

# ICF Classification: Planning Inclusion Through Sports Culture

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**Abstract**—The International Classification of Functioning, Disability and Health: provides a scientific basis for understanding and studying health as an interaction between the individual and the context; is a common language for describing health and related conditions, with the aim of improving communication between health workers, researchers, planners, public administrators and the population, including people with disabilities; allows comparison between data collected in countries, health disciplines, services and different times; provides a systematic way to encode information in health information systems.

ICF can be used in all systems that are relevant to health, such as social security, labor, education, insurance, the economy, legislation and those dealing with environmental changes. To do this it is necessary to define protocols for the use of ICF as a language and as a descriptive model of the state of health.

**Keywords**—*disability, people, socialization, ICF*

**PURPOSE OF STUDY** :The implementation of disability management approach to pursue the scholastic inclusion. It also identifies in sport activity the optimal tool to implement the principles of this model.

## RECENT FINDINGS:

### SCOLASTIC SITUATION

An inclusion(1)model has been included in the bands of being free to choose one's favorite sport, more sensitization to attraction should be taken into consideration by primary education institutions where the way to believe is to have the opportunity to believe in specific oculo-manual coordination schemes(basketball, volleyball), proprioceptive, of group socialization, considering also disabled children, that because of their disability exclusion within the school nucleus to which they belong.

Scholastic inclusion is a key principle, a cultural awareness, which is a challenge for companies, projects for the efficiency of the school service for students with disabilities and programs and the ability to actively involve the various local stakeholders on the issue. To be able to respect the meaning of "inclusive school"(lanes,2006), this condition is to identify all the special educational needs that have been diagnosed or not and to evaluate the real need in terms of human and adequate resources. In pursuing the objective of the c.d. "Special normality"

for the academic success of all students, the school must also pay particular attention to the support, but above all to the enhancement, to the various forms of diversity, disability or fading.

## EQUITATION

One of the most profitable sports in terms of experience is equitation, disabled children learn to ride and, above all, to take care of the horse. They therefore become the protagonists of a relationship, in which they are called to deal with a human being, with their own abilities.

Therefore, sport is proposed as an instrument to acquire security. A word, this, fundamental for those born with fragility. Everyone, through sport, we test ourselves, our abilities, discovering how to do something beautiful with our body - and with the will -. Even the disabled, attending gyms and swimming pools, are aware of the positive potential of their body, even if limited in function.(3)

At this point, and not less important, it is appropriate to talk about the benefits deriving from equestrian activity for the disabled. Riding on horseback, with calm, respect and according to the basic rules imposed by the equestrian technique "adapted" to the special needs of the individual, allows to obtain many advantages.

On the psychological level:

- Better concentration and security;
- Greater mental serenity;
- Psycho-physical relaxation due to horse movement;
- Acquisition of a correct body image;
- Personal successes due to continuous and constant improvement of oneself;
- Greater autonomy and personal self-esteem;
- Improvement of interpersonal relationships;
- Acquisition of a pro-active attitude;
- Better management of space-time capabilities.

In the motor field, the following results will be obtained:

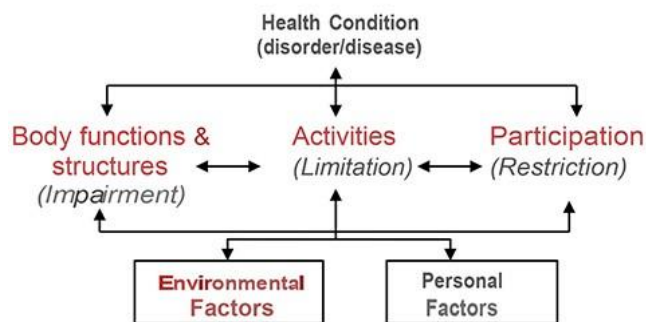
- Better oculo-manual coordination;
- Elimination of skin toxins through sweat;

- Relaxation or strengthening of the musculature (according to the pathology);
- Greater coordination of their movements;
- Strengthening of balance control and postural straightening;
- Thanks to the movement produced by the Horse, there will be a more fluid and regular flow of blood;
- Greater oxygenation of the body and its tissues;
- Acquisition of a correct position on Horseback.

It should be noted that, despite the numerous advantages deriving from riding a horse, horse riding for the disabled is still counted as a co-therapy that fits into a program of psychomotor, relational and socializing recovery of the weak person.(4)

Although this practice is still scarcely recognized as an effective rehabilitative tool - and in this sense, the responsibilities would go to a poor dissemination, to scientific studies still not well defined and to a certain social perception of purely recreational - recreational intervention - it is important to underline that, the structured context on an informal basis (but always supported by objectives, procedures, evaluations and verifications) shows unequivocally that the interaction between the large animal and weak subjects facilitates their recovery and social reintegration in a demedicalized climate, combined with a context unique and particularly stimulating environmental.

### ICF: Interaction of Concepts



**Figure 1** ABOUT ICF: A MULTI-DIMENSIONAL, INTERACTIVE MODEL

In the ICF, functioning and disability are multi-dimensional concepts, relating to:

the body functions and structures of people (and impairments thereof),

the activities of people and the life areas in which they participate (and the activity limitations or participation restrictions they experience), and

the environmental factors which affect these experiences (and whether these are facilitators or barriers).

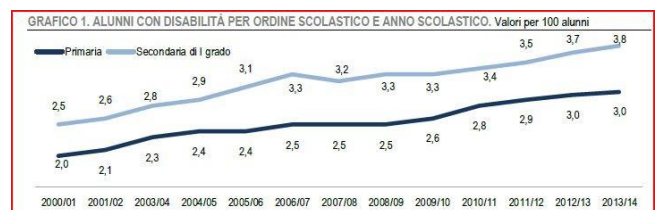
The ICF conceptualises a person's level of functioning as a dynamic interaction between their health conditions, environmental factors, and personal factors (Figure 1)

Disability is thus seen as multidimensional and interactive. All dimensions are important and any one may affect any other. Environmental factors are important, affect everything, must be understood and may need to be changed. (2)

### THERAPY

We refer to the definition of Professor Adriano Ferrari: "for an exercise, a task, a guided experience to be considered therapeutic, it is necessary that they know how to produce stable, objective and measurable changes".

Therapy (from the Greek therapéuo, "I help"), is that branch of medicine that deals with the study and application of means to prevent, eliminate or mitigate the harmful effects caused by diseases or other harmful events. In order for them to be considered therapeutic, every drug, exercise, guided experience must be able to produce modifications. Recognition of the validity of therapy by means of a horse presupposes a drastic change of cultural attitude, first of all by health professionals in considering health not only from a medical point of view, linked to aspects of diagnosis, prognosis, determination of impairments and treatments acts to vicarially them, but also in a social perspective that takes into account the possibility of preparing the participation of the subject in his own context of life.



**Figure 2**

Representation of the rate of children with disabilities over time: from 2000 to 2014, we can see how the incidence is more frequent over the years

### CONCLUSION:

Disabled children and young people are more sensitized towards a certain type of sport and

should be channeled as soon as possible.

As we have seen (Figure 2) the situation in Italy is not positive. The percentage of disabled people is increasing, we are talking about millions of people who after school will find themselves partly isolated at the margins of social and working life. Individuals destined after the scholastic path to invisibility. The family, central element in the care path of the disabled person, can count up to a certain point on the educational institution, which represents the only concrete and institutional opportunity of inclusion (albeit with many faults). But what happens next? The

answer is simple: Simple inclusion, where the child feels really comfortable and happy with other children who also attend different sports.

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