The purpose of this study is to compare the balance control of participants with and without HI and also to investigate the effect of a Balance Programme (BP) on their balance control (HI; n = 2, M age = 7 years old). The BP consisted of six practice sessions of 45 minutes each. The BP was designed to improve balance control through a combination of static and dynamic balance tasks.

The results revealed differences in balance control between participants with HI and without HI. Improvement in balance control of the participants is observed for some of the Balance Tasks after the introduction of the BP which indicates the inconclusive effectiveness of the BP. The authors suggest that the instructional approach and number of practice sessions may be the contributing factors affecting the effectiveness of the BP. A new BP with an alternative instructional approach together with more practice sessions is warranted to benefit both children with and without HI so as to make inclusion possible.

Balance control is an integral part of many movement tasks a person may perform. Balance control thus forms the vital foundation of all movements of which the development of balance control must take place first or in tandem to support other motor abilities such as balance (state of equilibrium required in stability) and coordination to execute motor tasks. As balance is needed for maintaining overall functional independence and mobility throughout life, the development of balance control is essential to the development of motor skills and is critical to the learning of complex motor skills and the execution of coordinated motor behaviour. Poor balance control as a result of compromised balance conditions will inevitably affect motor strategies as one cannot activate muscle response synergies with appropriate timing, force and muscle response organisation. For example, a child with poor balance control will display poor motor coordination and may subsequently result in poor motor learning.

Balance control has been widely researched in various population groups such as young children below 10 years old, the elderly, athletes, populations with physical disabilities such as cerebral palsy, populations with intellectual disabilities, populations with sensory disabilities such as children with hearing impairment, and populations with developmental coordination difficulties. In addition, the review of literature has reported numerous movement programmes and motor intervention conducted with the intention either to enhance balance abilities or to reduce balance problems in various populations such as the elderly, the children with intellectual disabilities, and children with hearing impairment.
Understanding Balance Control with Kinetic Analysis

Despite international studies investigating the motor skills of children with HI (Butterfield, 1987; Dair, Ellis & Lieberman, 2006; Dummer et al., 1996; Horak, Shumway-Cook, Crowe & Black, 1988; Stewart & Ellis, 2005), similar studies that use kinetic analysis to understand balance control remain limited. Kinetic analysis measures the internal and external forces contributing to movement (Shumway-Cook & Woollacott, 2007) and thus depicts the cause of motion quantitatively. Kinetic data collection includes the measurement of the Centre of Pressure (COP) in anterior-posterior (AP) and mediolateral (ML) directions and Ground Reaction Force (GRF) in the AP \( F_x \), ML \( F_y \) and vertical \( F_z \) directions. The motion of the COP represents an individual’s control of body sway in static balance tasks (Cherng et al., 2007; Demura et al., 2008; Winter, 1995). Body sway is defined as the sway of the body used to maintain posture by harmonizing the function of postural muscles based on the information from visual, vestibular and somatosensory systems (Demura et al., 2008). A larger COP sway area displayed by a larger COP displacement and/or a larger COP velocity has often been used as an indicator of increased body sway.
In addition, plotted information of Fx, Fy and Fz (in newton) versus time (in seconds) involving a series of tasks involving dynamic balance, these only reflect force data in the vertical direction. Percentage %Fz against resultant force could then also be useful indicators of underlying ability of balance control in dynamic tasks (Nonis et al., 2006; Parker et al., 1993). A decrease in either %Fx, %Fy or both and/or increase in %Fz would indicate that one is able to jump or hop better vertically on the same spot which could attribute to the improvement in dynamic balance control (Nonis, Parker & Larkin, 2004; Nonis et al., 2006; Parker et al., 1993).

Motor Intervention Programme using Task-Specific Approach

Although motor interventions delivered in the form of movement programmes to improve overall motor abilities and increase physical activity participation of children with HI are reported (Hottendorf, 1989; Langdale, 1984; Sherrill, 1976), similar programmes emphasising on improving static and dynamic balance does not seem well documented. Although Fotiadou and colleagues (2002), in the recent decade, shared how rhythm gymnastics can cause significant improvements in the dynamic balance of children with HI, little is known about the effect of a balance-focused programme that caters to both children with and without HI on their balance abilities. In addition, movement programmes based on different instructional approaches and their effects on children with and without HI are limited. However, there are many studies focusing on various instructional approaches which include activity-based, direct instruction and task-specific on other children with special education needs such as children who were found with developmental delay or at risk with developmental delay and/or with DCD (Apache, 2005; Block & Davis, 1996; Goodway, Crowe & Ward, 2003; Revie & Larkin, 1993).

