



CP-PACK

Module 3

TRAINEE BOOKLET

Inclusion And Acceptance

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The major goal of this module is to improve participants' knowledge and understanding of several aspects concerning the inclusion and acceptance of a child with cerebral palsy – in the school, the classroom, at home and in the community (family, friends of the family, meetings with the surrounding society etc.). Specifically, we intend to explore the meaning of inclusion and acceptance and the tools that can be used to promote them in several ways:

1. Improving the level of understanding of acceptance and inclusion of children with CP in the school, at home and in the community.
2. Increasing the number of “tools” that help ensure acceptance and inclusion of a child with CP.
3. Improving the ability to increase the inclusion and acceptance of a child with CP in the school and in the classroom.
4. Improving the ability to increase the inclusion and acceptance of a child with CP in the family and the networks around the family.

Aim

In General

Cerebral Palsy is a multifaceted disability with many different expressions in the child's appearance, and in the way the child acts and behaves in different situations.

Independently of the appearance and behavior ,many children with CP have to cope with the challenges of participating in a classroom and with peers with no disabilities, as well as peers and teachers also have to cope with a pupil with CP.

The same situation is to be found at home: the child with CP has to manage living in a family, surrounded by a network without disabilities – and the family and network have to deal with a relative having CP.

These facts can cause many different and difficult situations, but knowledge of the subject and knowledge of tools that can help to compensate this, can help the child as well as the people that surround him or her, dealing and coping with this situation in a respectful and meaningful way.

This is a theoretical training module, which, on the basis of latest knowledge in the field, will approach different matters about the subject.

We also consider that parents and teachers have a lot of valuable knowledge that result from practical experiences. Therefore, the course should also be a place where participants (parents/parents, teachers/teachers and parents/teachers) get an opportunity to discuss and share their practical experiences. This way, participants will be inspired by each other in how to work on and incorporate inclusion and acceptance of the child in many situations.

For Parents

In the need analysis, many parents expressed a feeling of lack of acceptance and inclusion of their child – in the school and in many cases also among the family and friends and in the surrounding society.

The first step for parents to be able to help and facilitate other people in their including and accepting attitude when meeting their child in different situations, is that they have personally learned to accept the child as he/she is and the situation of the child and the family.

Another important aspect is knowing how to deal with and appropriately help the child appropriately when situations arise, where the child expresses grief and sorrow because of the situation of being disabled and not able to function like the peers.

A way to reach (the) understanding and (the) acceptance and from that the ability to think of ways to help compensate and trim the surroundings with the aim of facilitating a life for the child where the disability will cause as few obstacles as possible in fulfilling a life with friends, education, work and participating in leisure activities, is knowledge and concrete tools of how to work on this.

For teachers

The need analysis indicates that teachers coping with children with CP in the classroom, can benefit from increasing their knowledge about how to include and work on the acceptance of a child with CP.

Providing the teachers with knowledge about different aspects of inclusion and acceptance as well as raising opportunities to discuss how and which tools can be used in praxis to increase the ability for their disabled pupil, will help them to focus on the situation and influence the peers of the child, the physical surroundings as well as their own approach towards the child with CP.

Learning outcome

Participants will learn about acceptance and inclusion of children with CP from professional experts providing them with the most recent knowledge in the field.

The parents will learn how to deal with their own shock and grief, as well as the child's, in order to increase their ability to understand and accept the child and the challenges connected to the disability and to gain the knowledge needed to be able to facilitate others to approach the child with an accepting and including attitude.

The teachers will learn which difficulties have an influence on the acceptance and inclusion of a child with CP in a classroom mainly containing pupils without a disability. They will learn how to deal with this and compensate for this, through affecting his/her own attitude (how to focus on successes) the attitude of the peers, changing physical surroundings etc.

Chapter 1

Coping with the mood (shock, denial...)

Learning Outcomes

At the end of this chapter, participants will identify the typical reactions and phases one has to go through when living through a crisis.

They will become aware of the difficulties that may arise between the parents as a couple and how to react to that before it may be too late.

The participants will know the importance of informing relatives about facts regarding the diagnosis, helping them to understand the situation of the child.

They will understand the importance of assisting grandparents and other relatives and close family friends through their period of crisis.

