Classroom Adjustments: Spina bifida

| **Speaker** | **Timecode** | **Content** |
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| Katie Kligerman: | [00:00](https://www.rev.com/transcript-editor/Edit?token=9CYgwpNoiAnVPTOx_BgfaPL3NPMaiDUXwV_YicX2unXYllGnZnh_XlKzA0S-3FguV68CzpSLAXIoZrvQbT6lxGOtm88&loadFrom=DocumentDeeplink&ts=0.33) | We do a lot of moving like marching and he did always struggle a bit with keeping rhythm and having that sense of timing with movement, particularly with skipping and the persevering, keep trying all the time and then to be able to nearly jump the rope and then to be able to jump the rope sometimes and then most of the time and then work up to the point where he could run in and jump a couple of times and run out of the rope. And that was a big moment. Like I nearly cried, the aide and I, we were turning the rope together and just looking at each other like, "oh my God, that was amazing!" It's incredible to see what people can do with the right supports. |
| Serpil Senelmis: | [00:42](https://www.rev.com/transcript-editor/Edit?token=Cl8oy9ecmrcpcVs57weLQO7cWv8eW9h4V_AF3exGZBzoXm_SBSkS-x7XOzITyX1NDyTbD_KHPSt3PCr8M379KZlnE4I&loadFrom=DocumentDeeplink&ts=42.89) | That's primary school teacher Katie, reminiscing about a student in her class who has spina bifida. |
| Serpil Senelmis: | [00:49](https://www.rev.com/transcript-editor/Edit?token=4mCPKPGQEwDO0j8Gh0typPyg0z2MXI67_-979b3Br_pEKa6Hwf0s6ZUwgSFniyJohypFh5XCfxwFW_Ar-11h4Kq7_EM&loadFrom=DocumentDeeplink&ts=49.63) | Hi, I'm Serpil Senelmis and this podcast is part of an NCCD portal series. In this episode we'll discuss some adjustments that could be made in the classroom to enable students with spina bifida to participate on the same basis as their peers. Katie's got some effective classroom adjustments to share and we'll get some insights from a paediatrician at the Royal Children's Hospital Melbourne who's specializing in spina bifida. I'll also introduced you to Josh, a year five student who has spina bifida, and his mom Sue. |
| Dr Catherine  Marraffa: | [01:30](https://www.rev.com/transcript-editor/Edit?token=BGE8UQMSTU5zMYDp7mB_aHdtWmgBxWcpYHLp_x3szhilba9H8mybODT1jTbUi-XzXSaXwIMOOB82kkkfZtCG7wIzRCs&loadFrom=DocumentDeeplink&ts=90.72) | My name's Catherine Marraffa. I'm a paediatrician and I work in the Department of Neurodevelopment and Disability where I'm the Deputy Director and one of my roles is to see children in the spina bifida clinic. It's a condition that occurs very early in the pregnancy, often before the mother even knows she's pregnant and it's a congenital abnormality of the spine and the brain. But predominantly the findings are that the baby is born with a lump on its back, that's often these days diagnosed early. But it's a condition that affects many aspects of the child's life, predominantly the motor aspect, but also the bladder and bowel and it can have implications for learning and there are many varieties and there are many degrees of severity of spina bifida. |
| Serpil Senelmis: | [02:32](https://www.rev.com/transcript-editor/Edit?token=MefGT5UhLrq8gsbH37v-Kp-5rAxTo-lZFRHG9t3YjHM6fVor2LUYMpESpT48RGvUQtUF4FcOYwLuOI-CzQ5GhHPLRpg&loadFrom=DocumentDeeplink&ts=152.11) | Let's talk about the implications for learning. What are some of the challenges likely to be for a student with spina bifida? |
| Dr Catherine  Marraffa: | [02:41](https://www.rev.com/transcript-editor/Edit?token=jTvAmuetMTv3CHo6Znh157hIyH2fO15YN9LbPf9wJKR3fDgsv6xhkvkVQRW-ZT4YIT1nl0zABEB6qICG68io8JxH4a8&loadFrom=DocumentDeeplink&ts=161.1) | So spina bifida can affect the part of the brain that is involved in what we call higher executive functioning. Those include tasks like being able to plan, being able to attend, being able to organize yourself and having good short term memory, that becomes more important in secondary school than in primary school. The bigger challenges really for participation in school are to do with the continence issues and mobility issues. |
