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The multiprofile rehabilitation of babies and children with the developmental disorders

The aim of this study, is the showing of multiprofiles attitudes towards the improvement of the children with the developmental disorder. The gradually better knowledge of the developmental processes, including the normal process and abnormal process, also the process, which is the result of the impairment of the central nervous system /cns/ gives to the professional workers in the fields of the rehabilitation some new challenges; the need. of the constant cooperation and the need of the verification as well as betterment. of the improving. activities. The aim of these activities is the gaining of the normalization of the children's development in order to they would be able to attend fully in everyday life of their families and their environment, which is connected with the present classification of the assessment of the. functioning in case of the disabled people and the people under the threat of some disability, which is called. IGF/ International Classification of Functioning - WHO 2001. In the previous century in the eightieth years the group of the experts working for the World Health Organization decided to find out an answer for the question, which. kind of activities could improve the children's progress bringing the best results. After the searches lasting for ten years the experts reported the data, which. provided the directions according to the creating the norms allowing. to work with children who present the developmental disorder. The norms are called the multiprofile rehabilitation. The norms may be used at the work with babies, infants and children at the various age. The norms include the following activities:

1. The earliest detection of the developmental disorder.
2. The earliest beginning of the activities, which can support the development and the improvement of all impaired functions.
3. The maximal activating of parents and educators, their participation to the process of the improvement / in the degree allowing them to perform it/.
4. The providing some plays suitable to the age of children and their intellectual level.
5. The earliest integration in the family environment and in groups of children of the same age.
6. The proper education in kindergartens and schools.

The activities including. the mentioned above elements at the whole program of the improvement and their consequent realization attain the best results of the improvement, which has the influence for the future of the children.