The Balance Programme (BP) conducted on children with and without HI in this study aims to improve balance control in specific balance tasks using the task-specific approach. The aims of task specificity are to provide specific instructions and guidance during motor learning and give specific feedback to the motor performance of the respective motor skills introduced in the movement programme. The rationale of task specificity for developing and learning of motor skills are supported by various researchers (Larkin & Hoare, 1992; Marchiori, Wall & Bedingfield, 1987). These authors suggest that children who are poorly coordinated were able to acquire or improve some motor skills through intensive task-specific training even though they were observed to have limited ability to transfer motor learning of one skill to another (Larkin & Hoare, 1992; Marchiori et al., 1987). Revie and Larkin’s (1993) 8-week task-specific intervention on children with poorly coordinated movements (N = 21; Age range: 5 – 9 years) was also...
used specifically for enhancing motor learning and motor performance. In addition, task-specific approach aligns with the direct instruction approach which is teacher-directed allowing the lesson to be highly structured and task-oriented and yet able to cater to individual needs by having the teacher to give precise feedback to the child and monitor their individual progress.

Presently, the motor abilities and physical fitness of children with HI in Singapore, particularly in relation to the information on their balance control, are not known to be documented. Further, the possibility of including children with and without HI within the same balance-focused movement programme to be conducted within the regular schools locally remains unclear. Therefore, the purpose of this study is twofold. Firstly, through this case study, we hope to understand and compare the balance control of children with and without HI. Secondly, it examined the effect of the BP that uses the task-specific approach on the balance control of the children with HI and without HI. It is hoped that the conclusion of this study will give us a better understanding of the balance control of children with and without HI and the effect of BP on their balance control. This will then form the basis for the development of movement programmes to include children with HI within regular Physical Education classes involving a larger population size.

**Method**

**Participants**

Two children participated in this study ($N = 2$, $M$ age = 7 years; see Table 1). Of the two participants, Participant HI was clinically diagnosed with profound hearing loss and Participant Non-HI is of normal hearing ability. Both had no pre-existing medical and health conditions during the period of study. Informed and voluntary consent was obtained from parents of the participants and the school in accordance with institutional review committee board for the ethics of human research at the National Institute of Education (NIE).

<table>
<thead>
<tr>
<th>Table 1. Characteristics of the Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Age (years)</td>
</tr>
<tr>
<td>Height (cm)</td>
</tr>
<tr>
<td>Weight (kg)</td>
</tr>
<tr>
<td>School Type</td>
</tr>
<tr>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>Other Special Condition</td>
</tr>
<tr>
<td>Completed BP</td>
</tr>
</tbody>
</table>

**Task and Apparatus**

The balance control ability of the participants was measured through four motor tasks, termed as Balance Tasks. The Balance Tasks involving static balance control were two-leg stand, one-leg stand and Balance Tasks involving dynamic balance control were in-place jump and in-place hop. The sequence of the Balance Tasks was two-leg stand with eyes open (EO), two-leg stand with eyes closed (EC), one-leg stand with eyes open (EO), one-leg stand with eyes closed (EC), in-place jump and in-place hop.

The Kistler Force Platform (Model: 9287BA) measuring 60 cm by 90 cm was used to capture the position coordinates of the Centre of Pressure (COP) in the anterior-posterior (AP) and medial-lateral (ML) directions and the components of the Ground Reaction Force (GRF) in the AP ($F_x$), ML ($F_y$) and vertical ($F_z$) directions. All these variables measure the participants’ static and dynamic balance of Balance Tasks. The data was captured at a sampling rate of 200 Hz.