The participants will know tools to help “good cooperation” between the family and relatives to grow in a fruitful way that everybody can benefit from.

The participants will know about the phases of grief and crisis connected to its own limited situation that the child with CP may have to live through, and will identify tools to handle these phases.

Chapter Contents

It is always very hard to learn that one’s child has cerebral palsy or any other kind of disability or disease.

Some parents will know the moment the child is born while others will have been through a period of worries and anxiety because the development of their child has not followed the normal patterns.

Some parents will feel relieved when they finally get a diagnosis and know what they are dealing with, but most parents will experience sorrow and a crisis. A feeling of loss can follow getting a child with a disability like CP. A loss of the child one had expected as well as a loss of the life one had imagined with a child growing up, becoming more and more independent. When getting a child with CP, the parents have to change their ideas about how long it will be necessary to take care of and support the child.

Crises contain different phases like shock, reaction, processing and a new orientation. How these phases will show in the individual cases is different from couple to couple, from parent to parent (– and some parents may end up never accepting the fact that they have a child with a disability.)

Very often it feels like being in the middle of an emotional chaos - which can be even more difficult to handle if the mother and the father of the child do not react in the same way to the situation.

It is very important to receive help and talk to other family members, friends and professionals about the situation. It may also be a good idea to talk to a professional psychologist or other therapists who may be able to help the parents in dealing with all the chaotic feelings. This is important if the parents intend to reach an acceptance of the situation and find the strength necessary to cope with all the following tasks of having a child with cerebral palsy. It is also important because there may be siblings in the family whom it is very important to take care of as well. They will very often find themselves in a situation where they feel that they are put aside and do not get the attention they are entitled to. The sibling with cerebral palsy gets a lot of attention because of the worry and because of all the tasks that have to be taken care of resulting from his or her condition.

Very often the anxiety and the worries about the child with cerebral palsy and about the future result in a situation where the parents forget they are a couple and tend to isolate themselves from friends and relatives. It is important to be aware that this should not happen.

Parents, siblings, grandparents, at the rest of the family feel grief and sorrow and need to be taken care of. Grandparents will very often be able to become a very important support in the everyday life of a family with a child with CP. But it is very important to supply them with the relevant knowledge about the diagnosis in order to better understand the situation, and with that work through their own grief and sorrow which again will lead them to become an even better support in the family with a child with disabilities.

Activities/Reflective questions

A group work will be carried out.

In the introduction to the group work the trainer will present the reflective questions to be addressed to the trainees.

The trainees will be placed in groups of 4-5 persons.

Examples of a form for the group work:

Choose one or two participants in the group to present their personal story to the rest of the group - how was your reaction when you became aware that your child had CP? How was the reaction from grandparents and other close friends and relatives? How was the reaction from siblings? Have your child with CP him/herself expressed or shown signs of grief, depression or so because of his/her situation as disabled?

In the group, think about what you have just heard and discuss in the group what would be the best way to help this family through a crisis? What would be a good way to address the reactions from relatives and friends? What would be a good way to address reactions from siblings - and what would be a good way to take care of the child him/herself if expressing or showing sorrow or depression because of his/her own situation?

Suggested Readings

Emily Pearl Kingsley: 'Holland' - a poem about getting a child with a disability:

<http://www.our-kids.org/Archives/Holland.html>

About Emily Pearl Kingsley:

http://en.wikipedia.org/wiki/Emily_Kingsley

Ariel - a case story (go to page 34):

<http://www.livingwithcerebralspalsy.com/pdfs/cpuk.pdf>

Chapter 2

Arrangement of home environments

Learning Outcomes

The participants will identify tools that can help them in their efforts, naturally including and integrating the child with CP at home and in several situations, like social arrangements and sport activities. They will also learn the best way of mediating information about the child to others.

The participants will also, for example, learn a specific technique to communicate and be together with the child with CP.

Chapter Contents

About the workshop – the yoga technique:

By using a certain yoga technique it is possible to regain intuitive communication with the child with CP, even if the ability of expressive communication is poor.

The technique works on enhancing or producing a balance of the cerebral hemispheres, stimulating the function of the right or left hemispheres, developing intuitive communication with children, developing relaxation techniques in the presence of children, developing the ability to relax the children by contemplating one's own physical reactions and resistances to the children's presence and behavior, emptying aggressive communication through pranayama, i.e. breathing techniques developed for individual needs, and teaching children simple techniques to improve brain activity.