| Serpil Senelmis: | [03:16](https://www.rev.com/transcript-editor/Edit?token=YFP4AJEDF75L8NdX0jGlj0t4CDIdpvdme_eS8y8dcgW-IZ7qKSCgMpMYILzZmXWkGYRImOpN9raUnXVfVquOXfmfNNI&loadFrom=DocumentDeeplink&ts=196.72) | We'll go into that continence issue in more detail shortly. But for the moment, let's focus on the executive functioning issues and what adjustments can be made. |
| Dr Catherine  Marraffa: | [03:28](https://www.rev.com/transcript-editor/Edit?token=qBqYdJ5tsYYpVon_pwZoV3fJ5DZT0FhZpkDU-KXpO6Y6DDDOewwv1p1I7Yp3yEr81_-hAmQzz6GXo_mAg64_SRpDIHg&loadFrom=DocumentDeeplink&ts=208.4) | There was a young girl who every day would struggle to remember how to get the combination lock off her locker because she couldn't remember the code, which made teachers very confused because they couldn't understand how she could do it on one day and not on the next. And the simplest solution to that was to give her a different lock with a key. So I think it has to be individualized and you do need to look at the specific child, but generally the types of approaches are to have different coloured folders, to break down the work into smaller bits, to check in with the child to ensure that they've understood the first step. Organizational things like not expecting that the child's necessarily going to remember what they need to bring to class. They may do, but if they don't, it's usually not because they're doing it on purpose and so it may be that separate copies of work books at home versus at school should be available. |
| Dr Catherine  Marraffa: | [04:34](https://www.rev.com/transcript-editor/Edit?token=LJ7es7g4cK1Z1Qn4LVQuTdMR7_DUTMxwm7FcMSP_dPMGDkPKdLZmYcUJXCfWalyBgpabvP61irjzuJNjMcsnFTXdS5Q&loadFrom=DocumentDeeplink&ts=274.77) | It's very different now with the technology that's available and theoretically it should make it easier, but equally I think there can be overload when you've got technology that allows you to do multitasking and all those things that are bad for all of us, but particularly if you've got the cognitive profile of a child with spina bifida, |
| Serpil Senelmis: | [04:59](https://www.rev.com/transcript-editor/Edit?token=PejFuC8pH2jCbrCyzV5Ihe7p5lEjUJEqFQL_bxw-0mv6zLsT2AH3nLUY91738Z1UrcUnN4TjU5LT5uHEJomJBOlhHME&loadFrom=DocumentDeeplink&ts=299.63) | The important thing is to support students with their organization and that can be done with little to no technology. |
| Dr Catherine  Marraffa: | [05:07](https://www.rev.com/transcript-editor/Edit?token=CACjlzk5b2Wdp4A33UsqiNG_2D5sfE6VFtwyVV2MHOrse3AB2YOcUW27q7XXW8MOj-wl2APW0RhnHurXr-bb2uN_ADE&loadFrom=DocumentDeeplink&ts=307.7) | Sometimes it is having strategies such as a checklist or a tick box that the child needs to go through to remember what they need to do for that lesson. And often it's small amounts of information repeated over and over again. |
| Katie Kligerman: | [05:30](https://www.rev.com/transcript-editor/Edit?token=8pvn9t0M3ifDekwF4U_y1Vnbd-kF4PIp5oE8TaHzlsIGYJszm3zL-yYN9Xn3Ihi99S57LCWjAmSd-38C7y9zdoQ06sU&loadFrom=DocumentDeeplink&ts=330.77) | Hi, my name's Katie Kligerman and I'm a primary school teacher and the child that I have is sometimes in a wheelchair so there can be difficulty with how the classroom is set out. So when he's in the wheelchair we have to sometimes adjust the furniture so that he's got that accessibility and we want him to be able to do that independently. If they're mobile, it's a little bit easier physically in the classroom to move around, but even sitting on the floor or definitely need the right chair to sit on and maybe some support sitting at a desk, having the right height with a desk. |