**Procedures and Test Instructions**

This study adopted a single-subject research design consisting of a pretest (45 minutes), a task-specific Balance Programme (BP: 6 sessions, 45 minutes each) and a posttest (45 minutes) to compare the balance control of Participant HI and Participant Non-HI and examine the effect of BP through selected Balance Tasks involving static and dynamic balance. The pretest and posttest were conducted in the Biomechanics Laboratory at the University.
Prior to pretest, a familiarisation session with the participants and logistics preparation of the test venue and equipment set-up was carried out. Both face-to-face and phone briefings were conducted for the participants and their parents respectively to reduce any possible anxiety prior to the tests. During pretest and posttest, each participant was tested barefooted individually. The participants were told to look straight ahead, fixating their gaze on a picture of a flower (15-cm diameter) positioned at eye level at a distance of approximately five meters while stepping forward to perform instructed Balance Tasks on the force plate. Their foot placement was self-selected. One trained tester collected the data throughout the study. The procedure for each task in both tests began with a demonstration and followed by a standardised command – Ready, Get Set, Go! as a signal for the participant to begin the task. In addition, Participant HI received visual and tactile cues to ensure that he understood the instructions given by the trained tester. Collection of the force data was manually controlled by the tester immediately upon the command to perform the Balance Tasks. Each participant performed three trials for eachBalance Task. Adequate rest periods were given to each participant between trials and tasks. All three trials with continuous data performed by the participants were used for further analysis. In the event that continuous data was not captured in the first three trials of each Balance Task, the participants were allowed to perform up to a maximum of five trials.

The Balance Programme (BP)
The Balance Programme (BP; see Appendix A) consisted of 6 sessions using the task-specific approach (Larkin & Parker, 2002; Revie & Larkin, 1993). The activities during the task-specific approach were planned to teach the participants the techniques required to enhance specific balance control ability of the Balance Tasks of this study. Each session lasted 45 minutes and was divided into four phases: warm-up (5 minutes), task-specific and related-movement activities (35 minutes) and cool-down (5 minutes). The BP was conducted at the school of both participants.

Data Collection and Reduction
Static Balance Tasks (Two-leg Stand & One-leg Stand). Within a 10 second trial, the last five seconds of continuous force data (i.e. when the participant remained on the force plate) was analysed. The first five seconds of each trial included the preparatory time to step onto the KFP was disregarded to avoid capturing data that did not reflect the actual performance of the Balance Tasks. Chen and Woollacott (2007) used similar timing of five seconds to assess their participants’ balance control. In addition, Cherng et al. (2007) did not use data related to the preparatory time.

Dynamic Balance Tasks (In-place Jump & In-place Hop). Within a 10 second trial, data of eight full and continuous movement cycles (i.e. 8 continuous jumps and hops) were analysed. The first few jumps and hops were disregarded to avoid capturing preparation performance within each trial.

As adopted from Palmieri and colleagues (2002), the COP parameters for calculating the balance control of the Balance Tasks in this study are the root mean square of the COP displacement in AP (RMSx) and ML (RMSy) directions and the mean path length of COP distance in AP (MPLx) and ML (MPLY) directions. The kinetic variables for calculating the balance control of dynamic Balance Tasks are the mean percentage distribution of GRF in each direction to the summed GRF (%Fx, %Fy & %Fz), the mean vertical force normalised by body weight (Fz/BW), the mean of first normalised maximum vertical force (F1/BW) and the mean of normalised maximum propulsive vertical force (Fp/BW). The use of similar kinetic variables in this study has also been reported in various studies (Nonis et al., 2006; Parker et al., 1993).

Data Analysis
The RMSx, RMSy, MPLx, MPLy, %Fx, %Fy, %Fz, Fz/BW, F1/BW and Fp/BW were calculated for dynamic Balance Tasks across three trials. The means and standard deviations of three trials of COP parameters and kinetic variables of each Balance Task were used for descriptive data analysis. The pretest and posttest results were compared within and between participants.

Results
Performance of Static Balance Tasks at Pretest and Posttest
The Balance Tasks requiring static balance were two-leg stand and one-leg stand under two conditions – eyes open (EO) and eyes closed (EC). The pretest and posttest results of static Balance Tasks were compared. For two-leg stand performed under EO and EC conditions respectively, both participants experienced a decrease in MPLx and MPLy at posttest when compared to pretest (see Figure 1). A similar
trend was not observed for RMS values (see Figure 2). Nonetheless, the RMSx, RMSy, MPLx and MPLy values of Participant HI were comparatively higher than those of Participant Non-HI as per condition and as per test (pretest – EO, pretest – EC, posttest – EO, posttest – EC; see Figures 1 & 2).