Parents and children affected by brain pathologies, i.e. CP, can effectively improve their level of communication with meditation, Kundalini Yoga exercises to stimulate intuition, tolerance, compassion and effective communication. Sequences and meditations are meant for parents to intensify relational abilities with their children, and using intuition as a means to establish closer contact by moving from conventional/rational patterns of relationship to contemplative ones. Basic Sat Nam Rasayan exercises will be practiced to create a state of deep communication through relaxation.

Activities

A workshop will be carried out to demonstrate a yoga technique that may help to promote communication with the child.

Suggested Readings

National Network for child care

<http://www.nncc.org/Diversity/divers.disable.special.html>

Yogi Bhajan on inner anger <http://www.facebook.com/video/video.php?v=1015087216484>

Kundalini Yoga meditation for emotional balance <http://www.youtube.com/watch?v=fhI58fL5q7U>

Kundalini Yoga breathing techniques <http://www.kundaliniyoga.org/pranayam.html>

Short history of Sat Nam Rasayan <http://creacicle.com/blog/?p=1774> (Spanish)

Sat Nam Rasayan <http://www.sat-nam-rasayan.de/> (German)

Sat Nam Rasayan and Guru Dev Singh <http://www.satnamrasayan.it/gurudevsingh.php> (Italian)

Chapter 3

Tasks and responsibilities in inclusion (in school, supportive services, etc.)

Learning Outcomes

The participants will get to know tools that can help them in their efforts to include and integrate the child with CP in different situations: school, classroom, sport activities, at social arrangements etc., and what is the best way to mediate information about the child.

Chapter Contents

It is important to underline that inclusion is not exclusively the task of the school, but a daily task with the attention of all the institutions supporting the child/young girl/ boy with cerebral palsy.

Educational care, rehabilitation and assistance cannot be put in the hands of the individuals (parents, teachers, rehabilitators, educators), but it needs to be linked to a logical system. Cooperation and commitment, in terms of shared responsibility between school and family support services are the basis of success of the life project for the student with cerebral palsy.

Collaboration and shared responsibility mean all the participants are willing to build conjoint plans and training, and to participate in moments of confrontation to verify its fulfilment and effectiveness.

The specific tasks of each individual and the individual responsibilities cannot be separated from a common project to socialize, learn, and rehabilitate, all aspects that encourage the global growth of the student.

The social model of disability, in part reformulated by ICF (International Classification of Functioning, Disability and Health, 2001 - World Health Organization), has allowed to focus not only on the difficulties encountered by people with disabilities due to their biological condition, but also and above all on the context in which the person is included. The model set in schools and support services proposes the idea of an inclusive education and culture.

The duty of the school and of the services is to take care of:

- The relationship system,

- The methods of personalized and individualized work,
- The organization of spaces and work times,
- Cooperative learning,
- The dialogue between peers,
- Continuous update and professional growth of the figures who work there and that creates the conditions for an inclusive approach of the student with cerebral palsy,
- The responsibility to provide inclusive opportunities to the students, which is explicit, above all in the organization of an environment where each student will be able to express its potential, to find the right answers to its needs, and to participate in community life.

It is not enough for schools and services to be able to respond to the person's needs only in terms of technical and economical resources and of specialized personnel. It is also important that they question concepts as, being "normal", school success, and research of performance. It is important to question, with a strong sense of responsibility and honesty, about the meanings of "education, training and socialization". "Disability" and "special needs" cannot be interpreted as "interference of the system", but as constant and widespread variables of the normal processes of society. The risk is that school and the various support institutions for people with disabilities "get lost every day on the way."

Activities

The work of this session will take place in 3 hours.

In the first part (lasting 1 hour) the topic will be presented, indicating the duties and responsibilities of schools and services to promote inclusion. The lesson will take place with the presentation of slides, using diagrams and mind-maps to focus on the most important elements.

For the following 2 hours there will be group work. It will offer opportunities to use inter-subjective learning and training methods. It will promote discussions and the willingness to accept that the same problem can be faced and solved in different ways.

The aim of the group work and discussion is not to ensure that the points of view coincide, but to find answers that take into account the specificity of all the thoughts expressed.