| Katie Kligerman: | [06:07](https://www.rev.com/transcript-editor/Edit?token=dlVMm1Gc3tb-QhmZODQavDfhGKOI41krcW3vNvPdMRzi6-Vn4VxTNPcnPMR_R74hDM6JyKwhedWU4Wef5BGTfOfFC14&loadFrom=DocumentDeeplink&ts=367.7) | Because movement is limited, I think it takes a lot longer to build up the skills, the gross and fine motor skills. So we did movement every day in the classroom to help facilitate that because you've got to work at things to build up skills. So we would skip every morning or do other big movements, sometimes things that are a little bit like brain gym, so rocking on the floor and rolling, doing marching and that child's had that facilitated with the class from prep all the way through. And I think that having that constant daily movement is something that's been really helpful. |
| Serpil Senelmis: | [06:51](https://www.rev.com/transcript-editor/Edit?token=8LUGTK_FOmCgOBhRR3ImBhh5aiuF7nS_7729lckQeashCl1DHbmFXIK_oTK1ftqu4CZgA_TtuZQE_GNIcNPvEEI9ayw&loadFrom=DocumentDeeplink&ts=411.32) | So you're not singling out the student with spina bifida, your involving the entire class in these brain gyms so they're all getting the movement as well? |
| Katie Kligerman: | [06:58](https://www.rev.com/transcript-editor/Edit?token=6GkdDXGxqnyPyND3iB9SxnUKmJ-bnu7O4hdqaGa8JRzTq91we0viXNrgzxX9RrZc2FC12GqWhs-Xk-mWbZEKRyaWeyg&loadFrom=DocumentDeeplink&ts=418.56) | Definitely because everybody needs it anyway and you've always got more than one child with needs, and movement especially in the early years, is what helps out learning anyway. |
| Sue: | [07:08](https://www.rev.com/transcript-editor/Edit?token=xlfxWyj-yr18-WkaMaqj_ZiRxjkRnxNeiOAmyIAm2PNfV0wf05Csg2WD2ECg4HTA4UdxBGlSwXeV1hqQS2UuLmyTEuk&loadFrom=DocumentDeeplink&ts=428.76) | Hi, my name's Sue and my son Josh has spina bifida. Well there's the obvious physical differences. So his lower legs are affected and he wears orthotics braces, which are there to strengthen his legs but they also immobilize his ankles. So his gait is really affected. It affects his bladder and bowel. Also in his lower limbs, it affects the sensation. We can often find him with cuts and things on his face that he is not aware of. Doesn't know how they got there. And there's also executive functioning involvement, which is still making itself known. Planning, motivation, organizing, keeping track of things. You could tell Josh a story one day and he will tell it back to you, word for word pretty much the next day. But when you're giving him instructions, like I gave him three instructions the other morning went, "Stop! I can't remember." |
| Sue: | [08:22](https://www.rev.com/transcript-editor/Edit?token=U_bPtberb2i0d2Ust9GPGR08osjpui8SXl7xQv_paOWCrXMK16-6AjP0ozDiuwYfW37RUbozbRwy99_jrI5MaUeHXUM&loadFrom=DocumentDeeplink&ts=502.01) | So things really need to be broken down for him. At home, I will either just give him one task and then he has to come back and get the next one. That's what I used to do, but I think he actually needs to have a bit more autonomy now. So I'll give him a list and then he can tick things off or cross things off as he goes. And that seems to work quite well. But he still needs reminding to stay on task. |
| Josh: | [08:57](https://www.rev.com/transcript-editor/Edit?token=1D6ZgQ49LhOZE0PGlw-kRNlIudn1zrvMyb2thiyA0YvxdulZKtabGTaHviCmgAwmOukYV5rUxy3g0JXizPlwcFnJd3Q&loadFrom=DocumentDeeplink&ts=537.72) | Hi, my name's Josh and I'm in year five. |
| Serpil Senelmis: | [09:02](https://www.rev.com/transcript-editor/Edit?token=Ko5_oqtQcbg9UOh-vIgin9DC4dzmzA_YHDf_JszoWbBjLTVHKtHimb_H3xG4lB9g1J5qnUIcSeMfM62Z3P-0mGrLB0Q&loadFrom=DocumentDeeplink&ts=542.24) | How would you describe spina bifida to me? |
| Josh: | [09:05](https://www.rev.com/transcript-editor/Edit?token=fQpv_IDNDivmR7OjYo9QDGpoL4Yk2A3vIaxCfgecKSH5IoS16BL_XX1B2UWM7UJUrwGRz8cLg7vcmtnXcsRbHTVD8QI&loadFrom=DocumentDeeplink&ts=545.56) | Annoying sometimes. |
| Serpil Senelmis: | [09:07](https://www.rev.com/transcript-editor/Edit?token=-L-8aIfUa5X6EVkK-fYNubEirAUsMqevzhK7adh3VIklSFddsn3lQiuUmsKerL5IZwLXsBP8ax2sEE94K9f-ZBthM7M&loadFrom=DocumentDeeplink&ts=547.33) | And why is it annoying? |
| Josh: | [09:08](https://www.rev.com/transcript-editor/Edit?token=EtOVLY24BmAvURaFPTtXUH3Bc8-wITNz_caCOBz7fsxnr2Tho9IXbTP5Q9ITNnCi_PCPd-g5MXiYy6GkPgzTGl9JTrg&loadFrom=DocumentDeeplink&ts=548.84) | Because sometimes you don't get to do what you want. |
