



Babylon university
College of medicine



Community medicine research

الدكتور المشرف :

د. مضر حسن نور

إعداد :

- ١-عباس كريم عبيس
- ٢-مؤمل عبد الرضا صالح
- ٣-حسين عماد صباح
- ٤-علي سهيل كاظم
- ٥-سجاد إبراهيم نعمة
- ٦-سجاد نبيل عباس
- ٧-ايهم محمد يحيى
- ٨-الحسن عبدالعزيز جاسم



***Evaluation of learning of handicapped children
in primary schools in Babylon***



-Introduction

Health was defined in the WHO Constitution as “a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity”. More recently, the concept has been extended to include health-related quality of life. Today, the International



classification of impairments, disabilities and handicaps (ICIDH) provides indicators that allow a more structured approach to health disorders. The ICIDH defines impairment, disability and handicap as follows:

Impairment concerns the physical aspects of health. Impairment refers to any temporary or permanent loss or abnormality of a body structure or function, whether physiological or psychological. An impairment is a disturbance affecting functions that are essentially mental (memory, consciousness) or sensory, internal organs (heart, kidney), the head, the trunk or the limbs.(who 2007)(8)

Disability has to do with the loss of functional capacity resulting from an impaired organ. Disability is a restriction or inability to perform an activity in the manner or within the range considered normal for a human being, mostly resulting from impairment.(IDEA 1997)(5)

Handicap is a measure of the social and cultural consequences of an impairment or disability. Handicap is the result of an impairment or disability that limits or prevents the fulfilment of one or several roles regarded as normal, depending on age, sex and social and cultural factors.(2)

Handicap thus results from a health condition and is linked to factors such as individual resources and the collective environment. It is made up of circumstances that place individuals at a disadvantage from the standpoint of societal norms. In 1993, WHO put forward a definition of quality of life linked to health : The perception by individuals of their position in life, in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns. (who)(8)

The health-related quality of life means health as assessed by the individual concerned (i.e. self-perceived morbidity).(IDEA 1997)(5)

WHO International Classification of Functioning, Disability and Health (ICF), uses ‘disability’ as an umbrella term for any or all of the following components:

impairments—problems in body function or structure

activity limitations—difficulties in executing activities

participation restrictions—problems an individual may experience in involvement in life situations.

Thus according to the WHO International Classification of Impairment, Disabilities and Handicap (ICIDH: 1980 – replaced by ICF in 2001), impairment relates to bodily functions, disability to activities, and handicap to social roles. The three are distinct but interrelated.(who)(8)

Handicap is commonly assessed using the London Handicap Scale (Harwood et al., 1994), which is based on the ICIDH framework and measures mobility, physical independence, occupation, social functioning and economic self-sufficiency. There are also tools that relate to specific impairments or conditions, such as the Hearing Handicap Inventory.(5)

The prevalence of developmental disability among US children aged 3 to 17 years increased between 2009 and 2017. Changes by demographic and socioeconomic subgroups may be related to improvements in awareness and access to health care.(NCHS)(1)

Dyslexia is probably the number one learning disorder auditory processing.

The most common disability identified in public schools is specific learning disabilities Individuals with Disabilities Education Act – in 2019-20 , show a 33 percent of students with disabilities had specific learning disabilities.(1)(8)



-Aim of study

To evaluate the learning of handicapped children,

And to find any problems and difficulties in learning to resolve it.

-Method

The data collection tool is using observation sheets, interview sheets, and documentation sheets. The technique of data analysis in this research using the metadata analysis tool. The metadata analysis technique is used to analyze the data in formulating how teachers deal with children with special needs. Perform data analysis by data reduction, data interpretation, data annotation, data presentation, and data completion/verification.



In this research, we made a cross-sectional study conducted on 9 primary schools chosen randomly, 5 of them in the centre of Babil Governorate and 4 in the outskirts. Schools visited by a group of medical school students, students collect information about disabled children in these schools, information includes, total number, gender, age, and type of disability. Oral approval was obtained from the school administration and the obstacles that could occur were also discussed.

-Result

Data were obtained from 9 primary schools which choose randomly, 5 of which are in the centre of Babylon province and 4 in periphery, the schools were visited by a group of students of medical college, the students collect information about handicapped children in these schools, the information include total number, the gender, age, type of handicap, is there a special teacher? Special class ? special tools?

The results were as following :

The total number of data was 2325.

the number of students with handicapped in all these school was 93 and the number of male students of them were 45 and females 48. The ages of the handicapped students ranged from 7 to 17 years old and the total number of students in class range from 16_45 And the number of handicapped students in class range from 1 to 16.

