

ANALYSIS OF CORRELATIONS BETWEEN GROSS AND FINE MOTOR SKILLS, PHYSICAL FITNESS, AND THE LEVEL OF FUNCTIONING IN SCHOOLCHILDREN WITH INTELLECTUAL DISABILITIES

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Abstract

Introduction. Physical fitness affects motor and intellectual development. Having a wide range of motor skills makes it possible to learn about the surrounding world and expand one's knowledge. In the case of persons with intellectual disabilities, mastering gross and fine motor skills is the core of their development and functioning in society. The aim of the study was to analyse the relationship between physical fitness, gross and fine motor skills, and the level of functioning in schoolchildren with intellectual disabilities. **Material and methods.** The study involved 62 subjects whose age ranged from 9 to 24 years. Due to the large size and homogeneity of the group, the results of 26 subjects were considered in the analysis: 12 girls and 14 boys with moderate intellectual disability. Physical disability as well as gross and fine motor skills were measured with the BOT-2, TGMD-2, and Eurofit Special tests. The level of functioning in society was assessed with a specially designed ICF-based questionnaire. **Results.** The study showed that girls had better motor skills than boys; this was reflected in the participants' level of functioning as girls displayed a higher level of functioning. Boys, despite better physical fitness, were ranked on a lower level of functioning. **Conclusions.** A relationship was found between gross and fine motor skills and the level of functioning, assessed with BOT-2 and TGMD-2. No relationship was found between physical fitness, assessed with Eurofit Special, and the level of functioning. Instead of using assessment tools for general fitness, one should measure specific motor skills when assessing physical and motor development in children with intellectual disabilities.

Key words: intellectual disability, physical fitness, gross and fine motor skills, level of functioning