Figure 1. Mean Path Length (MPL) of Two-leg Stand and One-leg Stand (EO – eyes open, EC – eyes closed)

However, the results of one-leg stand showed different results from those of two-leg stand. Only Participant HI was observed to have lower values of RMSx, RMSy, MPLx and MPLy at posttest when compared to his pretest results under both EO and EC conditions (see Figures 1 & 2). Participant Non-HI actually experienced increased MPL and RMS values in AP and ML directions at posttest (see Figures 1 & 2). However, similar to two-leg stand results, the RMSx, RMSy, MPLx and MPLy values of Participant HI were still comparatively higher than those of Participant Non-HI under both EO and EC conditions with the exception of the RMS values at posttest (see Figures 1 & 2). Comparing between tasks, the values of RMSx, RMSy, MPLx and MPLy of one-leg stand were generally higher than those of two-leg stand under both EO and EC conditions for both participants (see Figures 1 & 2).
Performance of Static Balance Tasks under Varying Vision Conditions

Studies have documented varying difficulties of static tasks under different vision conditions where participants generally exhibited poorer balance control when vision is limited (Cherng et al., 2007; Clark & Watkins, 1984). The COP results of two-leg stand and one-leg stand of both participants under EO and EC conditions were examined to understand the role of vision on balance control and on the effectiveness of the BP. This could then be used to better differentiate the balance control between participants with and without HI. Comparing the results of two-leg stand under EO and EC condition respectively, there was no clear indicative trend to show which vision condition performed better in both participants (see Figures 1 & 2). On the contrary, with the exception of MPL posttest results of Participant HI, the results clearly showed that the values of all COP parameters (MPLx, MPLy, RMSx & RMSy) were higher in the one-leg stand task for EC condition rather than EO condition for both participants (see Figures 1 & 2).

Performance of Dynamic Balance Tasks at Pretest and Posttest

The Balance Tasks requiring dynamic balance were in-place jump and in-place hop. Similarly, the results of in-place jump and in-place hop respectively were compared between tests and between participants. For in-place jump, the posttest results revealed lower MPLx, MPLy, RMSx and RMSy values in both participants when compared to their pretest results (see Figures 3 & 4). In terms of kinetics variables, both participants had lower %Fx and %Fy but higher %Fz at posttest (see Table 2). Both participants also attained an increase in Fz/BW and a decrease in Fy/BW at posttest (see Table 2). However, the differences in Fz/BW between tests did not show a discernable trend in both participants.
Comparing the in-place jump results of both participants, Participant HI had higher MPL\(_x\) and MPL\(_y\) values than Participant Non-HI at pretest and posttest (see Figure 3). The differences of RMS\(_x\) and RMS\(_y\) of both participants between tests did not show a consistent pattern (see Figure 4). In addition, Participant HI had higher %F\(_x\) and %F\(_y\) but lower %F\(_z\) and F\(_z\)/BW as compared to Participant Non-HI (see Table 2). Similar to the RMS values, the comparison of F\(_x\)/BW and F\(_y\)/BW between participants did not show a consistent pattern.

![Figure 3. Mean Path Length (MPL) of In-place Jump and In-place Hop](image)

**Figure 3.** Mean Path Length (MPL) of In-place Jump and In-place Hop
Table 2. The Mean Values of the Kinetics Variables of In-place Jump

<table>
<thead>
<tr>
<th>Participant</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant HI</td>
<td>%F_x</td>
<td>15.13</td>
<td>0.444</td>
<td>3.71</td>
</tr>
<tr>
<td></td>
<td>%F_y</td>
<td>3.34</td>
<td>1.24</td>
<td>0.127</td>
</tr>
<tr>
<td></td>
<td>%F_z</td>
<td>81.52</td>
<td>98.3</td>
<td>96.2</td>
</tr>
<tr>
<td></td>
<td>F_z/BW</td>
<td>0.985</td>
<td>1.04</td>
<td>1.56</td>
</tr>
<tr>
<td></td>
<td>F_p/BW</td>
<td>1.11</td>
<td>0.928</td>
<td>0.93</td>
</tr>
<tr>
<td>Participant Non-HI</td>
<td>%F_x</td>
<td>4.54</td>
<td>2.78</td>
<td>4.45</td>
</tr>
<tr>
<td></td>
<td>%F_y</td>
<td>-0.030</td>
<td>0.460</td>
<td>0.460</td>
</tr>
<tr>
<td></td>
<td>%F_z</td>
<td>99.6</td>
<td>99.6</td>
<td>99.6</td>
</tr>
<tr>
<td></td>
<td>F_z/BW</td>
<td>1.67</td>
<td>1.67</td>
<td>1.67</td>
</tr>
<tr>
<td></td>
<td>F_p/BW</td>
<td>3.69</td>
<td>3.69</td>
<td>3.69</td>
</tr>
</tbody>
</table>

