

PHYSICAL ACTIVITY AND EDUCATION OF PARENTS IN CHILDREN REHABILITATION WITH LOKOMOTOR DYSFUNCTION

(Professional paper)

Izet Kahrović, Oliver Radenković and Benin Murić

*University of Novi Pazar, Department of Biomedical Sciences,
Study program Sport and Physical Education, Novi Pazar, Serbia*

Abstract

Today, in the age of information, parents, more than ever, want to know how their child should progress, what the normal value is and what's not. Most parents know that certain events represent a risk to the child's normal development, such as difficulties in pregnancy, premature birth, complicated and difficult childbirth. That is why early diagnosis is very important, both in medical as well as educational and rehabilitation practice. In children who have a lack of moving abilities we have a reduction of adjustment opportunities to the environment that surrounds it. This situation leads toward changes in organs, organ systems and organism as a whole in the further growth and development. Evidence of their moving capabilities we obtained on the basis of a questionnaire which has been filled by their parents. Education of parents is the most important obstacle which they must overcome to be able to help as needed in the child's development, which is especially important in the early years of the child's life. It is a very complex problem because it doesn't implement only parent's education, but education of the whole family. Rehabilitator goes to the family, and explains to mother, step by step what to do and why. The family is the primary environment, and parents are experts for their child and they are caring a great responsibility.

Keywords: *childbirth, family system, physical activity, psychomotor development, motor skills evaluation, Bobath therapy, child's play, questionnaire*

Introduction

Today, in the age of information, parents, more than ever, want to know how their child should progress, what's normal and what's not. They are reading books, surfing on the internet, discussing in the forums. Awareness is very good, especially when the matter is about their children. Although the doctors' duty is to ascertain whether the child deviates from the normal development parameters or not, while an informed parent can be very helpful, because he is the one who is spending the most of the day with the child and the details can be better observed by the parent than by the doctor. Today, most of the parents know that certain events are a risk to the child's normal development, such as difficulties in pregnancy, premature birth, complicated and difficult childbirth. Medical advancement, premature birth, trauma during the delivery, are just some of the causes of the increasing number of children in whom are in the earliest months of life visible smaller or larger differences in the psychomotor development, in which, if the treatment start on time, may seem that the most of

the obstacles and difficulties could be avoided. That is why early diagnosis is very important, both in medical as well as educational and rehabilitation practice, and it is necessary to keep records and control of all children born with risk factors, and everything with the purpose of timely action on child development.

Physical activity in the rehabilitation

The normal development of children from birth to adulthood requires more physical activities, primarily, more movement. From the moment it start holding the head still, sitting, crawling, as the child's expanding the capability of knowing the environment. The possibility of this knowledge is expanding with mastering of walking, running, climbing and jumping. All this leads to the satisfaction of a child and makes him happier. Unfortunately, children in whom there had been a violation of the locomotor function haven't a sense of satisfaction but moody, apathetic and often irritable. In children who have a lack of moving abilities we have a reduction of adjustment opportunities to the

environment that surrounds it. This, in the further growth and the development, the locomotor function is leading toward changes in organs, organ systems and organism as a whole. Locomotor abilities violation is manifested by reduction of the muscle tone, which ultimately can lead to disruption of the mutual relations of bones in the joint system leading to a weakening or deterioration of contractile force of muscles, leading to a reduction of general motor abilities. Limited moving leads toward the development of severe pelvic organ dysfunction, so that these children become dependent of unaided. It is necessary to assess the complexity and nature of the disease and in that sense to apply the appropriate system of the rehabilitation program with the inclusion of physical exercise, especially in a vertical position.

Rehabilitation of children with disturbed locomotor function must begin in relation with the grade of their initial capabilities. This includes evaluation of the initial state of moving possibilities that the child has mastered in the everyday life. Toward assessing the current capabilities of the child's movement, we can elaborate a rehabilitation program using exercises and means of sport, recreation and physical education. Evidence of their moving capabilities we obtained on the basis of a questionnaire filled by their parents.

Findings based on previous researches are indicating that children with locomotor dysfunction are the most complicated to learn and adopt its own sitting, standing alone and independent movement. Adoption of movement implies knowledge of crawling on stomach and walking on all fours. For this reason, within the children with moving disabilities, the attention should be focused on mastering with these forms of moving.