Reflective questions

1. In your experience as teachers and parents what do you believe are the duties and responsibilities of schools and services to make the inclusive action effective?
2. How have you lived the relationship system among the various figures involved?
3. What is the dialogue between the child/young boy/girl with cerebral palsy? Where is this dialogue preferred? How does it take place?
4. Has the school and services a structured way of work, time, and space suitable for the growth of the child/teenager?

Suggested Readings

<http://www.milieu.it>

http://www2.unescobkk.org/elib/publications/243_244/Teaching_children.pdf

<http://books.google.it>

<http://books.google.it>

www.aare.edu.au/08pap/spa08682.pdf

Chapter 4

Increasing Social Acceptance

Learning Outcomes

The participants will know and become aware of which mechanisms in society (in school, at home, in the contact with social - and health services, etc.) can be obstacles for social acceptance and they will know tools that can prevent this from happening.

The participants will know which mechanisms and feelings may occur in the child with CP when having to deal with an excluding and not-accepting attitude from the surroundings and they will know tools that can prevent this from happening.

Chapter Contents

People with disabilities arouse to a great extent, positive feelings, such as solidarity, admiration for their will power, the determination that they transmit and the wish to be useful. Generally people feel calmer when they face situations that are considered close to normal. But there are also widespread feelings of embarrassment and controversial discomfort. Some even feel afraid to face the possibility of experiencing the same pain. There is also strong concern of hurting or offending a person with disabilities inadvertently either by what we say or do. Few people are indifferent, and think it is a problem that does concern them at all.

However, complete social acceptance is still limited. Prejudice is strong towards those who are not considered productive, able to make a efficient contribution to society, so that the value of these people is perceived as inferior. The external view contributes in removing these people from what is seen as the image of perfection and aesthetic beauty that meets all standards outlined by the media, so much so that some people may feel embarrassed if seen in the company of people with disabilities. What are the principal actions that can be implemented so that these people can be considered as others? Some suggestions that should be pursued at the level of social policies are:

ELIMINATING IGNORANCE: the first step towards real social acceptance of disability starts from knowledge to avoid misunderstandings and fall into old stereotypes. It is therefore necessary to talk about disability, what it means, its forms, problems, including it in educational programs.

BEING AWARE THAT DISABILITY IS AND CAN BE PART OF EVERYONE: if one starts from the idea that disability is one of the possible characteristics of the human condition, we can talk about an experience that everyone could find and live in their life and as such could be considered normal. Pain and suffering is part of life. This subject is not treated - the fear that it might hurt or even the fear that disability can be part of us.

It is important not to exaggerate pain but be aware that it exists, which can belong to anyone, in the same way as disability. This is too often understood only when disability is tangible.

TO ACCEPT THE PERSON WITH DISABILITIES, IT IS IMPORTANT TO ACKNOWLEDGE THE PERSON WITH DISABILITIES: the real injustice that affects the person with disabilities is not the term that refers to them: disability, handicap, of other abilities, but having to waste their remaining energy to get what should be taken for granted. If the person with disabilities or their family do not activate themselves, do not have someone who might represent them, they do not get and at times they do not even ask, for the false fear that asking for what is due will only be given as a favor, and that it will make people aware of the “diversity”, that indeed exists!

INSERT THE PERSON WITH DISABILITIES FOR THEIR PRIMARY ABILITY: work is certainly a key element, through which the person feels integrated in society, feels useful in the world.

NECESSARY SKILLS AND KNOWLEDGE FOR THOSE WHO SHOULD APPLY THE LAW: so that inhumane efforts are not required to obtain what is granted in a discourse of solidarity.

Few recognize the sacrifices that the person with disabilities makes to be as the “normal ones.

The principle of solidarity has brought about great improvements thanks to laws that protect us, but nevertheless you must always fight hard to get everything that is granted by law.

ARCHITECTURAL BARRIERS: how are the rules that favor their removal applied? The culture of those who work to eliminate these barriers is still by and large distant.

Greater independence is encouraged for the person with disabilities; however, they are always viewed as being accompanied.

Suggested Readings

Erving Goffman, *Stigma: Notes on the Management of Spoiled Identity*, 1963. (Ed. it. by Roberto Giammanco. *Stigma. Identity denied*. Ombre Corte, Verona, ed. 2003).

