



Cap sur l'école inclusive
en Europe



Best practice Occupationnel therapy -dialogue between the parents and the child

Section of the module / R

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1 Context

The meaning of the term "occupational therapy" derives from the terms that make it up: - occupation - represents the idea of an activity in which you become involved, engage and participate in an effective and motivated manner; - therapy - means the treatment of a disease, a disability or a disability.

The context and the definition of the necessity of such a practice: the parents entrust their child to the care of the school. They have the right to know what is planned for their education - in the broadest sense. At the same time, the school needs parents to strengthen and support the education of the child. needs advice and values that the child receives at home to align with those promoted at school. Continuous dialogue between parents and the school is necessary and such a dialogue can not exist if parents are not informed of what their school intends to do. Parents are not only interested in the general direction of their child's school, nor in the general progress of children in the same class or age group. Parents have the right to know if the school is suitable for their child. As a result, the activities developed addressed the issue of developing professional skills with student families and implicitly the needs of communication and relationship, counseling, cooperation, motivation, involvement, etc.

2 Objectives

The objectives of occupational therapy consist of a program aimed at increasing self-confidence, increased independence of the student's activity, reintegration into the family, social and professional environment, thus giving the pupil the psychosocial condition of normality.

Specific objectives

- training and development of teachers 'work skills with students' families;
- to identify the responsibilities of parents under Law 272/2004 on the respect of children's rights;
- provide psychological support to parents in order to develop positive relationships between parents and children;
- promote children's rights by empowering, involving and valuing students;
- use the game as an organized occupational therapy activity.

3 Development

Program Activity:

- teacher-parent / student workshops;
- individual and group teacher-parent / student counseling;
- extracurricular activities with students.

The teacher-parent / student workshops took place in a formal setting, defined by the location of the activity, the classroom.

The game-learning and therapy begins to occupy a place more and more defined in the category of methods, techniques developing the ability to observe, analyze and work with logical operators, in a word, in the category of techniques developing learning and development skills.

The activity took place around the winter holidays, during which pupils helped by their parents were guided to create Christmas greeting cards and invited to propose their work as artists. It started with the game "Who's coming to Christmas?" Where students had to sort several tokens, pictures representing the symbols of the celebrated holiday. To complicate the game, I used a puzzle and I did a contest. As parents helped, the students had to discover the formed image in record time. This created a moment of suspense and good humor, after which I returned to creation, where the students finished the Christmas greetings and were invited to offer them to their parents.

4/Evaluation of the activity

Parents have learned through this partnership to understand their role in the education of children, what should they do with them outside of school, how can they develop their creative mind through educational therapy, to occupy their time with an activity that they can lead together and that gives them satisfaction.

All this work has given parents the hope of discovering new ways to spend time with their children, to discover the setting in which they conduct their school activities and to guide them towards an optimistic future.

5/Limits

Among the weak points, parents noted the lack of centers in which they could be helped to organize activities allowing students to socialize or create different supports specific to their power of achievement, as well as the absence of guides for parents with useful activities to spend time. The education of the child with disabilities is addressed in its positive aspects in order to optimize the optimal use of all the psycho-individual availabilities and peculiarities of the type and degree of deficiencies. This gives the opportunity to make the best use of the educational act that the child with SEN has the right to.

6/Perspectives.

We consider that occupational therapy, by its content, with this type of activity, can develop the personal and social space for the purpose of the independence of the child and its integration in an environment that always changes, but can also be a dialogue between the parent and the child.

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