The incidence of handicap in our study 4%.

The type of handicap was as in following table :

Table (1) number of handicaps children.

Type of handicap	The number of Students who have this handicap
Educational handicap	28
Physical handicap	16
Cerebral handicap	9
Hearing handicap	8
Visual handicap	8
Speech impairment	9
Retarded growth	5
Psychological handicap	4
Mental handicap	8
Number of handicaps Total	95

Figure (1) incidence of handicap among children.

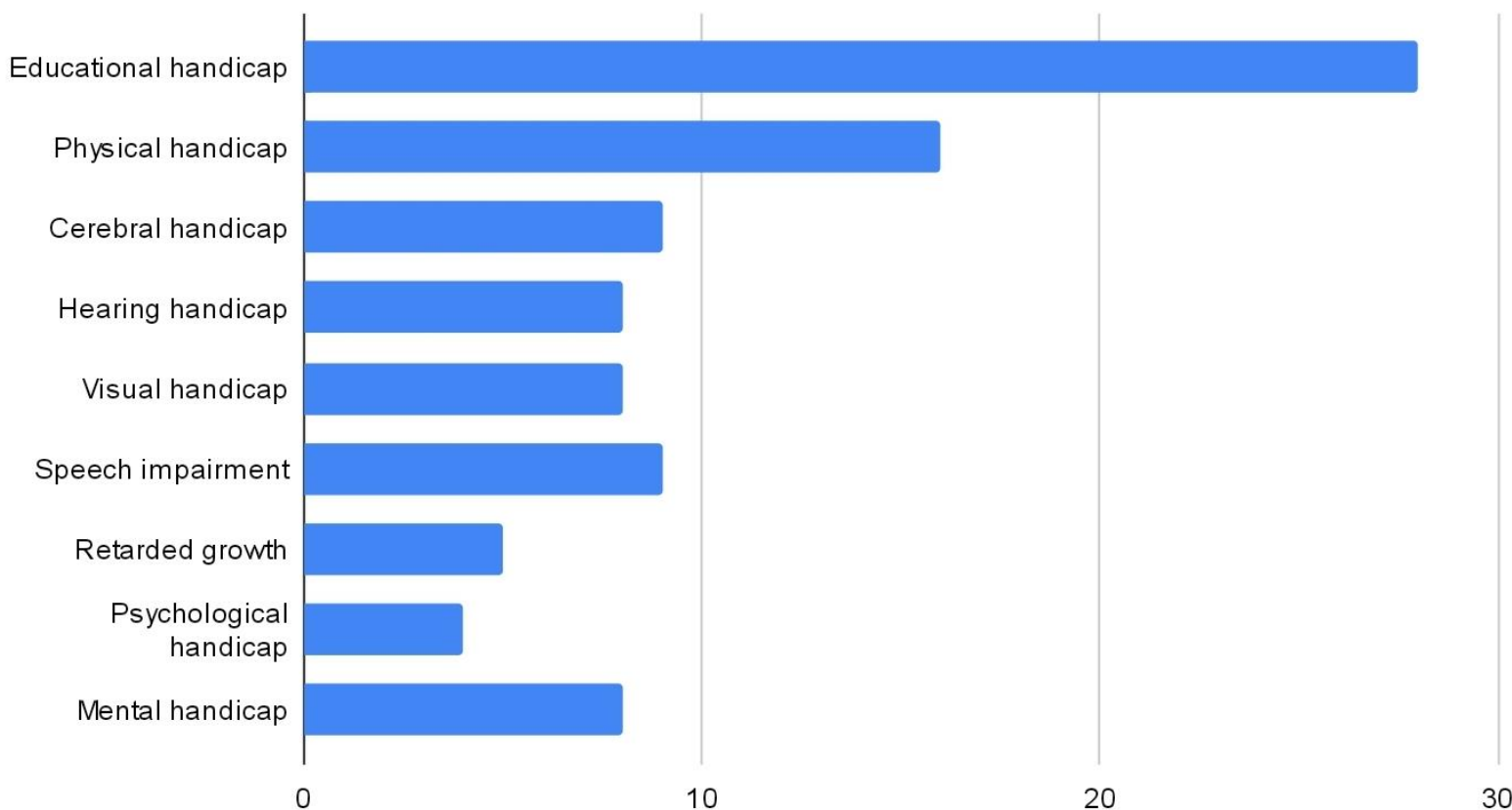
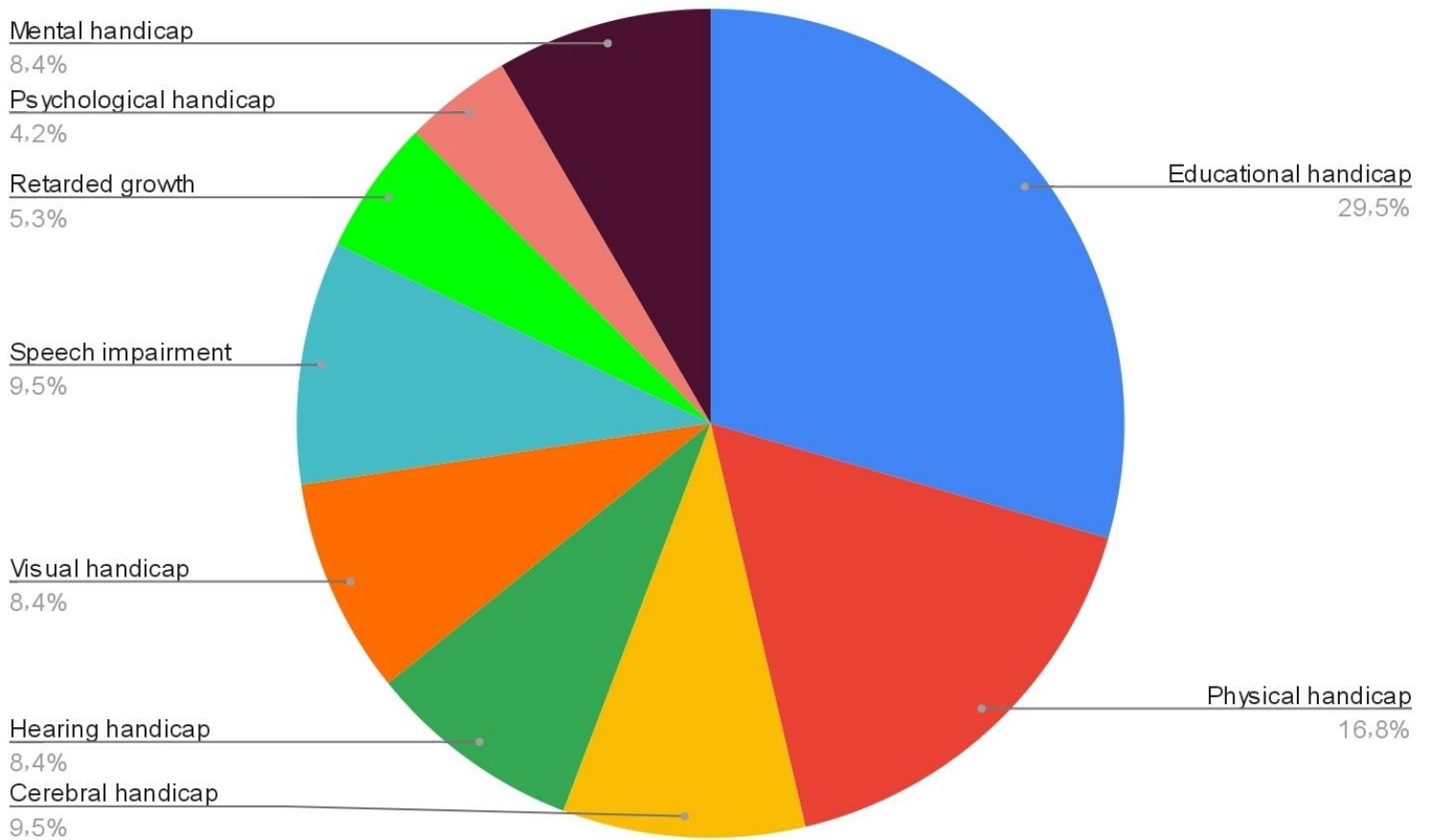


