



Pupils with Physical Disabilities

Congenital Malformation



Congenital Malformation



Classroom-based tips (focus on instructional methods)

1. **Inform the class about the presence of a pupil with congenital malformation through age-appropriate means** such as a project, discussion, parental participation, storytelling or the involvement of the child himself/herself. Introduce the pupil to his/her classmates, as you do for any newcomer to the class.
2. **Provide activities promoting acceptance and support in order to avoid marginalisation** [Reference: <http://asociatia-profesorilor.ro/integrarea-copiilor-cu-dizabilitati-in-scoala-publica.html>]
3. **Use mainly the active-participative teaching methods to increase students' interest for knowledge**, develop cooperative learning and stimulate collaboration and mutual support in accomplishing different tasks. [Reference: <http://asociatia-profesorilor.ro/integrarea-copiilor-cu-dizabilitati-in-scoala-publica.html>]
4. **Use role-play as a way to learn social behavior, and avoid stigmatisation**; avoid the use of disability role by non-disabled children [Reference: <http://asociatia-profesorilor.ro/integrarea-copiilor-cu-dizabilitati-in-scoala-publica.html>]
5. **Form "heterogeneous pairs (and sometimes trios) consisting of roles as tutor and student (and sometimes also an observer)"**. Let all children take turns for all roles. [Reference: Inclusive Education and Classroom Practice in Secondary Education, Summary Report 2005, European Agency for Development in Special Needs Education, p.18] "Heterogeneous grouping and a more differentiated approach in education are necessary and effective when dealing with a diversity of pupils in the classroom." (Inclusive Education and Classroom Practice, Summary Report, March 2003, European Agency for Development in Special Needs Education, p.27)
6. **Provide a specific set of teaching materials** for example in digital form so that pupils with congenital malformation do not have to carry heavy books in and out of school.
7. **Provide copies of teachers' notes or recorded lectures**, as well as digital notes for students using technology.
8. **Provide options for tutoring or extra time to make up assignments and complete tasks.**
9. **Allow students to leave classes early to have extra time to get to their next class.**
10. **Arrange the classroom physical environment in an accessible way.**
Reference: <http://www.tribunainvatamantului.ro/optimizarea-comunicarii-dintre-cadrul-didactic-si-elevul-cu-dizabilitati-senzoriale-sisau-fizice-exemple-de-bune-practici-2/>

11. **Make arrangements in sitting and position in classroom to facilitate moving around and participation in activities, safely.** Consult the pupil's physiotherapist for specific seating needs.
12. **Make sure that if the pupil uses a wheelchair that s/he can reach where you ask the student to go.**

Reference: <http://www.tribunainvatamantului.ro/optimizarea-comunicarii-dintre-cadrul-didactic-si-elevul-cu-dizabilitati-senzoriale-sisau-fizice-exemple-de-bune-practici-2/>
13. **If students use wheelchairs, where possible place yourself at their eye-level when talking to them.**
14. **The board in the classroom may have to be lowered if the student is in a wheelchair.**



School-based practical tips (focus on instructional methods)

Class Divisions / Arrangements

Provide for accessible toilets/bathrooms that also ensure safety for children with congenital malformation.

[Reference: <http://www.romanalibera.ro/societate/educatie/in-pestea-50--din-scoli--copiii-cu-handicap-locomotor-nu-au-acces--361498>]

Community

1. **Make the physical education class and sports activities in school accessible by adjustment of playing areas** (dimension, surface); equipment modification (lighter balls, balls with sounds), modification of net height. (Cristea, Ștef, Dragoș, *Adapted Motric Activities - Theoretical And Methodical Aspects*, Oradea, 2014
[Reference: http://www.fefsoradea.ro/PDF/curs/Dragos/Activitati%20motrice%20adaptate_curs.pdf]
2. **Find and have available contact details of local and national associations** for congenital malformation for further information and support.

Educational Visits / Field Trips / Camps / School Exchanges / Trips Abroad

When organising field trips and school events out of the school area (a trip, a visit to a museum, a research activity outside school), make arrangements by considering the need for accessible transportation, such as ramps and lifts in buses, accessibility of locations and entrances. [Reference: <http://www.eupd.ro/wp-content/uploads/2011/09/Curriculum.pdf>]

Parents / Parents' Associations

1. **Arrange meetings between the parents and the staff and other professionals working with the pupils** such as the physiotherapist, so as to learn as much as possible about the diagnosis, the pupil's current level of ability and possible needs during the course of the school year.
2. **Facilitate family support and confidence in parenting a child with congenital malformation.**

Safety

1. **Provide for accessible toilets/bathrooms that also ensure safety for children with congenital malformation.**

[Reference: <http://www.romanalibera.ro/societate/educatie/in-pestre-50--din-scoli--copiii-cu-handicap-locomotor-nu-au-acces--361498>]

2. **When organising field trips and school events out of the school area (a trip, a visit to a museum, a research activity outside school), make arrangements by considering the need for accessible transportation**, such as ramps and lifts in buses, accessibility of locations and entrances. [Reference: <http://www.eupd.ro/wp-content/uploads/2011/09/Curriculum.pdf>]
3. **Make sure that, in case of emergency, the evacuation plan allows students with congenital malformation to get out of the building safely.**

[Reference: <http://www.eupd.ro/wp-content/uploads/2011/09/Curriculum.pdf>]

School Purchases

1. **Equip the building of the school institution with accessibility and safety adaptations such as elevator, ramps and special desks.**
2. **Provide for accessible toilets/bathrooms that also ensure safety for children with congenital malformation.**

[Reference: <http://www.romanalibera.ro/societate/educatie/in-pestre-50--din-scoli--copiii-cu-handicap-locomotor-nu-au-acces--361498>]

3. **All school services should ensure general accessibility for disabled students**, including access to such materials as catalogues, books and equipment.