- Giampiero Griffo Emilio Aristide, “Le parole sono pietre”, 2005. In www.superando.it.
- Schianchi Matthew, La terza nazione del mondo. I disabili tra pregiudizi e realtà, Feltrinelli, Milan, 2009.
- <http://www.education.com/reference/article/social-acceptance-rejection-children-disabilities/>
- <http://icarefumane.jimdo.com/>
- <http://www.un.org/disabilities/default.asp?id=150>

Chapter 5

Educational Inclusion, Applications of Educational Inclusion and Variety of Educational Inclusion

Learning Outcomes

The participants will know about and receive tools to build a school with equal room and space for all children/students – with disabilities or with typical development – in an atmosphere of mutual respect of individual difficulties and differences.

The participants will know about possibilities of alternative communication and will learn from each other about other tools available to include children with CP in the school.

Chapter Contents

The principle behind every definition of inclusive education is that all students should learn together, regardless of difficulties or differences. Difficulties and differences that are also within the same type as cerebral palsy. Each child has its own history, unique features, their own difficulties and their own potential. “Disability is not a problem of a minority group within the community, but rather a condition that everyone can experience during their lives” and every child has the right to find the right answers to their needs regardless of their physical, psychological, relational and social condition.

The approach to education, rehabilitation and care of children with CP should be set in a global framework that includes direct interventions on the child and on the environment (family and school). The work of all those who support the child with CP (teachers, paediatric neurologist, psychiatrist, physical therapist, speech therapist, social worker) must be well designed to promote both the educational and rehabilitation aspect, the emotional-relational aspect of the child/teenager and of the parents who will be accompanied along all their growth, which will bring the student to be both author and protagonist of his development.

The aim of social inclusion and education is a priority and should not be subject to the achievement of certain pre-treatment goals. As all the other children, the child with cerebral palsy needs to understand all the possible opportunities from its environment. A well-designed and prepared environment (the school) is often crucial to the ultimate success of the treatment practised.

Inclusion should be one of the key points in the Training School Plan and be recognized as a value that gives quality.

Features of an inclusive environment:

- Opening to the idea of “normal special”,
- Flexibility of the organization and of educational, rehabilitative, social proposals,
- Correct functioning of collegiality,
- Interdisciplinary and coordinated work,
- Availability of human and material resources,
- Extensive training programs and qualified educational staff,
- Use of technology and customized tools,

In particular, in the school:

- Trained and qualified professionals (teachers,...),
- Enhancement of the families, according to the principle of subsidiarity (the families, the first subject of education, are empowered and called to cooperate with the school in the ordinary educational activities),
- Collaboration among all the figures who work for schools and social inclusion,
- Involvement of the head-teacher,
- Enhancement of teacher collegiality and shared care (not to delegate to others, to renunciation, etc.),
- Reception and acceptance of peer group (no rejection, exclusion, etc.),
- Methodological articulation (individual activities, in pairs, small group, class)
- Use of software and educational technology
- Removal of architectural barriers at school

Activities

- The activities to propose for this session aim to be experimental and innovative: Actually we intent to experiment with teachers and parents a inclusion on the contrary: (to use in classrooms and external environment as pedagogical and educational experience). It Means: Let's all of us experiment situations of disabilities.
- The training experience developed will tent to move the attention from the CP Pupil to (with his/ her difficulties and limitations) to the context. This context have to be understood as environment and material, like classrooms mates / group. Inclusion first of all means to create a welcoming and integrating environment for the educational special needs pupil: n environment where it should be possible to

set up relationships, stimulate close friendships and availability to dialogue and communication.

Reflective questions

1. Try to play situation of movement disability avoiding the use of the dominant hand (individual / groups games, educational/ didactics activities
2. Try to draw and colour wearing a big glove imitation or obstacle your movements .
3. Write on narrow spaces , respecting the lines and squares with reductions and movement obstacles.
4. Draw using rulers and compass, use calculator wear the gloves, or binding your fingers
5. Draw with your foot
6. Let's play basket in wheel-chairs

Suggested Readings

<http://comforty.com/inclusionseries/webresources.htm>

<http://www.learningrx.com/making-special-education-inclusion-work-faq.htm>

www.eenet.org.uk/resources/docs/Index%20Italian.pdf

Chapter 6

Rationale of mainstream

Learning Outcomes

Participants will realize the importance of a well working inclusion strategy and plan if mainstream schooling is to become a success for all children.