figure (2) incidence of handicap among male and female.

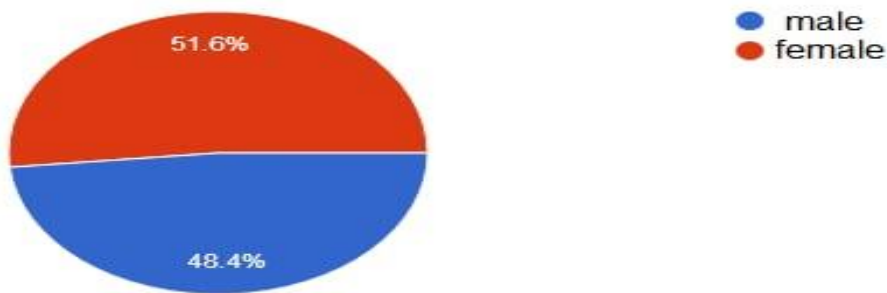


figure (3) percentage of students with / without special class.



Figure (4) percentage of student with / without special teacher.

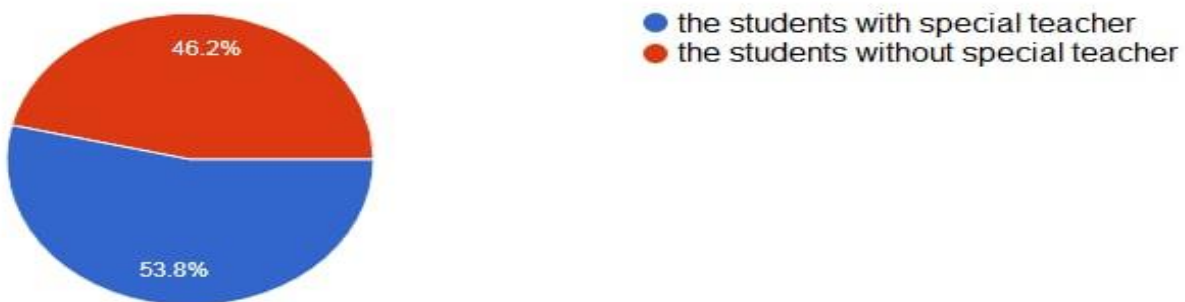


Figure (5) percentage of student with / without special tools.



-Discussion

Definition of Children with Special Needs

Children with special needs is defined as individuals who have different characteristics from other individuals that are considered normal by society in general. More specifically children with special needs showed physical characteristics, intellectual, and emotional lower or higher than the normal child her age or are beyond the normal standards prevailing in the society. Thus experiencing difficulties in success both in terms of social, personal, and educational activities that they have to make children with special needs require special education and services to optimize the potential in themselves perfectly.(Hallan and Kauffman, 1986, in the Hadith 2006)(3)

Heward (2003) defines children with special needs as a child with special characteristics that are different from the majority of children without necessarily indicate the inability of the mental, emotional, or physical. The definition of children with special needs are also provided by Suran and Rizzo (in Semiawan and Mangunson 2010) children with special needs is a child that is significantly different in several important dimensions of its humanitarian functions. They are physical, psychological, cognitive, social or delay in reaching the goals or needs and their maximum potential, including those who are deaf, blind, speech disorders, disabilities, mental retardation, emotional disturbance, as well as children gifted with intelligence height included into the category of children with special needs because it requires the handling of skilled professionals.(4)

Mangunsong (2009), citing irregularities that cause different children with special needs lies in differences in mental characteristics, sensory abilities, physical and neuromuscular, social behaviour and emotional, ability to communicate, as well as combinations of two or three of these things.(6)(7)

-Conclusion

In our study the incidence of handicap among children was 4%, the predominant handicap has been found is learning handicap while as psychological problems show the lowest incidence rate. About 70% of students has special attention and special education.

Recommendation

Here are some ways to deal with children with special needs to be done, in order to assist them in reaching their full potentia:



1. Attention, motivation, and guidance

Children with special needs require attention, motivation and A more intense guidance and also greater than ordinary children. By paying attention, motivation and great guidance, then this may help children with special needs grow better.

2. Provide social support and acceptance in the environment

Reception in the social environment, such as a family is very important in dealing with children with special needs. Without the acceptance and social support, it is certain children with special needs will not be able to reach its potential properly and optimally.

3. Adaptation with children

Adaptation between caregivers, parents, or teachers is also very important. If adaptation is not going well and smoothly, then this is not going to help children with special needs at all.

4. Improving the emotional closeness

Emotional closeness is also one important thing that should be there to deal with children with special needs. Emotional closeness is needed, so that the child can trust with the attendance of teachers and want to be closer.

5. Doing habituation sanction or reprimand

Children with special needs also need to be taught about what is wrong and also the rules that apply. When the child makes a mistake, then the teacher should also be able to tell that it is wrong. Avoid violence in giving that sense.

6. Learn about the habits and needs of the child Interference contrast, the different handling and habit. As a teacher of children with special needs should understand the habits and needs of what is in the child. For example, a child who is deaf and mute, then the teacher should be able to understand the sign language.

7. annual screening test for all children in schools to detect handicap among them.



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*Thank
you!*