| Serpil Senelmis: | [09:15](https://www.rev.com/transcript-editor/Edit?token=tdRFNWSpmsft4PVixNy8RgX4EchzQtlYxlvd0uUr-sbj_Ip7tRLHPpE9KJDB0F9V9Og5rEHOSvdCmxNvgRhxainqAJc&loadFrom=DocumentDeeplink&ts=555.86) | And what is it that you want to do and you can't do? |
| Josh: | [09:20](https://www.rev.com/transcript-editor/Edit?token=YeFHbj3gq01PEEuRlnjFWfLV6GTNEUf62mNFK0-MZZ0a0pIejIcNpSvC_f7xfKsOrIPJPIbAzKFS1t7tgsKsVb4vYQY&loadFrom=DocumentDeeplink&ts=560.49) | I don't know. A lot of stuff. |
| Serpil Senelmis: | [09:22](https://www.rev.com/transcript-editor/Edit?token=ERfbv8vq9b5iXuEzrKY2KG-sFniszE8sJruz1JcDwKMLGGi-7pTpz14jVw2va61iTHbQ94JsyAvLBDFNbBj8kHRoslY&loadFrom=DocumentDeeplink&ts=562.18) | Give me one example. |
| Josh: | [09:24](https://www.rev.com/transcript-editor/Edit?token=lgpvfUvENjhlNtseqY-tvOKqw0o_F6uPEwXCTCAKgGU5Q23qPpHtGFReLmlHTOxjvu-JvzIDJ5cyXUjIYazIoIYOtuk&loadFrom=DocumentDeeplink&ts=564.44) | Probably riding a unicycle. |
| Serpil Senelmis: | [09:29](https://www.rev.com/transcript-editor/Edit?token=1DJsaW-JNCpdyAeAcca3YYz_vPD8jX3_3CygzjNRgtQKeFn0fomTpyxML7_Twwhs30KgDRL5GePQXPBlbknLACPjpvI&loadFrom=DocumentDeeplink&ts=569.49) | Could you tell me a little bit more about generally how spina bifida affects you at school? |
| Josh: | [09:35](https://www.rev.com/transcript-editor/Edit?token=LAjh5cIZN7FwDeC8QZUa7CeEyhPD1qIIIIQj8N4JEXnfk1gsYOChhgD87RXzABp12NVVNfNwOwOmdJnGFF1IAiHZLGM&loadFrom=DocumentDeeplink&ts=575.51) | A can't run as fast. Yeah, that's about it. |
| Serpil Senelmis: | [09:53](https://www.rev.com/transcript-editor/Edit?token=k6sgeHvkYddSlabjHtz0o3LD-5UhnvpRhbvqaNuX7AEDBS7fnJZOuc7U3H2hzGQhdDvePYkpcJIy4UCDbH_IVqdfg38&loadFrom=DocumentDeeplink&ts=593.79) | In an education context, what would be some of the greatest challenges that Josh has? |
| Sue: | [10:00](https://www.rev.com/transcript-editor/Edit?token=KGEdrasc5cX0WIkBQgyDaYOI2yxM_dJWvV4lMoIozXk_drZxV1pfkmnOMXMlWxXL9RnUTy8znACT2F6FQ3GxOSExgws&loadFrom=DocumentDeeplink&ts=600.04) | Sometimes it's about starting the project, but sometimes he'll start with so much fine detail, not being able to see the bigger picture or finding the bigger picture and planning accordingly to get the whole task done, not just a part of a task. I think getting thoughts onto paper can be really tricky and Josh has beautiful, very careful handwriting, but I think it takes a lot of effort. It's about completing the work because it takes so much effort to do it. Just organizing his thoughts and then the physical thing of actually writing them just takes a long time. |
| Serpil Senelmis: | [10:45](https://www.rev.com/transcript-editor/Edit?token=Yi94TP-c4g8iJRfHr6pggQ8f6kBUim7NXGghKQWVjaoWsDDWSlvLTmI4IcpB3wWE3ECuWjm7GiCpTHWNn0PGvfrsHF0&loadFrom=DocumentDeeplink&ts=645.76) | And when it comes to adjustments in the classroom to support Josh, his mom, Sue has found that the most effective changes come from a more flexible approach to that beautiful handwriting. |
| Sue: | [10:57](https://www.rev.com/transcript-editor/Edit?token=OPDiOaUniwEBsihjyHEEq-j7c2OJlB90z8FnbT-uwuqA_pVicoWlLjjkh4RFSt2LIdWGNvQRhRMbKGqERtPPNyg87TM&loadFrom=DocumentDeeplink&ts=657.64) | Well, a good one has been the homework task that has been modified. So he still has to do the same content as everybody else, but not as much writing and that comes across as a fair compromise. He's still got to do the work, but we recognize that this work is really taxing and so we'll just do a bit less. We've just had a student support group meeting and we've started talking about Josh learning to touch type. We think it's really important for him to maintain practicing his handwriting and performing handwriting. We certainly don't want to lose that, but we do think that in the long run that's going to be something will be valuable and beneficial. |
