Dear IPAR Programme Participants. I am sending you the materials related to the implementation of the part WP2/A1 - concerning the Preparation of the methodology for the collection of "good practices".

The first part of the study **(PART 1)** is essentially a theoretical introduction - which includes the preparation of a methodology for the search for good practice related to support for parents of children with disabilities. This part presents the following issues:

- what are the stages of identifying good practice,
- What are the ways of looking for them,
- selection criteria
- evaluation methods.

I hope this can be helpful to us **as a theoretical introduction**.

The final objective of this stage, on the other hand, is to prepare a flow chart according to which we will collect good practices' from our countries. This is the purpose of the scheme **(PART 2)**, which will be posted on the project platform. According to these guidelines, we will post information about the 'good practices' we have selected.

I have included two examples of the completed diagram **(PART 3)** in an additional file.

I think that the material posted here will help with the next task - **WP2/A2** - i.e. collecting 'good practices' among the project Partners (according to a certain number for each Partner.

Greetings to all and good days.

Jacek

(PART 1)

THEORETICAL INTRODUCTION

Methodology for finding good practice in support for parents of children with disabilities

Introduction

The process of identifying good practice in supporting parents of children with disabilities includes an analysis of programmes, strategies and initiatives implemented in different social and institutional contexts. The search takes into account both systemic support strategies and grassroots community initiatives tailored to the specific needs of families.

The aim of the search is to identify effective and efficient solutions that can be adapted or implemented in new contexts, while taking into account legal, economic and cultural considerations. The analysis also includes the identification of enablers for effective implementation of good practices and potential barriers and constraints.

A properly prepared methodology allows for the systematic identification, evaluation and implementation of effective forms of support for parents of children with disabilities, contributing to improving the quality of life of families and increasing the effectiveness of care and social support systems. This includes the optimisation of decision-making processes, the creation of standards of good practice and the integration of interdisciplinary support teams. Furthermore, an appropriate methodology makes it possible to assess (evaluate) the long-term impact of implemented initiatives through monitoring and evaluation mechanisms. This process enables the identification of areas for further development, which contributes to building sustainable and effective support solutions for parents of children with disabilities.

The process begins by identifying key aspects of support for parents of children with disabilities, such as psychological support, legal counselling, institutional support, education and social inclusion. It is also necessary to take into account the specificities of different types of disabilities and their impact on the needs of families.

Data collection methods

Good practice data are obtained from a variety of sources, providing a comprehensive and multi-faceted approach to data collection. The methodology integrates qualitative and quantitative techniques to increase the validity and reliability of the results. The main methods used include:

Literature review

- is a systematic analysis of scientific publications, policy documents, NGO reports and official documents of governmental, non-governmental and international institutions. This review aims to synthesise existing knowledge on effective support mechanisms for parents of children with disabilities, identify trends and highlight gaps in the literature that require further research.

Case studies

- is an in-depth analysis of specific support initiatives, assessing their effectiveness, scalability and potential for replication in different socio-cultural and institutional contexts. Case studies include an assessment of programme objectives, implementation strategies, key success factors and challenges encountered.

Interviews with experts

- structured and semi-structured interviews with key stakeholders, including policy makers, representatives of public institutions, NGOs, educators, health professionals and parents of children with disabilities. These interviews provide valuable insights into the practical

implementation of support mechanisms, challenges faced by different actors and recommendations for policy and practice.

Surveys and polls

- collecting quantitative and qualitative data from a broad sample of parents and professionals involved in family support services. The surveys aim to capture perceptions, experiences and unmet needs, contributing to a more personalised understanding of the effectiveness and availability of potential resources.

Comparative analysis

- A systematic comparison of best practices from different countries and institutional frameworks. This method facilitates the identification of universal principles for effective support, as well as the contextual adjustments required for successful implementation in different settings. The comparative analysis includes programme structures, funding models, service delivery mechanisms and cultural and policy frameworks.

Criteria for assessing good practice

The evaluation of good practices is based on a set of well-defined criteria that provide a comprehensive assessment of their impact, effectiveness and long-term viability.

