

# Educational therapies for the children with special needs in Romania

One of the fundamental principles of special education is the principle of ensuring unity of instruction, education, compensation, recovery and / or re-education.

In special schools from Romania, this principle is ensured by completing the educational process with a recuperative compensatory component.

The recuperative compensatory component

The specific and compensation therapy

Speech therapy

Physical therapy

Psycho diagnosis

complex and integrated educational therapy.

Formation of personal autonomy

Socializing

The occupational therapy

The cognitive stimulation

Ludotherapy

# The specific and compensation therapy

The compensatory therapies involves individualized programs and specific methods of intervention.

These therapy activities usually take care in specially arranged cabinets by psychologists teachers.

The activities are carried out individually or in groups of 2 - 3 students.



# Speech therapy

Language disorders therapy curriculum is structured according to the type and degree of deficiency.

It is desired both to obtain a correct pronunciations and speech expressiveness as well as improving relationship capacity.

Therefore, the specific activities of the speech therapy are often completed with behavioral therapy techniques.

A child can receive 1, 2 hours per week of therapy.



# Physical therapy

Its purpose is the somatosensory functional recovery or the re-education of the compensatory functions.

The physiotherapy is essential to the medical recovery, rehabilitation, psychiatric, vocational re-education and social rehabilitation.

A child can receive 1, 2 hours per week of therapy



# Psycho diagnosis

Psycho diagnosis aims to establish the characteristics and structure of the child's personality in order to trainee, to educate and to recover.

Psychodiagnosis facilitates the sizing of the training and education program at the individual level for achieving an optimum academic and professional performance.

The activities may be organized with a whole class of students, with a group of students from different classes or with a single student.

# The complex and integrated educational therapy

The complex and integrated educational therapy is based on a curriculum structured in four areas of development:

- area of physical development – having the body movement, the body image, the motility as central objective;
- perceptual development area - preoccupied with the motor perception and awareness of sensory afferents;
- area of intellectual development – it wants cognitive and communication skills training
- personal and social development area - aimed at the independence of the children in least restrictive independent aimed at children in as least as possible restrictive environment.

The objectives and the constituent components of curricular areas are added or adapted to the particular child and their level of schooling.



# The complex and integrated educational therapy

The curriculum includes the following subjects:

The training of personal autonomy,  
Socialization,  
The occupational therapy,  
The cognitive stimulation  
Ludotherapy.

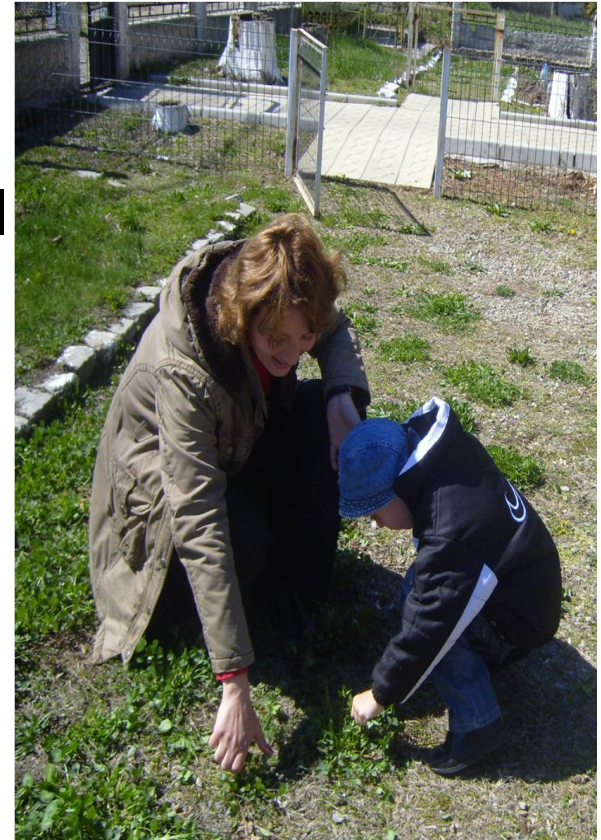


Each class of students receive 20 hours of complex and integrated therapy per week.

# Formation of personal autonomy

The general program of personal autonomy has a structure based on the following objectives:

- ❑ formation and development of the social skills;
- ❑ formation and development of the psychomotricity skills to enhance personal autonomy;
- ❑ a correct, objective and accurate perception of itself;
- ❑ educating sensitivity and emotional balance;
- ❑ manifestation of acceptance and respect for others;



# Socialization

It aims to prepare children for an optimal integration in social and family life (norms of behavior, with space habituation classroom, school, and the wider social surroundings, visits, excursions, etc..)



# The occupational therapy

Occupational therapy works in three main general areas:

- everyday life skills;
- nurturing the capacities and the skills for work;
- education the skills for various games and leisure



# The cognitive stimulation

Cognitive stimulation- comes to support the educational activities performed by children with psycho teacher for their completion and consolidation (learning activities).

Main dimensions:

- sensory awareness;
- visual-perceptual skills training;
- learning basic concepts;
- formation and development of mental processes through sensory-motor and perceptual exercises;

# Ludotherapy

It comes to support socialization of the child, it develops its team spirit, the communication skills, creative, it makes him more responsible.



All therapy activities start from an initial assessment of the child and they are conducted on the basis of individual intervention plans respecting the child and its potential.