| Dr Catherine  Marraffa: | [11:56](https://www.rev.com/transcript-editor/Edit?token=QOdJ5pOqkWbTrTaGJM1T5gwWKDtLkprC-Si_OskGcZl1Ux0bYIOcDjqaqxvSYYEPez0BZ6PlR5SEKjEOyiM7I6OWqkE&loadFrom=DocumentDeeplink&ts=716.67) | Yes, it is important for children to be able to do handwriting, but we are so lucky now. We have amazing technology, which means that if it's too physically exhausting and tiring for a child to be able to write, particularly in the later years of school when you do need to produce a lot more, we have excellent keyboards that can be modified and used by children. And my view is there is only so much practice that helps you to become more efficient, and if you have a physical disability that involves the upper limbs, including the small muscles of your hands, no amount of weight training will improve that. And so I think looking for alternative technologies to assist is important. |
| Katie Kligerman: | [12:46](https://www.rev.com/transcript-editor/Edit?token=qfDXxGuEXQO5iLlexaIjXBsOUeZLNGfkQy8Ym9DuuJZ8J_QQldqmi2QU_BJNdcvkNSDPk98SCPHmYkW4IdgiOUoIkLU&loadFrom=DocumentDeeplink&ts=766.27) | That's an issue for the child in my class and this year he's ended up with really beautiful handwriting |
| Serpil Senelmis: | [12:52](https://www.rev.com/transcript-editor/Edit?token=4ULr61Tu5Kx1TTmb6rhDF9gnxMER3y1RlIQVcA_WBpGve3v3Wb7bEF10QdAWu2kYkqQ0k7f7Wmp0UaTuiDAVo8wR2Ks&loadFrom=DocumentDeeplink&ts=772.14) | And that might be down to some of the creative techniques that teacher Katie uses to enhance fine motor skills. |
| Katie Kligerman: | [12:59](https://www.rev.com/transcript-editor/Edit?token=aVN4TOEONip_W3F76djlcSah-5AxuLsV-D8FaHJoSet_otinxCrrK6dgWqVwaFKIU_WD9Gl9_CF-lNPnLBgmvGEub-I&loadFrom=DocumentDeeplink&ts=779.52) | The children do craft weekly, so that really works on the fine motor skills [for us 00:00:13:04] like finger knitting and learning to sew and knit and crochet, so using your fingers in different ways. And then we do a lot of artwork too, which again is using that grip. It's a little bit different to the pencil grip that you're going to use writing, but just building up the strength and the manipulation in the fingers with a paintbrush and with pencils or crayons. With the writing, the thing that we do to help the most is adjust the amount of work. Another thing that helped was to have writing written down and next to the child at their desk and then work towards copying off the board. You know that constant looking up and down can take up time. So when it's right there next to you, you can really focus on what you need to do. I think we need the combination of hands on supports as well as technological tools, and then looking at what's age appropriate too. |
| Serpil Senelmis: | [14:02](https://www.rev.com/transcript-editor/Edit?token=C6vL5MTL56P7U-XElZNd2MPa9ILIIOPn3m3KNhyQhZeDQV97ks1yIvU0AU_sf7zfueTtoaj9Edqgh4w9Sh4Ky5LTwNM&loadFrom=DocumentDeeplink&ts=842.13) | But when classwork does involve the board, the student with spina bifida in primary school teacher Katie's class has found it helpful to have priority seating. |
| Katie Kligerman: | [14:12](https://www.rev.com/transcript-editor/Edit?token=aeb6dqfD2sVI9AINsiF7BE1u5RZ46epTCyi2fmXpKodRnCobqHvLlt5zGCuObFBv6N8q3zr-K2ckt-6aPD1fX0yGbjM&loadFrom=DocumentDeeplink&ts=852.54) | We are selective with where the child sits, so they're always front and centre and we'll, because it's not always nice to be the one child that always has to sit at the front of the classroom, so depending on the work that we're doing, we might adjust that. If we're doing work that isn't heavily off the board, we'll move him so that he can sit somewhere else within the class. But yeah, when it's heavy board work, we make sure that he's front and centre. |
| Serpil Senelmis: | [14:38](https://www.rev.com/transcript-editor/Edit?token=huGu0Jv6jdX5myFbWuvqZyqaXNBsS4Q7gTwlDD3AUXeCgMGhFMN3ftuhZlaHcVZnS40cU_OOA2GzmUDd7vkV_UIXQIE&loadFrom=DocumentDeeplink&ts=878.23) | Dr. Marraffa also recommends looking at the physical space in the classroom as a great place to start with adjustments. |