Participants will understand the importance of a very conscious strategy of ensuring that teachers are well educated in the field of inclusion, and they will know about the importance of the cooperation between parents and school.

The participants will know the value of children being helped and taught to join a fellowship with children of different kinds and with different difficulties.

The participants will know the value of an including mainstream school system as a way to secure an inclusive and democratic society for all citizens at all levels and from all parts of society.

Chapter Contents

Inclusion is a dynamic and ongoing process in which social and professional relationships increase the possibilities of presence, the feeling of fellowship, active participation and a high degree of learning among all children. It means that all children have the right to become part of professional and social fellowships, as long as it is meaningful to the specific child and the fellowship as a group. The child has a right to be heard and to feel acknowledged. The main task is to see that all children are feeling well and get the opportunity to develop in the social and professional relationships in which they participate, and that they will be able to develop good relationships with each other.

As many children as possible should attend mainstream school in order to stay in the common offers in the local community and stay part of that fellowship.

This intention can be achieved through differentiated pedagogic strategies and teaching, tailored to the specific child, while cooperation between different professions will support the best possible strategy for the child.

An inclusive pedagogy requests that the children learn from each other's differences - also from the ones who have difficulties i.e. as a consequence of a disability like cerebral palsy. This presents specific demands to the professionals - they need

to become very aware about their own part in the daily life at school - how can the individual teacher contribute to the fact that all children should gain from the fellowship?

The Salamanca declaration points out that an inclusive school is the basis for the development of an inclusive and democratic society for all citizens at all levels and from all parts of the society.

Therefore the good inclusion should think of growing up in inclusive fellowships among children, in school, institutions and leisure time activities, as the basis for the development of an inclusive and democratic society locally, nationally and globally.

Inclusion is a way of looking at people and society - not a method or a concept. It is the right for all children to be included, to experience affinity and to be able to contribute and exploit from the relationships in which they participate.

Fellowships are dynamic relations between people, committing themselves to each other, and differences should be looked upon as strength and a good thing for the development of dynamic and developing fellowships for all children.

Suggested Readings

Do Special schools lead to discrimination? – a video

(Micheline and Lucy Mason join parent Jonathon Bartley on the Big Questions BBC show. They are successfully arguing that inclusion in mainstream schools is the only way to end the discrimination caused by attending segregated special schools and units. The argument is won. Children and young people should be included in local ordinary schools with all the support they need).

<http://www.youtube.com/watch?v=P38tJ1w-dRA>

Chapter 7

Applications of inclusion at different educational levels

Learning Outcomes

The participants will know which aspects in childhood are important to take into account when working on integration in school situations. They will know which aspects are of prior importance and which are secondary to that.

Chapter Contents

Childhood

Facilitate the use of operational methods as well as those of a transmissive,
Give importance to the psycho-motor work,
Stimulate expression through all languages,
Promote a social life characterized by peaceful conviviality,
Promote acceptance of differences and diversity of all kinds.

Primary

Favor the use of operational methods as well as those of a transmissive,
Take into account the learning curve required by all students,
Recall experiences and aspects of daily life,
Promote acceptance of differences and diversity of all kinds,
Provide an environment that is simultaneously stimulating, peaceful and conducive to positive relationships between the members of the class.

Secondary

Promote cooperative learning,
Use technology and multimedia,
Counter the negative perception of peers against students with disabilities, foreigners, in trouble,
Actively involve the learner in a process that links knowledge and personal formal and experiential,

Organize support differences,

Design interventions on the network with the territory,

Promote acceptance of differences and diversity of all kinds.

Activities

The work of this session will take place in one hour and thirty minutes.

In the first part (about half an hour) the topic will be presented, indicating the inclusion of suggestions to different levels of education. The lesson will be carried out with the presentation of slides, making use of diagrams and mind-maps to focus on the most important elements.

For the following hour there will be group work. It will offer opportunities to use inter-subjective learning and training methods. It will promote discussions and the willingness to accept that the same problem can be faced and solved in different ways.