From the values of the COP parameters of in-place hop, except for the MPL_y and RMS_y values of Participant HI, lower values of posttest results were observed for both participants when compared with pretest results (see Figures 3 & 4). Similar to the results of in-place jump, both participants also had lower %F_x and %F_y but higher %F_z for the task of in-place hop at posttest (see Table 3). Both participants also experienced increase in F_z/BW and decrease in F_p/BW at posttest.
Table 3. The Mean Values of Kinetics Variables of In-Place Hop

<table>
<thead>
<tr>
<th></th>
<th>Participant HI</th>
<th></th>
<th>Participant Non-HI</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pretest</td>
<td>Posttest</td>
<td>Pretest</td>
<td>Posttest</td>
</tr>
<tr>
<td>%Fx</td>
<td>20.8</td>
<td>0.983</td>
<td>3.14</td>
<td>0.242</td>
</tr>
<tr>
<td>%Fy</td>
<td>5.82</td>
<td>1.18</td>
<td>0.402</td>
<td>0.325</td>
</tr>
<tr>
<td>%Fz</td>
<td>73.4</td>
<td>97.8</td>
<td>96.5</td>
<td>99.4</td>
</tr>
<tr>
<td>Fz/BW</td>
<td>0.981</td>
<td>1.06</td>
<td>1.53</td>
<td>1.64</td>
</tr>
<tr>
<td>Fy/BW</td>
<td>1.99</td>
<td>1.40</td>
<td>2.89</td>
<td>2.95</td>
</tr>
<tr>
<td>Fp/BW</td>
<td>2.72</td>
<td>1.87</td>
<td>3.37</td>
<td>2.76</td>
</tr>
</tbody>
</table>

With the exception of MPLy and RMSy, Participant HI had higher MPL and RMS values than Participant Non-HI for in-place hop at pretest and posttest. In terms of kinetics variables, participant HI also attained higher %Fx and %Fy but lower %Fz, Fz/BW, Fy/BW and Fp/BW as compared to Participant Non-HI (see Table 3). Comparing the pretest and posttest results between dynamic Balance Tasks in terms of MPL and RMS values in AP and ML directions, it is unclear if both participants had shown improvement in balance control (see Figures 3 & 4). However, the performance of in-place hop of both participants generally showed a higher %Fx, %Fy and Fy/BW but lower %Fz, Fz/BW and Fp/BW (see Tables 2 & 3) as compared to in-place jump.

Discussion

Comparison of the Balance Control between Children with and without HI

In the present study, we compared the static and dynamic balance control of a 7-year old boy with HI and his hearing peer. With the exception of the root mean square (RMS) values at posttest of one-leg stand, it was noted that Participant HI generally scored consistently higher mean path length (MPL) and RMS values in anterior-posterior (AP) and medial-lateral (ML) directions in terms of static balance control when compared to Participant Non-HI (see Figures 1 & 2). Higher MPL and/or RMS values would indicate poorer balance ability (Palmieri et al., 2002). Although we could not deduce a conclusion in comparing the results of in-place jump and in-place hop of both participants using MPL and RMS values, the results using kinetic variables suggested that Participant HI had poorer dynamic balance control than Participant Non-HI. Participant HI had higher %Fx and %Fy but lower %Fz and Fz/BW than Participant Non-HI for in-place jump and in-place hop. These finding support other studies which have reported poorer balance control in children with HI when compared with their hearing peers (Campbell, 1983; Lindsey and O’Neal, 1976; Wiegersma & Van der Velde, 1983).

Between eyes open (EO) and eyes closed (EC) conditions, in general, differences were revealed for static Balance Tasks. Specifically, both participants experienced poorer balance control for the task of one-leg stand under EC condition, especially at pretest (see Figures 1 & 2). One explanation could be related to the underlying visual system. Studies have reported that the role of visual system played an important role in controlling balance in standing tasks (Cherng et al., 2007; Clark & Watkins, 1984). However, discernable difference was observed for one-leg stand of both participants in this study and there was not much difference for the results of two-leg stand between EO and EC conditions. One could then possibly conclude that vision plays a significant part for more difficult Balance Tasks (e.g. one-leg stand) which require better balance control with a smaller base of support as compared to easier Balance Tasks (e.g. two-leg stand) of a bigger base of support.

