SUMMARY
The fact that a person lives with a physical disability changes the relationship between the disabled person and the world around him; moving experiences correlate with the cognitive skills, sociability and with health of the body and soul. (A part of our poster shows our research about 28 physically disabled children-50% with cerebral palsy, 50% not CP – from the age of 11-14. We have got examples of their bodies’ functional statement, their cognitive skills, and the perception of the world from this special state. We examined with Woodcock-Johnson Test of Cognitive Abilities International Edition (WJ IV) and the Wechsler Intelligence Scale with Children IV (WISC-IV)). Additionally, the poster presents the special teacher’s education at Eötvös Loránd University, Faculty of Special Education, Department of Somatopedagogy in the following subjects:
- therapy and education for people with physical disabilities
- subjects about adaptive sports
- help in activity of daily living.
Beyond these we show our students’ training school. This is a special educational institute for children with physical disabilities, which supports the pupils’ mental and physical wellness with many kind of services.

TRAINING OF SPECIALISTS

Eötvös Loránd University, Faculty of Special Education, Department of Somatopedagogy

Department of Somatopedagogy graduates in special needs education of and therapy for people with physical disabilities are qualified to: select and apply the processes, methods, and means of special needs education, both in general and in the field of physical disabilities, that influence personality development, considering the conditional changes caused by the hindrance to movement; provide therapy, development, education, and medical and educational rehabilitation in special schools and homes for children with physical disabilities; develop children with physical disabilities that attend inclusive nursery, primary, or secondary schools, cooperating with the relevant partners in education, service provision and care-giving; fulfill general tasks of rehabilitation for adults with physical disabilities; and cooperate with the people with physical disabilities concerned, on their surroundings, and with experts of the related fields.

SEVERAL SPECIAL SUBJECTS ABOUT HELPING PEOPLE WITH PHYSICAL DISABILITIES

Physiology and Neuro-Physiology of Motion
Basic Therapies- Foundation Training
Theory of Developing People with Severe and multiple Disabilities
Rehabilitation in Special Education
Psychology of Physical Disabilities
Psychodiagnostic Assessment of People with Physical Disabilities
Basics of Remedial Physical Education
Methodology of teaching swimming
Adapted Physical Education and Subaqueous Movement Education of People with Physical Disabilities
Introduction to Augmentative Communication
Disorders in the Linguistic Development and Communication of People with Physical Disabilities;
Communication Techniques and Therapies
 Ergotheraphy – Occupational Therapy
 Complex Rehabilitation of People with Physical Disabilities
 Computer-Aided Education of People with Physical Disabilities
 Education of Children with Physical Disabilities at Nurseries and Schools
 Education of People with Physical Disabilities in Adult Care
 Education of Children with Physical Disabilities before their School Age
 Education of People with Physical Disabilities in Health Care and Social Care

CONCERNING

Eötvös Loránd University, Faculty of Special Education, National Resource Centre for Special Educational Support Service, Budapest, Hungary

Contact: rmlinko@gmail.com

RESEARCH: Children with physical disabilities and the cognitive profile

METHOD

- Our assessments shows the intellectual statement, strength and weaknesses in a group of children with severe physical disabilities.
- We examined pupils from the same special school: ‘Mozgajavító’ Elementary and Specialized Secondary School,
- Unified Special Education Methodology Centre and Students’ Residence, Budapest

PATTERN: N = 28 children with physical disabilities
14 children with Cerebral Palsy (CP), 14 without CP
Age 11-14 years; Mean : 146 months
Sex: 18 male, 10 female
Similar functional statement, competency for
- manipulate, or special technics (e.g. mouth writing)

RESULTS

The intellectual abilities (WISC-IV IQ/WJ General Intellectual Ability Score/GIA/I) are about 1 SD lower, than the average.

- WISC-IV Subtest results
Pupil with physical disability (N=28)
Best results: Memory for Names
Worst results: Numbers Reserved

- WISC-IV Index results:
The results of the Verbal Comprehension (VC) are the best in both of the groups (children with and without CP), the results of Processing Speed are the worst in the group of children with CP.
The Perceptual Reasoning is a weakness in each of the groups (CP) no CP.

THANKS TO

The pupils, teachers, and the former and current head of the ‘Mozgajavító’ Elementary and Specialized Secondary School, Unified Special Education Methodology Centre and Students’ Residence, Budapest

Photos: Márta Pintér and Miklós Takács
1st photo Rafael, developed by Zoltán Lénárt

SPECIFIC VERBAL ANSWERS CONCERNING SPORT AND HEALTHY LIVING

Less and specific moving possibilities and experiences of the following cause specific results and answers
WISC-IV Hungarian version, Comprehension subset 7 item

Why do we have to do gymnastics and physical exercise?

- Why? Us people with disabilities or other people?
- So that our muscles do not go to sleep - If I may say so
- So that our condition does not deteriorate
- So that our muscles do not weaken, do not get stiff
- So that our joints get stronger and we as well
- If we do not do exercise, our hands will hurt

THANKS TO

The pupils, teachers, and the former and current head of the ‘Mozgajavító’ Elementary and Specialized Secondary School, Unified Special Education Methodology Centre and Students’ Residence, Budapest

Photos: Márta Pintér and Miklós Takács
1st photo Rafael, developed by Zoltán Lénárt

THE LARGEST SPECIAL SCHOOL FOR CHILDREN WITH PHYSICAL DISABILITY IN HUNGARY

‘Mozgajavító’ Elementary and Specialized Secondary School, Unified Special Education Methodology Centre and Students’ Residence

The school’s mission as a multi-functional institute to help students reach the highest degree of independence by the co-operation of the institutional units. In the philosophy of the school you can meet value orientated development of its profile, keeping up traditional and institutional activities which all are equal opportunities of our students.

The main principle of the school is to participate in forming the attitude of the whole society in the field of equal opportunities where acceptance and not charity defines rights of people with physical disabilities which searches for chances in social participation and promotes individual education, health and social care, and the possibility of an autonomous life.

Basic profile: Elementary education, secondary education, students’ residence, Unified Special Education Methodology Centre with educational and professional support services.

THE SPREAD OF PHYSICAL DISABILITY

- cerebral palsy,
- other physical disabilities

The general distribution of physical disabilities in Hungary 2014

- cerebral palsy - 50%
- non cerebral palsy - 50%

The phare of the assessments is extremely long: 2.5 hour / test

There are significant differences between the CP and not CP groups’ results. The CP group’s results are significantly lower in Block Design (p=0.05), Coding (p=0.01), Symbol Search (p=0.01).

The phare of the assessments is extremely long: 2.5 hour / test.

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