Key criteria include:

Effectiveness - the extent to which an initiative achieves its intended outcomes and contributes to a significant improvement in the quality of life for parents and children with disabilities. This criterion includes the measurement of measurable outcomes such as improved parental wellbeing, increased access to services or improved developmental outcomes for children.

Efficiency - the relationship between the resources invested (financial, human and infrastructure) and the benefits generated. Effective practices optimise the allocation of resources, minimising costs while maximising the impact of the intervention. This criterion assesses cost-effectiveness, operational feasibility and overall use of resources.

Adaptability - the potential of an initiative to be successfully implemented in different socio-cultural, legal and institutional contexts. Adaptability takes into account the flexibility of the intervention model, its responsiveness to different needs and the ease with which it can be adapted to different policy environments and service structures.

Sustainability - the long-term viability and sustainability of an initiative beyond the initial implementation phase. Sustainable practices are those that can be sustained over time through stable funding mechanisms, institutional support and the involvement of communities. This criterion also examines whether the initiative is conducive to systemic change and integration into existing support frameworks.
Audience feedback - direct input from beneficiaries, including parents, carers and professionals

involved in family support services. Feedback mechanisms such as surveys, focus groups and user evaluations provide qualitative insight into the perceived usefulness, accessibility and relevance of the support provided. Positive experiences of recipients indicate a greater likelihood of long-term use and ultimate success.

Analysis and synthesis of results

The data collected is subjected to both qualitative and quantitative analysis to provide a rigorous assessment of best practice. The qualitative analysis focuses on identifying patterns, themes and underlying mechanisms that contribute to the success of various initiatives, while the quantitative analysis assesses measurable outcomes, performance indicators and statistical correlations. This dual approach allows for a comprehensive understanding of the effectiveness and replicability of identified solutions.

The synthesis of results includes the following key steps:

- identification of common features of successful initiatives - a comparative analysis of best practices is carried out to identify recurring elements that contribute to their success. These may include specific intervention strategies, stakeholder engagement models, funding structures or political support mechanisms. Identifying these common features enables the formulation of a scalable and adaptable framework for wider implementation.
- development of recommendations for the implementation of good practices - evidence-based recommendations are made based on the analysis to facilitate the adoption and adaptation of best practices in different contexts. These recommendations address factors such as necessary institutional support, resource allocation, regulatory issues and mechanisms to ensure long-term sustainability.
- preparation of the final report - a comprehensive report is produced detailing the good practices identified, their evaluation and guidelines for implementation. The report includes:
    - a description of the selected good practices, highlighting their objectives, target groups, implementation process and key results.
    - critically evaluate their effectiveness, efficiency, adaptability, sustainability and audience feedback.
    - strategic recommendations for policy makers, service providers and stakeholders to facilitate the integration of good practice into existing support systems.

Implementation and evaluation

The final phase of the process involves developing a structured strategy for implementing the selected best practices, ensuring their seamless integration into existing support systems. This phase includes defining the necessary resources, establishing key performance indicators and identifying potential barriers to implementation. A phased approach is often used, starting with pilot programmes before scaling up to wider applications.

The implementation and evaluation process consists of the following key elements:

Pilot implementations - selected good practices are introduced on a small scale to assess their feasibility and effectiveness in real-world settings. These pilots serve as controlled environments to test interventions, allowing an initial assessment of their impact, operational challenges and areas for refinement.

Continuous feedback mechanisms - the perspectives of all stakeholders, including parents, carers, service providers and policy makers, are systematically gathered through surveys, focus groups and structured interviews. This feedback forms the basis for iterative improvements to ensure that the intervention remains responsive to the changing needs of families and professionals.

Monitoring and evaluation of results - a robust monitoring and evaluation framework has been established to track the effectiveness of implemented practices over time. This includes:

- Key performance indicators;
    - measurement of predetermined outcomes such as parental satisfaction, improved accessibility and progress in children's development.
- Comparative assessments;
    - assessing the impact of new interventions on existing support mechanisms to determine added value and efficiency.
- Longitudinal studies;
    - analyse the sustainability and long-term effects of best practice through continuous data collection and evaluation.