[Reference: <http://www.eupd.ro/wp-content/uploads/2011/09/Curriculum.pdf>]

Pupil Support

1. **Arrange meetings between the parents and the staff and other professionals working with the pupils** such as the physiotherapist, so as to learn as much as possible about the diagnosis, the pupil's current level of ability and possible needs during the course of the school year.

2. **Facilitate family support and confidence in parenting a child with congenital malformation.**
3. **All school services should ensure general accessibility for disabled students**, including access to such materials as catalogues, books and equipment.
[Reference: <http://www.eupd.ro/wp-content/uploads/2011/09/Curriculum.pdf>]
4. **Find and have available contact details of local and national associations for congenital malformation** for further information and support.

Teacher Professional Development

Provide training for teachers who have students with congenital malformation in their classrooms.

Technology

1. **Provide for accessible toilets/bathrooms** that also ensure safety for children with congenital malformation.
[Reference: <http://www.romanalibera.ro/societate/educatie/in-pestre-50--din-scoli--copiii-cu-handicap-locomotor-nu-au-acces--361498>]
2. **Make the physical education class and sports activities in school accessible by adjustment of playing areas** (dimension, surface); equipment modification (lighter balls, balls with sounds), modification of net height. (Cristea, Ștef, Dragoș, *Adapted Motrical Activities - Theoretical And Methodical Aspects*, Oradea, 2014
[Reference: http://www.fefsoradea.ro/PDF/curs/Dragos/Activitati%20motrice%20adaptate_curs.pdf]
3. **Make arrangements for assistive technology assessment and provision.**

Supportive Literature

Congenital malformations are structural, functional or metabolic anomalies, which can manifest from birth or in early childhood. “Different types of pathogenic processes leading to structural abnormalities are indicated by the terms *malformation*, *disruption* and *deformation*. Anomalies can be placed in one of these categories on the basis of developmental stage during which the alteration took place, the process that caused the change, or the end result. Malformations are assumed to be caused by genetic or environmental influences or by a combination of the two.[...] In general, structural anomalies are viewed negatively by medical practitioners, affected individuals and society. Insensitive terminology can further stigmatise those affected and can separate caretakers from affected individuals, the affected from family, and family from society. Terminology should be as neutral as possible while correctly identifying or defining the structural anomaly. (Roger E. Stevenson, Benjamin D. Solomon, David B. Everman, *Human Malformations and Related Anomalies*, Oxford University Press, 2015)

Types

Congenital malformations of bones and joints are: structural bone diseases (eg. achondroplasia); malformations (e.g. total or partial amelia of one or more members, thoracic or pelvic, syndactyly); rachitic deformities with postural disorders; congenital hip dislocation (unilateral or bilateral) with secondary coxarthrosis and/or modifications of spin: congenital rigidity and ankylosis; pseudo arthrosis (leg, hip, arm).

The persons who are assessed with a medium disability are oriented towards professional activities with a reduced physical effort, without travelling long distances or picking up heavy objects. They need orthopedic devices and recovery treatment to prevent deterioration of the joint functions.

The persons who are assessed with a severe disability need compensatory means (prosthesis, orthosis etc.), adapted according to their activity and the affected members. They may also need special means of moving (wheelchair, adapted cars etc.), an adapted living/work space, assistance for daily activities (for the persons with severe deficiencies).

Reference: http://www.mmuncii.ro/j33/images/Documente/Proiecte_in_dezbatere/2014/2014-04-15_Ordin_comun_MMFPSPV_MS.pdf

Useful Websites

https://www.european-agency.org/sites/default/files/inclusive-education-and-classroom-practices_iecp-en.pdf

https://www.european-agency.org/sites/default/files/inclusive-education-and-classroom-practice-in-secondary-education_iecp_secondary_en.pdf

<http://www.who.int/mediacentre/factsheets/fs370/en/>

Societatea Handicapatorilor Locomotor din Romania - <http://www.invingatorul.org/>

APAHM – Asociatia Pentru Protejarea Handicapatorilor Motor Cluj - <http://apahm.inadcod.com/despre-noi.html>

Asociatia Handicapatorilor Neuromotor din Romania - http://www.ahn.ro/ro/Programe/locale/body_locale.html

EU Reports

EU Accessibility Act -

[http://www.europarl.europa.eu/RegData/etudes/IDAN/2016/571382/IPOL_IDA\(2016\)571382_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/IDAN/2016/571382/IPOL_IDA(2016)571382_EN.pdf)

References

Stevenson, Roger E., Solomon, Benjamin D., Everman, David B., 2015, *Human Malformations and Related Anomalies*, Oxford University Press

Inclusive Education and Classroom Practice in Secondary Education, Summary Report 2005, European Agency for Development in Special Needs Education

Inclusive Education and Classroom Practice, Summary Report, March 2003, European Agency for Development in Special Needs Education

<http://asociatia-profesorilor.ro/integrarea-copiilor-cu-dizabilitati-in-scoala-publica.html>

http://www.mmuncii.ro/j33/images/Documente/Proiecte_in_dezbatere/2014/2014-04-15_Ordin_comun_MMFPSPV_MS.pdf

<http://www.eupd.ro/wp-content/uploads/2011/09/Curriculum.pdf>

<http://www.romanioliberal.ro/societate/educatie/in-pestea-50--din-scoli--copiii-cu-handicap-locomotor-nu-au-acces--361498>

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