

Limassol,
5 June 2015

Serenella
Besio

LUDI (2014-2018): ACHIEVEMENTS AND PERSPECTIVES



LUDI IS...

THE EUROPEAN NETWORK

DEVOTED TO

THE STUDY OF THE PLAY

OF CHILDREN WITH DISABILITIES



WHY THIS RESEARCH THEME?

- ⊙ Play is the most important engine of the child's development
- ⊙ Play is also the most important context to establish friendships and to feel included in the peers' group
- ⊙ In the case of children with disabilities, although they have some kind of impairment, they remain undoubtedly, first of all, children
- ⊙ There is no reason that in this case play can be considered less important than for other children



BUT...

- ◎ The child with some kinds of impairment can meet difficulties in playing
- ◎ Parents, professionals, teachers in this case are mainly interested in addressing rehabilitative objectives while other aspects of the “normal” life are confined to the background
- ◎ Often these children’s parents are worried, anxious and are not able to play with them: they simply don’t know which toys they can offer or buy, how they can propose a play activity



AND...

- ◎ The child's development may suffer a slowdown or an arrest when he/she cannot play or is deprived of play
- ◎ The lack of play experiences in inclusive ludic contexts can provoke serious limitations to the development of social abilities



WHY PLAY IS DIFFICULT FOR THESE CHILDREN?

Simply because of their functional limitations?

THIS IS NOT THE ANSWER OF LUDI

According to LUDI the play difficulties are due to a wrong or incorrect or unfruitful relationship between

the peculiar mode of functioning of these children and what their contexts of life can offer to them that is - in ICF terms - the ENVIRONMENTAL FACTORS

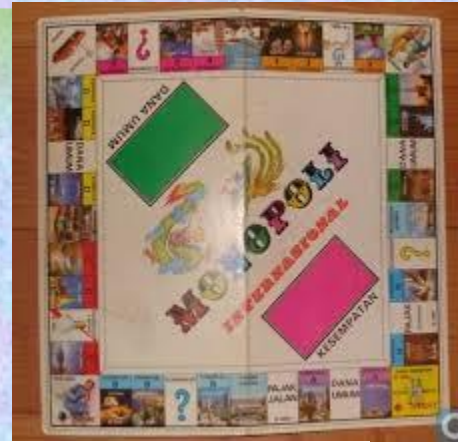
Tools and technologies

WHEN A CHILD HAS A MOTOR IMPAIRMENT...



Tools and technologies

WHEN A CHILD HAS AN INTELLECTUAL IMPAIRMENT...



Tools and
technologies

IN THE CASE OF AUTISM SPECTRUM DISORDERS....



Tools and
technologies

IN THE CASE OF DEAFNESS



Tools and technologies

IN THE CASE OF BLINDNESS...





TECHNOLOGIES

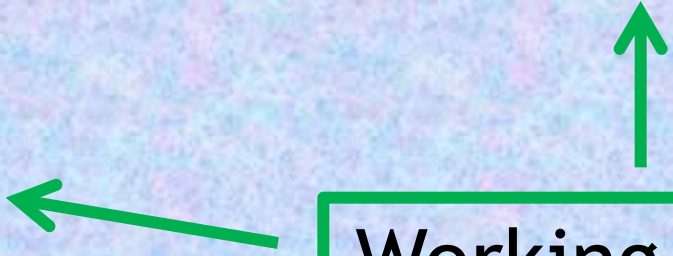
TOYS

Working Group 2
Tools and technologies for the play of children with disabilities

Working Group 1
Children's play in relation to the types of disabilities

**PLAY ACTIVITIES
(PLAY TYPOLOGIES)**

IMPAIRMENTS





PLAY CONTEXTS AND
RELATIONSHIPS
(ADULTS, PEERS)

POLICIES

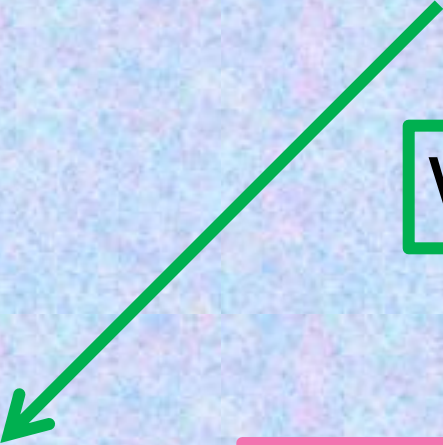
Working Group 3
Contexts for play of children with
disabilities

Working Group 1

Working Group 2

RIGHTS

ACCESSIBILITY
USABILITY





**MODELS AND
METHODOLOGIES**

BEST PRACTICES

STANDARD RULES

Working Group 4

Methods, tools and frameworks for
the development of the child with
disabilities' play



TRAINING MODEL



DISSEMINATION

INFORMATION

NEW KNOWLEDGE

NEW AWARENESS

NEW PRACTICES



FOR THESE REASONS WE HAVE BUILT A TRANSDISCIPLINARY NETWORK

- ③ Because play of children with disabilities should be studied at the crossroads of many scientific disciplines
- ③ Because it involves the awareness and the collaboration of toy and game companies, technology developers, educators, teachers, rehabilitation professionals, medical doctors, jurists...
- ③ Because the solutions should be found at different levels



.... SOLUTIONS AT DIFFERENT LEVELS

- ③ tools and technologies: from the capacity to suitably choose them to the possibility of modifying the design process
- ③ models and methodologies of intervention: from the ability to involve the child in play activities to the competence in building inclusive play contexts
- ③ spreading information and knowledge, sharing good practices, by involving stakeholders and associations
- ③ increase in general awareness: changing policies, attitudes and including more precisely the needs of children with disabilities in Article 31 of the UN-CRC



PLAY FOR CHILDREN WITH DISABILITIES