Adjustments and optimisation - based on the results of the assessment, necessary modifications are made to increase efficiency, scalability and sustainability. This iterative process ensures that practices remain flexible and adapted to the needs of their target populations.

(Part 2)
„GOOD PRACTICE"

collection scheme

Please prepare at least 3 examples of good practices, methods, successful trainings or projects (detailed description of each) in the following structure:

Name of training programme/activity/method:

Implementer/Organisation:

Target group:

Website:

Content - Brief description of good practices (2-3 pages/training, good practices):

1. Description of education, training
2. Pedagogical aims of education
3. Duration of the education/training programme
4. Recommended target group for education/training
5. Recommended number of participants per group
6. Modules, content, short description (educational/training programme)
7. Methods used
8. Tools used
9. Performance and experience in practice

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PART. 3

Examples of how to complete the scheme

The attachments: Example 1 and Example 2 contain examples of a supplemented scheme concerning good practices. Example 1 is a description of a project (good practice) from Slovakia. This is a typical educational programme. In this case, it is possible to clearly indicate what should be included in each point of the scheme. Example 2 comes from a programme run by one of the support centres for parents of children with disabilities in Poland. The educational programme is not so important here – the essence is practical support for parents and children. In this case, it is difficult to describe it precisely according to the given scheme. However, it is also a “good practice” that can be an example for our project. That is why I have included different types of descriptions here, so that the issue of describing good practices can be approached more flexibly.

- Example nr 1 -

DANUBE VALUES

Name of training programme/activity/method: **Danube Values - Methodical Handbook for the** First Stage of Primary Schools (Hodnoty Dunaja)
Implementer/Organisation: **Slovak Environmental Agency, Center for landscape creation, environmental education and training**

Partners: **Klebelsberg Institution Maintenance Centre XXIII. School District, Hungary and National Institute for Environment, Hungary**

Target groups: **pupils and teachers of primary schools**

Website: ***https://www.sazp.sk/***

1. Description of education, training
The aim of education is to pass on the values of the Danube River, which flows across Europe from their west to east - to future generations. Education in the form of a methodological handbook contains 5 key topics: history, culture, environment, nature protection and water management. The part of education (methodological handbook) is 21 worksheets, which teachers can use within natural science and homeland studies classes, respectively in environmental education classes. They also contain ideas that can be used within school trips, club activities and outdoor schools. The main character of the methodological handbook is "Dunajko", which accompanies the methodological handbook and the pupils have to help him in solving tasks and questions.

2. Pedagogical objectives of education
Increasing young people's responsibility for the Danube area and the common environment around the Danube River. Recognition and protection of historical and cultural heritage in the area around the Danube, stories and history of Rye Island - Golden Garden, creating a positive relationship with the environment and building environmental values.

3. Duration of the education/training program
Year-round in primary schools as part of natural science and homeland studies lessons, respectively in environmental education classes (time frame from 15 min - 45 min, half-day but also all-day activities).

4. Recommended target group of education/ training
Primary school pupils, primary school teachers, primary schools, educational organizations and cultural institutions.

5. Recommended number of participants in the group
According to the number of pupils in primary school classes, about 30 pupils

6. Modules, content, short description (educational/training programme)
The content is divided into 5 key topics:
1. History
2. Culture
3. Environment