Maintaining balance and postural control requires sensory inputs from visual, somatosensory, and vestibular systems as well as the integration of sensory systems within the environment (Shumway-Cook & Woollacott, 2007). Humans essentially rely on three main sensory systems – visual, vestibular and somatosensory systems to send sensory inputs through the CNS to generate motor outputs seen as static and/or dynamic movements. In addition, Lindsey and O’Neal (1976) observed that the balance skills of the participating children with HI were more adversely affected than those of normal hearing children when visual cues were removed. Therefore, one would suggest that humans use vision system more as compared with the auditory system although Horak and MacPherson (1995) recognized the use of auditory system in postural control. Since the children with HI have limitation in their hearing, it could be explained that they rely mainly on their visual system to make sense of the surroundings, including
generating motor responses for balance control. This was further evidenced by the differences from the pre- and posttest results of Balance Tasks involving EC condition between Participant HI and Participant Non-HI. Except for the RMS values at posttest, Participant HI generally had much higher MPL and RMS values in both AP and ML directions as compared to Participant Non-HI under EC condition (see Figures 1 & 2).

Within participants, the comparison of the results between static Balance Tasks revealed that both participants performed better in two-leg stand than one-leg stand (see Figures 1 & 2). In terms of dynamic Balance Tasks, the performance of in-place jump was also better than in-place hop for both participants (see Tables 2 & 3). One would expect such findings due to the ground reaction forces generated with different bases of support at different postures (Parker et al., 1993). The tasks of one-leg stand and in-place hop require one to balance on single leg which causes lateral shift of body weight. Therefore, the execution of one-leg stand and in-place hop becomes relatively unstable when compared to two-leg stand and in-place jump which have a bigger base of support.

The Effect of BP on the Balance Control of Children with and without HI

Another aim of this study was to examine the effect of Balance Programme (BP) using the task-specific approach on the balance control of children with and without HI. The results of static Balance Tasks seemed to indicate a slightly different effect of BP between participants. Comparing the pre- and posttest results of two-leg stand and one-leg stand, Participant HI experienced an improvement in static balance control in terms of MPL_x and MPL_y (see Figure 1). Improved balance control was seen in Participant Non-HI for the task of two-leg stand only. Participant Non-HI actually performed poorer in one-leg stand at posttest (see Figures 1 & 2). On the other hand, the results of dynamic Balance Tasks revealed a more consistent pattern for both participants. In terms of COP parameters, except for the MPL_y and RMS_y values of Participant HI, both participants improved the dynamic balance control of in-place jump and in-place hop. In addition, both participants also attained lower %F_x and %F_y but higher %F_z and F_z/BW which is indicative of improved performance as reported in other studies (Nonis et al., 2006; Parker et al., 1993).

In summary, the effect of BP on the balance control of participant with and without HI, there was some indication of overall improvement for both participants. As RMS is the standard deviation of the COP displacement, a larger RMS value will then indicate a lesser stability in balance control. Although overall improvement was observed in both participants in terms of mean distance travelled from the initial point of origin (i.e. MPL), it may not necessarily reflect a stabilized improvement in balance control without a consistently reduced RMS values at posttest. Therefore, the effectiveness of BP remains unclear with the inconsistent change, particularly in RMS values in AP and ML directions, F_z/BW and F_y/BW of both participants.

In the attempt to have an in-depth analysis of the effect of BP as per participant, the comparison between participant with and without HI was carried out. Closer observation of the pre- and post-test results of one-leg stand of both participants suggests that the BP seemed to have a more positive effect on Participant HI experiencing improved balance control. Participant HI improved his balance control in one-leg stand from the effect of BP, unlike his hearing counterpart who was worse off at posttest. However, one needs to recall that Participant Non-HI started off with better balance control than Participant HI. Anecdotal observations also revealed that Participant Non-HI was generally able to have good balance control in one-leg stand without dropping his non-standing leg for support throughout the whole 10 seconds of data collection in this study. These findings seem to infer a higher possibility of positive BP effect on participants with poorer balance pretest result. If not, could participants experiencing performance plateau face unstable movement variability denoted by worse off balance control when they are made to unlearn familiar techniques and relearn specific techniques? Given that this is a case study, further investigation with a larger sample size is warranted.