| Dr Catherine  Marraffa: | [14:46](https://www.rev.com/transcript-editor/Edit?token=7ARRzOEfpxmJGzje9l_Q21MQTYuZO0QAXqdO07-Kms1xPuKneCSnuj09xehe4mhjIDTfMy7jUMVVbe0YMxCsUEl9Eag&loadFrom=DocumentDeeplink&ts=886.17) | I guess we talk about things like flat surfaces, lack of stairs, sufficient space for the child to mobilize. It depends a little bit on the degree of mobility. If they're totally wheelchair dependent, they may actually be able to manoeuvre in their wheelchair themselves, but many of them who have the more severe end of spina bifida will have a motorized wheelchair. So I guess the simple things like ensuring that the wheelchair fits under a desk or that the child's table on the wheelchair is sufficiently flat and indeed it may be that they're better with a tilted table. |
| Sue: | [15:36](https://www.rev.com/transcript-editor/Edit?token=EUYgvBlh33ET7v5c_w9N_sWu8auYrtaNaKRNizVAa34H3f0gfmm5x9rQfM5wAorL3L1pOAVpiWNeZOnJXv4V8oQNYlI&loadFrom=DocumentDeeplink&ts=936.5) | In the classroom Josh was fairly okay. He walks independently. After surgery, he might be in a wheelchair for six weeks so the classroom has to be big enough that he can manage to get around in it. I guess some things are trip hazards for him and he can be unsteady on his feet. |
| Serpil Senelmis: | [15:59](https://www.rev.com/transcript-editor/Edit?token=rkQBm6E3fb2eXNhbtmvscJ8ZcS7vbQiV8xJ9C8cxVUzYWbuhu8QQGlCzMa9NWXIKY-aQ1O4bua5EhBeaL-e-ep0Y2lY&loadFrom=DocumentDeeplink&ts=959.08) | For Josh, that unsteadiness comes from the effect of spina bifida on his lower legs and orthotic braces, but he won't let that stop him from playing sports. |
| Sue: | [16:09](https://www.rev.com/transcript-editor/Edit?token=w0Pl8eyvwhe1iA31j9kCblUnOECl5tHZpZy0UFI-22geGOsgyWSS2SBRJ8wMyHUPO1NeVlSM0EOdJ82PO_4I5ExAc7I&loadFrom=DocumentDeeplink&ts=969.54) | He really pushes his body. So because he wears the orthotics and his ankles are fixed in that position, he can't technically jump. If you try and jump, you bend your knees and you got to have something to sort of launch you off the ground. |
| Serpil Senelmis: | [16:27](https://www.rev.com/transcript-editor/Edit?token=ElJleKyvPBIlZz3pbWTiqt1-Q0gGmSsc8xEuxARcmsdQLo0g5e_Uw48S_3h8Rj9NFt3qJDn5wPqG0WqmmowFu8soRp4&loadFrom=DocumentDeeplink&ts=987.51) | Otherwise you're like a stiff rock almost. |
| Sue: | [16:29](https://www.rev.com/transcript-editor/Edit?token=hQ5r-F3TLFCIOw7ZYn4mb30ugxwX2pf1XhdI5p2O85-liGaEySyOmw-ZweQ7I9ht86NCOrr5FzBYXaUXUPfWhWpOPaM&loadFrom=DocumentDeeplink&ts=989.9) | Yeah and you can't, but he can. It's just determination. And people used to say to me, "Oh, you're such an amazing mother. You know, you let him do all these things and you help him." I don't. He just does them. |
| Dr Catherine  Marraffa:: | [16:45](https://www.rev.com/transcript-editor/Edit?token=ENR901v9BVrmsIwfSxEf2LCWtQi_SiZMc1HexXTQ4Ht8MUbs6suX1IRQaLzeGnHMrstZ_c3SpOUnvJ8HtceqOlAi0sc&loadFrom=DocumentDeeplink&ts=1005.35) | There are other types of activities that the child can engage in that include weight training for example. Weights can be very helpful. Things like yoga and other activities that may not be so much sport related but are alternatives during the sporting period can be wonderful. |
| Serpil Senelmis: | [17:11](https://www.rev.com/transcript-editor/Edit?token=hx22-NW5X__C8euqqaLiP9mnJBiNbi6w2dMNgTaqbGRohgXyd0U5ik5ZrScGrzNdAmzsoPU3mANWJlRlGa0lFR9O4sc&loadFrom=DocumentDeeplink&ts=1031.09) | Tell me what skills are required to be a really good goalkeeper. |
| Josh: | [17:16](https://www.rev.com/transcript-editor/Edit?token=0il48GvnG7pJ3V9Ucj8K5jakpdn2r6Trkbbi26gKWerULHdipKZ9eoKCZK4ww1SZhlbv5vyK8NIm5K66WuntizS3JiQ&loadFrom=DocumentDeeplink&ts=1036.46) | Probably diving on the ball if you can, going for the ball and also don't have your legs apart. |
| Serpil Senelmis: | [17:25](https://www.rev.com/transcript-editor/Edit?token=f3mebqeXDBc8hDQq3j3lIA1Weir0txouO3KR0P_sDPvl2s3HniIA2jeM8H7_EQJCK96OA440fRbqfAODPGM5lDpxq2Q&loadFrom=DocumentDeeplink&ts=1045.33) | Good tip because why? |