4. Nature protection
5. Water management
The following activities are connected with individual topics:
Mint - discussion on the findings of Roman coins around the Danube with a practical exercise, a link for future generations Municipalities of the Pridunajsko Microregion - getting acquainted with the municipalities of the micro-region, including the first mentions of the region through worksheets
Attractions of the Pridunajsko Microregion - acquaintance with historical-cultural and technical attractions of the microregion
Folk architecture - discussion of some examples of folk architecture - traditional houses of our ancestors
Fairy tale - tales, fairy tales, telling stories related to the area around the Danube and the fortune of the inhabitants of Rye Island - Golden Garden.
Mysterious Landscape - getting acquainted with the environment around the Danube through worksheets
Birth certificates - human impact on the environment, threats to the environment (waste, tree felling, road construction and buildings,), protection and creation of the environment
Walking by the lake - animals of the water kingdom, what is important to them, what hinders them
Willow, willow, who lives in you - getting acquainted with the willow, which is typical for the landscape of lakes, rivers and streams. The importance of trimming, obtaining wicker for knitting baskets and firewood. And the willowcavity, which is a refuge and home to many animals
The Danube journey across Europe - reading about the Danube River, which flows through almost half of Europe and connects 70 million people with different cultures.
Danube Quiz - searching for the right pairs of statements, while students learn about many jolly and instructive "Danube" stories and events.
What was changed in 150 years - virtual research on the differences in the country by comparing 150-year-old maps with the current state - aviation photographs, which can be supplemented by actual field research.
Colour yourself, map! - support for the ability to read aviation photography maps, but also to read the landscape where man has intervened and where he has not yet.
Water cycle in nature - developing pupils' skills through puzzle forms about the water cycle in nature.
Danube zigzagging of letters and numbers - support for independent work of pupils. The Danube creates interesting and valuable views, especially when the flow of the Danube deviates from the direct flow in the form of an arc. By resolution it and decryption it, it can show us its beauty.
Arms of Danubia - a test on the arms of the Danube through worksheets and subsequent discussion of the correct answers.
Nature protection - developing pupils' skills through drawing, discussing the secret and worksheets on human interventions, changing the surrounding environment and the importance of nature protection.
Large-area protected territories - getting acquainted with 9 national parks and 14 protected landscape areas in Slovakia in the form of discussion, group work and worksheets.
Water question marks - joint discussion and work through worksheets and the Internet on the importance of water. The objective is to correctly determine the truth of the statement, or to correct the statement so that it is true.
Changed letters - strengthening the knowledge of water, which is a basic condition for the existence of life on the Earth.

Bio Games - include all-day activities such as Bio War, Swamp, My Tree, Great Search, Recognition, Ball Game, Labyrinth and Nature Painting.
Museum educational programme in the open-air museum - before visiting the open-air museum, it is recommended to study information about the open-air museum.
Worksheets are developed for each activity to develop students' environmental skills and values.

7. Methods used
Motivational talking, motivational interview, problem as motivation, explanation, lecture, observation, manipulation with objects, drawing, quiz, field activity, discussion, individual work, group work

8. Tools used
Worksheets, map of the Pridunajsko Microregion, photographs, pictures of animals and plants, coloured crayons, internet, blind maps, pen, pencil, scissors, calculator, picture atlases for determining plant and animal species, secret, coloured self-adhesive papers, scarf, blankets, objects made from different materials, ball

9. Results and experience in practice
It is recommended to use the educational activity (methodological handbook and worksheets) in all primary schools. Didactic material can be an inspiring source for teachers when working with pupils in passing on the values of the Danube to future generations.

Source:
Partnerstvo Programu cezhraničnej spolupráce Maďarsko - Slovenská republika 2007-2013. (2013).
Hodnoty Dunaja, Metodická príručka pre prvý stupeň základných škôl. Bratislava, SK: Slovenská agentúra životného prostredia Centrum tvorby krajiny, environmentálnej výchovy a vzdelávania, v spoluprácu Klebelsberg Institution Maintenace Centre, XXIII. School District a Nationale Institute for Environment – Múzeum Dunaja

EXAMPLE 2

Name of training programme/activity/method:

Support for Parents of Children with Disabilities in Poland

Implementer/Organisation:

Olinek Intensive Care Centre

Target group:

Children with disabilities and their parents

Website:

https://olinek.com.pl/wsparcie-dla-rodzicow-dzieci-z-niepelnosprawnosciami-w-polsce-pelen-przeglad-zasobow-i-wsparcia/

Content

Introduction

Olinek is a professional, highly specialised centre that provides comprehensive, intensive rehabilitation for children and young people. It was created in 2006 by the parents of the disabled Ola. Thanks to its exceptionally friendly atmosphere, within a few years it became embedded in the consciousness of parents and specialists as a place open to the needs and expectations of patients. Today, it is one of the most frequently chosen rehabilitation centres by parents of disabled children from Poland and abroad.

