - Zagazig University Faculty of Physical Education.
6	Prof. Dr. Syed ImadEddin by God	Assistant professor of Exercise and Gymnastics - Zagazig University Faculty of Physical Education.
7	Prof. D.. Mufti Ibrahim Hammad	Emeritus Professor Of Football Training, Department of Sports - Faculty of Physical Education pyramid - Helwan University.
8	Prof. Mohamed Shawky booth	Professor of Football Training Sports Training Department - Faculty of Physical Education, Mansoura University.
9	Prof. Abdul Baset Mohamed Abdel Halim	Professor Football Training Sports Training Department of - Faculty of Physical Education, Mansoura University.
10	Prof. Amralla Ahmed Bisatti	Professor Football Training Sports Training Department of - Faculty of Physical Education, Mansoura University.
11	Dr. Hassan Al-Sayed Abu Abdo	Professor of Football Training Sports Training Department - Faculty of Physical Education, University of Alexandria.
12	Prof. Ali Shuaib	Professor of Psychology - Faculty of Education - University of Menoufiya
13	Prof. Hamdi Ali Faramawi	Professor of Psychology - Faculty of Education - University of Menoufiya
14	Dr. Zeinab Mahmoud Shakir	Professor of Mental Health - Faculty of Education - Tanta University
15	Dr. Nabil Ibrahim Ismail	Professor of Psychology - Faculty of Education - University of Menoufiya

Appendix (4)
Assistant Team

N.	Name	Name
1	FathiHamedMandur	Physical Education Deputy in Private Schools
2	Mahmoud Mohammed Ashmouni	Senior teacher of Physical Education Private Schools
3	Mr. Mohamed Shawky	Senior teacher of Physical Education Private Schools
4	Adel Suleiman Hached	Senior teacher of Physical Education Private Schools Education
5	Ines HamdiNoureddine	Senior teacher of Physical Education Private Schools r

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