While the effect of the 6-week BP that uses task-specific approach remains inconclusive, the authors of this study suggest for BP design review to be improved for participants with and without HI. As such, three recommendations are proposed for further investigation in future study. Firstly, the number of practice sessions may not have optimally allowed participants to make significant improvement in all COP parameters and kinetic variables of Balance Tasks especially for those requiring higher balance control ability. Therefore, a further study with more practice sessions will be able to verify it. Secondly, the task-specific approach may not be appropriate for optimal learning effectiveness especially for
participants who have no balance deficits. It is suggested to explore other instructional approaches geared towards activity-based, discovery-based or game-based nature in further studies. Thirdly, in reviewing the balance control of both participants, only information of the pre- and posttest results was available. Assuming if practice sessions were to increase for optimal learning opportunities, it would be good to identify any performance plateau and unstable movement variability (if any) so as to understand the differences in balance control of children with and without HI. With these considerations in mind, it is recommended to increase the number of test sessions (i.e. before BP, within BP & after BP) to investigate the change process of balance control of all participants.

**Conclusion**

Researchers have reported children with HI to have comparatively poorer balance abilities especially in static balance than their normal hearing peers (Campbell, 1983; Gayle & Pohlman, 1990). The findings in this study have reached similar conclusion too. Challenges that children with HI face in motor learning could possibly inhibit timely and appropriate motor strategies to overcome disturbances to balance thus delaying normal motor development. The investigation of the balance control differences between children with and without HI is critical in understanding their motor learning and also introducing appropriate movement programme to accommodate both populations’ physical needs in order to align with the notion of inclusion. It is hoped that through balance-focused programmes such as the BP, the children with HI can improve their balance control and in turns help them develop better motor skills; but not forgetting that the children without HI can benefit too.

Inputs from the visual, somatosensory and vestibular systems must be integrated efficiently to activate appropriate motor responses in maintaining optimal balance (Shumway-Cook & Woollacott, 2007). Consequently, it is anticipated that the task-specific practices can provide good opportunities for training children with and without HI to activate their sensory systems to generate appropriate motor responses for better balance control. However, the study has revealed mixed effect of BP on the balance control of both participants. Therefore, the effect of BP that uses task-specific approach on children with and without HI remains inconclusive. Despite the descriptive analysis nature of this study and its inherent limitations with a small sample size, findings from the present case study alert the call to provide support for movement programmes to include children with and without HI.

Based on the recommendations made in this study, it is concluded that the learning of proficient movement patterns requires time and practices to attain optimum motor learning. It is proposed that future studies include an increased number of practice and test sessions in the BP. It is anticipated that the additional practice sessions will allow more time and opportunities for the children with HI to achieve more proficient movement patterns reflecting better balance control. With repeated test sessions introduced within the BP, one can then better understand the change processes of balance control of the children with HI. In addition, a further study of an alternative instructional approach moving towards participant-centered is recommended. Such participant-centered movement programmes may allow practice opportunities for children with HI to self-organise their movement and discover their own preferred balance techniques in order to optimise their ability to attain efficiency in controlling balance.

**References**


Biomechanics and Control) of balance during standing and walking (pp. 41–54). Waterloo, Ontario: Waterloo Biomechanics, University of Waterloo.

Appendix A

Balance Programme (BP) Activity Plan

<table>
<thead>
<tr>
<th>Descriptions</th>
</tr>
</thead>
</table>

**Warm up**
Duration: 5 minutes
Purpose: increase heartbeat, warm up body temperature, stretch to increase body flexibility

Activities:
- Arm swings
- Leg swings
- Back stretch
- Hamstring stretch
- Quadriceps stretch
- Jogging on the spot

**Task-specific Activities**

1. Task-specific movement activities
Purpose: task specific approach applied to teaching the balance tasks with continuous monitoring and immediate feedback

2. Related-movement activities (use of wall as support, beanbags, gym rings & jump ropes)
Purpose: enhance kinesthetic awareness, avoid boredom by increasing variations, practice on balance tasks that are weaker

Duration: 35 minutes (about 25-minute of static balance tasks & about 10-minute of dynamic balance tasks)

Activities:
- Static balance tasks (two-leg stand & one-leg stand) and related static balance tasks are carried out in blocks of 30 seconds x 3 trials per task
- Dynamic balance tasks (jump & hop) and related dynamic balance tasks are carried out in blocks of 10 seconds x 3 trials per task
- Rest intervals of about 10 seconds and 30 seconds are given for every trial and task respectively before moving on to the next activity
- Details of each session flow is indicated below