The centre offers various types of support for parents and children with disabilities. Here is a selection of what is on offer:

Functional Therapy - Olinek Suit

Olinek Suit Therapy is the use of a dynamic torso and lower limb orthosis in functional therapy for young patients. By being made of specially selected, flexible materials, it improves body stability and enables body correction. The Olinek Suit is an extremely effective tool in the hands of the therapist. It has applications for people with reduced muscle tone, sensory integration disorders, involuntary movements, tremors or pathological patterns. Thanks to its properties, it contributes to improving body sensation and awareness, normalising muscle tension, correcting body alignment and, consequently, improving fine and gross motor function. When used appropriately, it is an excellent complement to functional therapy, facilitating processes of so-called motor lerning.

NDT Bobath

NDT Bobath therapy is a method for stimulating a child's cognitive and motor development. It is characterised by a comprehensive approach including knowledge of physiotherapy, occupational therapy, sensory integration or speech therapy. It also involves adapting the environment and equipment to the needs of our charges. At Olinek, we focus on making sure that the therapy is functional, individual and adapted to the child's abilities and age. We start with an interview, a thorough observation and examination and the identification of a common goal - parents and therapist. Such a detailed analysis of each of our clients allows us to develop a comprehensive therapy plan.

Vojta method

V ojta therapy is one of the main methods used in neurorehabilitation. The method is based on the rolling back of reflexes and thus aims to restore movement patterns that have been lost or distorted due to illness. During stimulation, the child is placed in individually selected positions and selected points on the body, the so-called stimulation zones, are pressed. During triggering, a response from the trunk and limb muscles is observed in the form of coordinated movements.

Hand therapy

H and therapy is a class in which we focus on the correct function of the entire upper limb. The hand is an organ of movement responsible for many functions. The hand is the organ of movement and is responsible for many functions, such as lifting and carrying objects, as well as precise tasks such as fastening buttons, tying shoelaces and writing. The exercises and methods we choose take into account the individual needs and abilities of each child.

Sensory integration

It is a process during which the human nervous system receives information from the receptors of all the senses: touch, the vestibular system which receives movement, body sensation, i.e. proprioception, smell, sight, hearing, taste, then organises and interprets this information so that it can be used in purposeful action.

Neurologist

The specialisation of speech therapy dealing with the diagnosis and therapy of various forms of communication disorders caused by damage to the central nervous system in both children and adults. In his work, the neurologist is primarily concerned with speech therapy in children and non-speaking people and feeding therapy in children and people with eating disorders. Neurologopaedic therapy is designed for people who, as a result of various factors (accidents, injuries, illnesses, developmental and perinatal factors), have lost or have difficulty in mastering normal speech skills. We always adapt the therapy to the individual needs, abilities and expectations of the patient.

Rehabilitation holidays after hip surgery

Hip joint abnormalities are the second most common musculoskeletal abnormality seen in people with cerebral palsy. It is estimated that 1 in 3 people are affected. Reconstructive surgery is indicated for children with a migration rate above 40%. The aim of the surgical procedure is to provide a mobile, correctly centred and pain-free hip.

NBIA camps

The Olinek Intensive Therapy Centre demonstrates many years of experience in the rehabilitation of patients with NBIA. Thanks to close cooperation with research centres and comprehensive care in physiotherapy, occupational therapy, neurology, vision therapy and orthotics, we use the most modern methods and equipment. During the courses, there is the opportunity to fully assess the patient (examination of functional status, measurement of mobility ranges and muscle tension) , determination of the main problem and the therapeutic goal important to the patient

and his/her carers), an individual therapy plan, and adjustment of rehabilitation equipment. Thanks to the individualised approach to the patient, we are able to tailor the appropriate therapy and intervention to the patient's main problems, thus achieving the goals more quickly.