| Josh: | [17:26](https://www.rev.com/transcript-editor/Edit?token=DQrtMbiY57z8_u2N-v_GBz-MVpYeNeMRXkBciIbAeq2FK8b2l0WfbVb7TOLFgTAj7g1TkxKoRzO2c4Onh0rtvOfjhJE&loadFrom=DocumentDeeplink&ts=1046.7) | It can go through your legs. |
| Serpil Senelmis: | [17:39](https://www.rev.com/transcript-editor/Edit?token=Hxw5NzH2cE3VwzxVxeHzk8OB6PiYptUBq6TqMhZ1jK4KqfNyctilkdA_hrgjkS8kgp9IRCLajRf5KVA5Y63l2itry08&loadFrom=DocumentDeeplink&ts=1059.78) | Josh sounds like he's unstoppable and a great goalkeeper to boot. However, he and his mom are also careful about injuries that he can sustain without even feeling them. Dr. Marraffa sums up some of the risks. |
| Dr Catherine  Marraffa: | [17:55](https://www.rev.com/transcript-editor/Edit?token=VACwRBm_YfFsTPC9tzZ6pBYk8rhHeJ-pWer77OJtJK3CD3t2zo-9uuyyeoAP7dmO64jpDMezv9nwFUHD37I7oHTjCNE&loadFrom=DocumentDeeplink&ts=1075.03) | They can have fragile bones, but it's not particularly a big issue. What's more of an issue is the risk of developing pressure areas and skin breakdown because they don't feel pain or heat or temperature. And so we encourage children to always wear shoes and socks and to avoid sitting on hot seats or metal seats because they won't feel a burning. |
| Serpil Senelmis: | [18:25](https://www.rev.com/transcript-editor/Edit?token=46m8T7F7HJb_UxUHLmlGwAkvNE3UH6xd4SSGX5Z4I5BV1QZlh_uAxrvFLOEuipTWdqTKhfNmBVYV6lpbJ5cg69XD7bI&loadFrom=DocumentDeeplink&ts=1105.67) | Okay, so we've looked at the physical environment in the classroom, executive function, and difficulty with fine motor skills like handwriting. Yet the greatest daily challenge for most students with spina bifida is incontinence. |
| Dr Catherine  Marraffa: | [18:40](https://www.rev.com/transcript-editor/Edit?token=NkDbd1mfkoIdRey4l_GeWpHaZJMbq8bJPpOanXoxDrOyYEmfZJE8DDgB-ZwpmGhRxGm9Hp3r1U53_rj2WJca-1i25kk&loadFrom=DocumentDeeplink&ts=1120.71) | This is the biggest issue for most children with spina bifida. Even if they are independently mobile and in fact it can be a bigger issue for the children who are not in a wheelchair but can have significant bladder and bowel incontinence. There will be accidents, there's no doubt. It's a little simpler if there is a known neurogenic bladder, which means the bladder is not able to function to empty itself properly. But it can be something that changes over time. So a child can present in prep grade who looks like their continent, and in fact, I've seen a little one recently where over time the bladder changes and it becomes important then for the catheterization to be introduced. Children often don't remember. So we use other things like Wobl watches that remind children by vibrating that they need to go. But usually there's an integration aide who can help with that. |
| Serpil Senelmis: | [19:42](https://www.rev.com/transcript-editor/Edit?token=gvWNPfnHeM3CsXZcp3BI8q8miPL9vYlQQI2MTtg_zudxDk7NSPkU13EfsiQjLTnXuikm2C50u9EDeU8ktqv7GMLbPDE&loadFrom=DocumentDeeplink&ts=1182.12) | So in a nutshell, the teacher should really be having scheduled bathroom breaks for a student with the spina bifida? |
| Dr Catherine  Marraffa: | [19:49](https://www.rev.com/transcript-editor/Edit?token=DaUGvQF_PdqSQMp8Pcmg5ZfnwVitUzZLX8VNgVOb9uDry_NZQ1H8QWMCKxMvopXun9pLtA-9clOlxZh4QgY5C86jAU0&loadFrom=DocumentDeeplink&ts=1189.36) | We tend to try and encourage the schools to do it at playtime and lunchtime at the beginning if possible. And trying to make it as efficient as possible so the child doesn't miss out too much. But equally if a child in the middle of class puts their hand up, then we would encourage teachers not to use the usual rules, which you've already had lunchtime and playtime and to allow them to go. |