Education of parents in the rehabilitation

Education of parents is the most important obstacle that they must overcome to be able to help as much in the child's development, which is especially important in the early years of the child's life. Education of parents in the family is a very complex issue because it doesn't implement only the parent's education, but the education of the whole family or the household. The educator should possess at least a basic knowledge in medicine, pedagogy, psychology, rehabilitation, and good communication ability, with a child, as well as with their parents. For mother is inherent to care for their child (instinctively), but if a child is born with problems, there comes to disruption of these relationships and parent needs help. It is necessary to point out to him what and how to work with their child (Horvat, 2002). Treatment should not be considered as a separate daily activity for 30 minutes, but must be adapted to direct the activities of the day (Finnie, 1998). Mother must understand why she must certain the things and why mustn't make others, or why certain locations are good for the child and the rest are contra induced. She need to understand their child and to know what it could achieve if he is properly assist in the certain stage of development. These is achieved when

rehabilitator goes to the family, and explains to mother, step by step what to do and why. Education is implementing continuously, considering the child's stage of development. As the child is growing and acquiring new skills, so parents need education. It is of great importance that parents demonstrate a willingness and desire to learn to themselves in order to educate so that will lead toward more successful application. It is important to educate the parent to work independently with the child, especially with those "exercises" and positions that can be implemented occasionally performing everyday activities such as bathing, eating, playing, and dressing (Horvat, 2002). Today, for the parents a vast of information are available about different techniques, i.e. ways in children's physical therapy, so that everywhere we can read about the treatment by Bobath, Vojta, Pheto technique, hypotherapy etc. In global practice is somewhat more widespread the Bobath therapy, by which children are responding excellently, as well as the Vojta therapy. Maybe their parents will be in dilemma to combine or not the exercises with children consisted on several techniques, and there is often a question of parents "What is the better technique"? The best technique does not exist, or every child in different approaches reacts differently. With time and the first results, parents will know which technique best suits to their child. They might decide to go with children to Vojta technique, on the therapeutic riding, exercising at the pool, and maybe they will "only be practiced at home". In that decision it is necessary to be guided only by the reactions of the child, and it is always available to request advice of physiotherapists. Most of the authors believe that it is necessary to start early with the treatment of the children, which means that the treatment that is performed during the first year of life, or in the early stages of development, until differentiation and functional organization of the brain is not yet complete. In particular, timely rehabilitation is one in which the treatment begins in the first nine months of life. As is known, the majority of children without disabilities in the development are playing alone without the help of parents. The game is free, spontaneous children's activity in which the child expresses his thoughts, feelings, needs and difficulties. The game is a tool for developing of conscious development of the child and may look and act on his emotional, social and physical development. The child learns the most quantity of information during the game. Through play, it is developing different abilities and is acquiring work habits. For a child who has difficulties in psychomotor development, the game takes a special place, because that child has, if treatment is applied, strictly assigned day toward feeding, exercising, sleeping, and game often gets forgotten. Parents often underestimate the importance of the game and their child, regardless of their difficulties and limitations, have a need to play and that, it is like any other child is ready and able to learn through game as the most natural way of learning. Mothers often help their healthy child in the game, but with a child who has difficulty in

psychomotor development, that doesn't work. The first problem that arises is how to help the child in game, because if a child has problems with balance, eye and hand coordination and visual disturbances, it won't be able to just play.

A child will not be able to come up alone to the toy, if it is not closer to, or will have trouble with seeing the toys. His injury prevents him to learn through play in a natural way and he needs a help. Parents should be referred to a child with such difficulties to bring the toys of more intense color, preferably sound. It is very important for parents to interest a child for a particular toy and that he encourages him in his effort.

Conclusion

The development of early education and rehabilitation of children with locomotor dysfunction and the development child potential with the relaxation of the current develop disorders, should be the goal of the entire social community. Toward the children, the parents should devote more attention to development of the basic functions of the organism, all organ systems and above all locomotor, because the normal development

requires more physical activities, and above all, more movements. The family is the primary environment, and parents are experts for their child and they are carrying a great responsibility. They are the ones who know how to communicate with a child with special needs, which help them to initiate, encourage learning and are well know what is right for their child. With this work we have attempted to make closer term and understanding, through what all children with locomotor dysfunction and their parents are going, as well as how much is important physical activity and parent education in the rehabilitation of these children.

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Correspondence:

Izet Kahrović

Department of Biomedical Sciences

Study program Sport and Physical Education,

Str. Vuka Karadzica bb, 36300, Novi Pazar, Serbia

E-mail: izetkahrovic@live.com