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Judo adapted to the therapy of disabled children

Mircea Ion-Ene^{1††}, Daniel Roșu², Adriana Neofit³

¹*“Dunărea de Jos” University of Galați, 46 Domneasca Street, Galați, România*

²*University of Pitești, 1 Targu din Vale Street, Arges, România*

³*The School Sports Club of Galați, România*

Abstract

A disability is defined as a physical, psychological or mental state limiting the various forms of activity performed by an individual. The term “disability” is meant to replace the term “handicap”, despite the fact that Romanian legislation continues to use the latter. At present, the new trends impose the term “disabled person” from a social perspective, just to evince that the disability is not an attribute of the individual, but an attribute of the relation individual-environment. The unadapted environment is the one “disabling” the person because of the architectural barriers it puts up.

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1. Introduction

According to the International Organisation of Disabled People (DPI), a disability is defined as “the result of the interaction between a person with an infirmity and the barriers pertaining to the social and attitudinal environment that s/he may encounter”.

Disability is viewed as a problem of the whole society, which requires permanent preparation and adaptation to all the aspects of life in order to accept and to maintain these persons active in the life of society.

At the level of the European Union and of some international organisations (Disabled People's International – DPI, The World Health Organisation, The United Nations Organisation (UNO)), which have as their major aim the health and the rights of the disabled people, there have been considered the following definitions of “disability”:

†† Corresponding author: Mircea Ion-Ene. Tel.: +0-400-745-651297
E-mail address: ieemircea@yahoo.com

- “A disability represents any restriction or lack (resulting from an infirmity) of the ability to perform an activity in a manner or at the level considered as normal for a human being”;
- “disabled persons include those persons with long-term physical, mental, intellectual or sensory deficiencies, which, by interacting with various barriers, may limit the full and effective participation of these persons in society, in a manner equal to others”; [<http://www.onphr.ro/dizabilitatea/ce-este-dizabilitatea>]
- “the result of the interaction between a person with an infirmity and the barriers pertaining to the social and attitudinal environment that s/he may encounter”. [<http://www.onphr.ro/dizabilitatea/ce-este-dizabilitatea>]

2. Background

The model represents a frame for the understanding of the received information. Nowadays, we are speaking about “the social model of disability which resonates with the present vision of the Union” but which opposes “the medical model of disability”. [<http://www.onphr.ro/dizabilitatea/ce-este-dizabilitatea>]

The Social Model of Disability	The Medical Model of Disability
-created by disabled persons It is the response of society to their needs -it is a consequence of the experience they lived in the health and social security system which made them feel socially isolated and oppressed -chance denial, choice and self-determination restriction, lack of control over the support systems in their life made them doubt the traditional medical model -the disability is perceived as an unequal relation in society, where the attention given to disabled people is minimal or even non-existent	-the disability is seen as a personal problem -the difficulties faced by disabled persons are seen as a “model of personal tragedy” -the difficulties faced by disabled people are a consequence of the way their bodies are shaped and the experience they have in doing certain things

In Romania, the disabled individuals are a disadvantaged category, especially in the rural or institutionalised environment. “The presence of the handicap, poverty (in most cases), the psychological isolation triggered by the outsider status), the lack of specific alternative services, the difficulty of access to the information in the field, difficulty in accessing quality medical services, all constitute additional difficulties for this category of individuals.” [<http://biblioteca.regielive.ro/referate>]

A disabled child can be helped to communicate easier through the positive attitude of the surrounding people, through the development of the ability to communicate in order to convey their own experiences easier, and through encouraging them, to become more and more independent in everyday activities.

The disabled child who encounters difficulties as far as autonomy is concerned and who is totally dependent on the adults, must be supported and accepted in a responsible and permissive society in order to become autonomous in elementary activities: dressing and undressing, eating, the hygiene of the body, of the clothes and of the places where he/she spends the time, plays and learns.

“The orientation of the activity towards the subject as person and not towards the deficient subject, assures the multiplication of the integration options in various social environments in which such people can exercise their functional independence.” (Teodorescu, 2003)

Being accepted by a responsible and permissive society, the disabled children develop their personal autonomy skills, having thus real chances to be included in the social life of the community.

People’s true nature may be revealed by their attitude towards the disabled children and their needs.

The adult’s daily positive attitude towards the disabled child may efficiently help in developing the communication abilities. The child will communicate in an easier manner if s/he wishes to do so, expressing the things s/he is experiencing. By the effective use of our own communication abilities, the child’s own communication manner will be stimulated. It is essential for a disabled child to be helped and become independent in all the activities s/he performs.

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