Culinary training for children

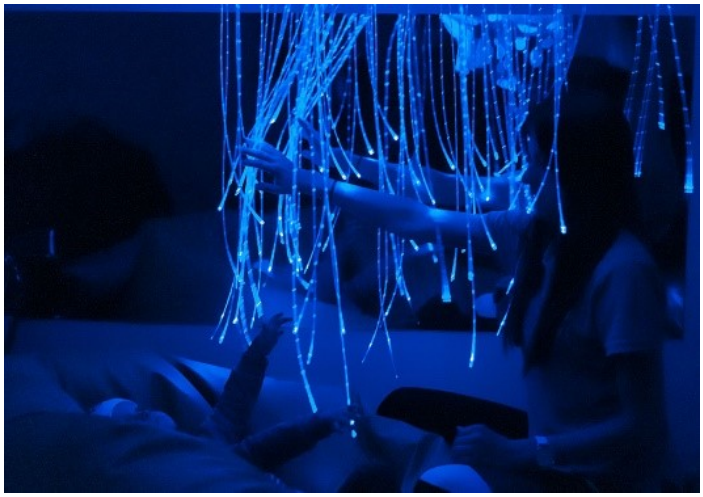
Our Culinary Turnout is an innovative therapeutic programme that combines hand therapy with practical cooking activities. The aim of the camp is not only to improve the children's manual skills, but also to teach them how to carry out daily activities independently, thus increasing their independence and self-confidence. During the course of the holiday, the children will participate in a variety of cooking workshops, which have been designed to support the development of fine motor skills, eye-hand coordination and sensory integration. These activities not only provide practical skills, but are also an excellent opportunity to develop social and communication skills.

Rehabilitation holidays before SDR surgery

S elective dorsal root rhizotomy (SDR) is one method of treating lower limb spasticity. The operation involves cutting a selected part of the sensory fibres running in the dorsal roots of the spinal nerves. As a result of cutting, the amount of sensory impulses reaching the spinal cord is reduced, thus reducing the amount of motor impulses running to the muscles, thus reducing spasticity.

As for the other points in the diagram: each type of support and therapy has its own specificities. Below is a detailed description for two selected types of therapy

World Experience Room



It is an extraordinary therapy room that stimulates and stimulates the senses. It is designed for children who, due to illness and limited mobility:

- cannot play like their peers
- have never been to a cinema, a playground or an amusement park
- have impaired vision or can only see large contrasts
- are afraid of noise, unfamiliar sounds and movement
- have olfactory hypersensitivity or are only able to detect a distinct intense odour

Come to the World Experience Room and we will help you, through multisensory therapy, to experience things that your child cannot discover on their own:

He will be transported to the depths of a maritime adventure where, like a sailor, he will traverse the seas and oceans lying on a waterbed and, more than once, he will be caught in a storm with wonderfully colourful fish swimming around him. In addition, he will be able to feel the gentle breeze on his skin and the wind blowing his hair away.

We take a virtual walk in the forest, where the fir trees and wild strawberries are fragrant. We will collect real pinecones, touch the bark of trees and listen to the sounds of birds and wild animals. And a shimmering rain of meteorites will fall from the sky.

We will enter a world of magic where we will look in a magical mirror and find out who is the most beautiful in the world. Ideas for fun in our land are plentiful, and each visit provides new impressions and shows its beauty and diversity.

The room is equipped with:

- balance-stimulating waterbed
- mirrors, suspended and mobile lights, visual stimulation
- lamps, light block and light column
- projector and spotlights giving the effect of a moving cloudy and starry sky
- aromatherapy kits for olfactory stimulation
- structured sets, stimulating touch

World experience rooms are becoming increasingly popular in supporting the development of children with disabilities. Their unique construction and purposeful design allow for a safe and interactive environment that can help children overcome challenges. Below we will discuss the benefits of using a world experience room and its impact on children with disabilities.

What is the World Experience Room?

The world experience room is a specially designed space that aims to stimulate different senses through interactive toys and technology. Featuring a variety of equipment such as balloon machines, UV lights, soft poufs, sensory mats and more, the world experience room creates a unique environment that engages and develops a child's senses.

What are the benefits of using the World Experience Rooms for children with disabilities?

1. sensory development: World experience rooms are designed to stimulate a child's senses, which can help develop sensory skills. Children can interactively experience a variety of auditory, visual and tactile stimuli, which can benefit children with sensory disorders such as autism spectrum disorders.

2 Improving concentration and attention: World experience rooms can help children with ADHD or other disorders that make concentration difficult. The varied stimuli provided in the room can help children to focus their attention, which in turn can help to improve their ability to learn and concentrate.