The aim of the work and discussion is not to ensure that the points of view coincide, but to find answers that take into account the specificity of all the ideas expressed.

Reflective questions

1. What is the relationship between the classmates and the child with cerebral palsy?
2. Which interventions most affect the acquisition of the child's skills?
3. with reference to the age of your child or student what do you believe are its most important needs and desires?
4. how has the work been carried out so far to give continuity to the process of inclusion? what horizontal continuity (among the different departments) and vertical continuity (among different school grades)?
5. has a joint educational project been built for the child / student with cerebral palsy or has there been a separate program and a lack of choral interventions?

Suggested Readings

www.sinpia.eu/atom/allegato/152.pdf

<http://web.accaparlante.it/paralisi-cerebrali-infantili>

http://education.jhu.edu/newhorizons/Exceptional%20Learners/Inclusion/General%20Information/inclusion_preschool.htm

Chapter 8

Transition

Learning Outcomes

The participants will know about the important moments (milestones) in the school life of a child with CP where decisions must be made in order to help the student follow the right path for further education in life – taking into account abilities and possibilities.

Chapter Contents

As in many other situations, the transition from secondary school to some kind of post-secondary education, like high school, technical colleges, professional training centers, further education, etc., in many cases calls for more planning when concerning a child or young person with CP than with child or young person with typical development.

A lot of important issues have to be taken into account, like physical and personal support, economy, transportation, living and so on.

On the one hand, United Nation High commissioner for Human Rights states that “persons with disabilities have a right to education”. With a view to realizing this right without discrimination and on the basis of equal opportunity it must be “ensured an inclusive education system at all levels and lifelong learning”. It is also stated that persons with disabilities, such as CP, should be offered possibilities of using their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential.

It must be ensured that persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability.

Reasonable accommodation of the individual’s requirements should be provided and persons with disabilities should receive the required support, within the general education system, to facilitate their effective education.

Despite this declaration of intents the reality appears different.

It is not easy to find exact statistical material about the situation of adult persons with CP when it comes to educational level.

Denmark constitutes a difference. In Denmark there is a Cerebral Palsy register in which ALL persons diagnosed with CP are registered. This makes it possible to carry out research based on statistical material. Of course there is no evidence that results from Denmark are completely similar to results in the other European countries, but considering that Denmark represents a relatively average example compared to other European partner countries, their studies can be interesting and serve as an example for reflection.

In 1995 the Danish CP register analyzed how status was for ALL persons born in the years 1965-1978 (18-30 years of age). This material showed that only 33% had some education beyond primary school – only 29% were self-supporting and 70% were to be found in the lowest income group. Neither of this was dependent on the motor level of the disability.

Another model study taken from the same register regarding educational level, showed that out of 28 men and women, 17-48 years of age with a mean of 33,2 years showed that despite the fact that 28,6% of the participants in the study passed a high school education and 32,1% passed an exam at the end of secondary school, 50% of all participants never got any further education.

- These results indicate that in spite of the good intentions in the statements of United Nations, there is still a long way to go, until they become a reality to young people with CP.
- The main idea of this session is to present the difference between the good intentions of the World Community and the reality in a specific country. To point out which goals have not yet been reached and to make the trainees of the course discuss which obstacles are yet to be overcome – and which tools and efforts must be found and used to develop a situation where inclusion and acceptance follow the child with cp from secondary school into high school or further education.

Activities

The work of this session will take place in 3 hours.

In the first part (2 hours) the topic will be set, indicating the Applications of educational inclusion and Variety of educational inclusion.

The presentation will take place through slides, use of diagrams and mind maps to focus on the most important elements.

For the following hour there will be group work. It will offer opportunities to inter-subjective use of learning and training methods. It will promote

discussions and the willingness to accept that the same problem can be faced and solved in different ways.

The aim of the work and discussion is not to ensure that the point of views coincide, but to find answers that take into account the specificity of all the ideas expressed.

Reflective questions

1. Is transition an endless process or an expression of isolate moments in the daily school life of a CP pupil?
2. What does transition of a CP pupil mean? What are the important aspects of a guided action?
3. The PEI – Individual educational plan has been set up for transition of the pupils too? It is possible to transform it for a short term project to Life long one?
4. Which kind of teacher's, family's and social service's intervention is necessary?