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
<th>Session 5</th>
<th>Session 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-leg stand (eye open)</td>
<td>Two-leg stand with gym ring placed on head (eye open)</td>
<td>Two-leg stand (eye open)</td>
<td>Two-leg stand (eye open)</td>
<td>Two-leg stand (eye open)</td>
<td>Two-leg stand (eye open)</td>
</tr>
<tr>
<td>Two-leg stand (eye closed)</td>
<td>Two-leg stand (eye closed)</td>
<td>Two-leg stand with beanbag placed on head (eye closed)</td>
<td>Two-leg stand (eye closed)</td>
<td>Two-leg stand (eye closed)</td>
<td>Two-leg stand (eye closed)</td>
</tr>
<tr>
<td>Two-leg stand with beanbag placed on head (eye closed)</td>
<td>Two-leg stand with gym ring placed on head (eye closed)</td>
<td>Two-leg stand (eye closed)</td>
<td>Two-leg stand with beanbag placed on head (eye closed)</td>
<td>Two-leg stand (eye closed)</td>
<td>One-leg stand on preferred side (eye open)</td>
</tr>
<tr>
<td>Activity Description</td>
<td>Activity Description</td>
<td>Activity Description</td>
<td>Activity Description</td>
<td>Activity Description</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>One-leg stand on preferred side with wall support (eye open)</td>
<td>One-leg stand on preferred side (eye open)</td>
<td>One-leg stand on preferred side with gym ring placed on head (eye open)</td>
<td>One-leg stand on preferred side with gym ring placed on head (eye open)</td>
<td>One-leg stand on preferred side with beanbag placed on head (eye open)</td>
<td></td>
</tr>
<tr>
<td>One-leg stand on preferred side (eye open)</td>
<td>One-leg stand on non-preferred side (eye open)</td>
<td>One-leg stand on preferred side with wall support (eye closed)</td>
<td>One-leg stand on non-preferred side (eye open)</td>
<td>One-leg stand on non-preferred side (eye open)</td>
<td></td>
</tr>
<tr>
<td>One-leg stand on non-preferred side with wall support (eye open)</td>
<td>One-leg stand on preferred side with wall support (eye closed)</td>
<td>One-leg stand on non-preferred side with wall support (eye closed)</td>
<td>One-leg stand on preferred side with gym ring placed on head (eye closed)</td>
<td>One-leg stand on non-preferred side with gym ring placed on head (eye closed)</td>
<td></td>
</tr>
<tr>
<td>One-leg stand on preferred side with wall support (eye closed)</td>
<td>One-leg stand on preferred side (eye closed)</td>
<td>One-leg stand non-preferred side with wall support (eye closed)</td>
<td>One-leg stand on non-preferred side (eye closed)</td>
<td>One-leg stand on preferred side with gym ring placed on head (eye closed)</td>
<td></td>
</tr>
<tr>
<td>One-leg stand on preferred side with wall support (eye closed)</td>
<td>One-leg stand on preferred side with wall support (eye closed)</td>
<td>One-leg stand on preferred side with wall support (eye closed)</td>
<td>One-leg stand on preferred side with gym ring placed on head (eye closed)</td>
<td>One-leg stand on preferred side (eye closed)</td>
<td></td>
</tr>
<tr>
<td>Jump with rope turns</td>
<td>Jump</td>
<td>Jump with rope turns</td>
<td>Jump</td>
<td>Jump</td>
<td></td>
</tr>
<tr>
<td>Jump</td>
<td>Jump</td>
<td>Jump</td>
<td>Jump</td>
<td>Jump</td>
<td></td>
</tr>
<tr>
<td>Hop on preferred side with rope turns</td>
<td>Hop on preferred side with rope turns</td>
<td>Hop on preferred side with rope turns</td>
<td>Hop on preferred side with rope turns</td>
<td>Jump</td>
<td></td>
</tr>
<tr>
<td>Hop on preferred side with rope turns</td>
<td>Hop on preferred side with rope turns</td>
<td>Hop on preferred side with rope turns</td>
<td>Hop on preferred side with rope turns</td>
<td>Hop on preferred side with rope turns</td>
<td></td>
</tr>
<tr>
<td>Cool down</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration: 5 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: decrease heartbeat, cool down the body temperature, stretching to increase flexibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Back stretch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Hamstring stretch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Quadriceps stretch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Breathing exercises</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>