3 Reducing stress and anxiety: world experience rooms can be hugely beneficial for children who are experiencing stress, anxiety or hyperactivity. They offer a safe and calming environment that can help children relax and feel comfortable.

4 Supporting motor development: with interactive toys and space to move around, world experience rooms can help children with motor disabilities to develop coordination, balance and precision.

Summary:

World experience rooms are an innovative therapeutic tool that can bring many benefits to children with disabilities. By supporting sensory development, improved concentration, reduced stress and anxiety and motor development, these specialised spaces can definitely contribute to a child's quality of life and development. For parents and carers looking for effective ways to support their child, a world experience room can be a great place to start.

Rehabilitation holidays for children with autism

Autism spectrum disorders are a group of heterogeneous neurodevelopmental disorders manifested at multiple levels. Embracing autism spectrum disorders requires viewing and inquiring into the complete vast totality of developmental conditions. From a functional perspective and in the context of zero initial conditions (those with which the child appears at the first consultation), we consider as a measurable and time-varying value, crucial in estimating the required support for succession, his or her adaptive capacity - where awareness of IAM as a person, of his or her body schema and of the surrounding space is fundamental. This often remains the starting point in therapy - because a child with deficits on these levels will not use the motor skills (that he or she has) for functional purposes concerning self-care and symbolic play. The clinical picture that children with autism may present includes the following.

- lack of verbal language use/ barrier to verbal language use/ lack of pragmatic skills
- not using gestures to communicate with the environment
- lack of understanding or difficulty in understanding gestures of social significance
- lack of complex social behaviours that combine gaze, facial expression, gesticulation and tone of voice at the same time
- inadequate reactions to messages
- difficulties in identifying feelings
- difficulty in identifying other people's beliefs
- difficulties in understanding the reasons for the actions of others/ problems in the area of cognitive empathy
- Difficulties in responding appropriately emotionally to another person's state of mind/ problems in the area of emotional empathy
- unusual, schematic play/ interest in toys without using their functions
- attachment to patterns
- motor stereotypes
- unusual sensitivity to stimuli
- motor dysfunctions

- neuropsychiatric symptoms (hyperactivity, sleep disturbances, irritability, difficulty concentrating attention, aggression, self-aggression)
- gastroenterological problems
- extrapyramidal symptoms, epilepsy, dyskinesias, intellectual disability
- disorders of sensory integration processes

Objectives of the camp

- improving motor skills
- balancing hypokinetic/hyperkinetic movement disorders
- improving social skills
- elimination of sensory deficits
- identifying the child's strengths
- identification of the main functional problem
- improving postural and locomotor functioning
- improvement in eye-hand coordination functioning
- development of self-care skills
- implementing/improving the communication process
- instruction and education in activities appropriate to enhance psychomotor development
- instruction in relaxation techniques

Methods used

- Functional Therapy
- Hand therapy
- Sensory Integration
- Neurology
- TUS
- Cranio Sacral Therapy
- Hyperbaric chamber

Equipment used

- We adapt the equipment individually to the child

Details of the camp

- identifying the child's strengths
- identification of the main functional problem

- improving postural and locomotor functioning
- improvement in eye-hand coordination functioning
- development of self-care skills
- implementing/improving the communication process
- instruction and education in activities appropriate to enhance psychomotor development
- instruction in relaxation techniques
- 3 weeks
- 1x daily 1h physical therapy
- 1x daily 1h hand therapy
- 1x daily 1h sensory integration therapy
- 1x per week 1 hour of cranio-sacral therapy
- 2x a week 1h neurology
- additionally, depending on the patient's needs, TUS / hyperbaric chamber / other therapies available in the centre's offer
- We recommend an individual consultation with a physiotherapist before the start of your stay to plan your therapy
- Bring with you up-to-date medical documentation (MRI, hip X-ray, hospital discharge, medical recommendations, etc.).

Source: https://olinek.com.pl/wsparcie-dla-rodzicow-dzieci-z-niepelnosprawnosciami-w-polsce-pelen-przeglad-zasobow-i-wsparcia/