| Katie Kligerman: | [20:18](https://www.rev.com/transcript-editor/Edit?token=TjmqCxCYvR5J0S53PmIXiOH7ZHwWUAkwuQrgPYdkKdj0MyS48f9OtQzuzukIn-wo3sdu_kHeVPYeg1X08oeVEStaeA8&loadFrom=DocumentDeeplink&ts=1218.33) | If there's something going on and the child needs to go and tend to their personal needs, we're very subtle with reminding, but not in a like very secretive way too. Yeah, it doesn't need to be a secret, but we don't want to always draw our attention to what's going on and we make sure that that's in line as much as we can with the school day so that he's not missing out on too much class time too. |
| Serpil Senelmis: | [20:43](https://www.rev.com/transcript-editor/Edit?token=VjVkRkiGdhsN9BSu8yd_lh6Z3RHCgW7QgmSSCa1_u7lQZ2sY9jf13w9guKw6OAbU2_HMwsQPr6YgF-AWB0LoNIFyquE&loadFrom=DocumentDeeplink&ts=1243.04) | Of course that works well in primary school, but in high school bathroom breaks can also present other challenges. |
| Dr Catherine  Marraffa: | [20:50](https://www.rev.com/transcript-editor/Edit?token=XkWy0FUNEDoy0ns31v5ytuNnoU-EXxWyhI2EVqgXIZuMYW6Hkrz7htIiNsS1yLmyqNe03LR3ZJ0P21QP1OzcEVBQT-8&loadFrom=DocumentDeeplink&ts=1250.61) | It's more about the lack of having one teacher and so if every different teacher in every different class has no knowledge of what that child's needs are, that can cause huge problems. |
| Serpil Senelmis: | [21:05](https://www.rev.com/transcript-editor/Edit?token=x3sSCDoDZLl2AEqBgmM4xRoVIm36sXiOsbb_ZoRG5BUe5EXooqwLlKQmmptjIzwkJbZ3IWQ4pMCGIg-bc7RNXNXpB2Q&loadFrom=DocumentDeeplink&ts=1265.48) | As a paediatrician, one of things that Dr. Marraffa is acutely aware of is the impact that medical attention can have on the education of students with spina bifida. |
| Dr Catherine  Marraffa: | [21:17](https://www.rev.com/transcript-editor/Edit?token=5CurFrAnb9Mb3VsAXeKNhjxvu6Dc30rZ8zpyIS1thOUc0FX4tDONzoWwJAMAibAxDLkcA25OLCfG_J50qaUXMn_QJpg&loadFrom=DocumentDeeplink&ts=1277) | The fact that these children have so many medical appointments and we know that even for a child who doesn't appear to have very complex spina bifida, they will often have a medical appointment once a fortnight, as well as the cognitive challenges, there is much time missed from the day to day schoolwork. |
| Serpil Senelmis: | [21:40](https://www.rev.com/transcript-editor/Edit?token=4-qFaYPpnwR3PTDxvz46mZsCACkt3N3JeU-PUnBDFxCpaNFUWA9FpWevS_tUrbrXonNR0OhBZ59QrKuNnAKXIRQGB2w&loadFrom=DocumentDeeplink&ts=1300.09) | Even with the best support strategies. Interruptions like these can have a damaging impact on the mental health of students. For this reason, Dr. Marraffa advises establishing a good relationship with the student and their parents. |
| Dr Catherine  Marraffa: | [21:54](https://www.rev.com/transcript-editor/Edit?token=TWrn2raN-JxZcDEABjQ2x-jaTYGxkGBO39xPEwxuy6zeUYYMiDw7k5VXWp04tkCX91z_xKG2kRIQoRvlTvfTDvfAo-M&loadFrom=DocumentDeeplink&ts=1314.47) | Often it's the simple asking the child about what might be worrying them. Having a knowledge of the child's family and environment. Having a knowledge of what other stressors there might be. |
| Katie Kligerman: | [22:10](https://www.rev.com/transcript-editor/Edit?token=GWsD6uSsfhFhI2yylj9Arx58AJKdJ1euyUAZmLZiED_d3k1BQBb-vAoxwbN1Hddrw351C3yb0Bi_dYwIGf8KHh3FUfc&loadFrom=DocumentDeeplink&ts=1330.94) | Parents are really invaluable sources of information. If they've got some behavioural issues at all that maybe come out more at home than at school, then you know what to look out for and it's not going to be a shock if it pops up and you can get the strategies of how to deal with that from the parents. And then vice versa. If there's stuff going on at school and the parents need some help with strategies, you can share what you're doing. But I think there's got to be a level of trust and openness. |
| Serpil Senelmis: | [22:45](https://www.rev.com/transcript-editor/Edit?token=ImMHceA_A3WMvgvFjwR5s6atTVQ64PjWAqVCRT2cvI0-CsBPFGAP4BW_2BqWb-alQeRS6hE1qCMrisOMI4JYEY9jRuU&loadFrom=DocumentDeeplink&ts=1365.23) | So recapping the main points when making adjustments in the classroom for students with spina bifida. Review the physical space, reduce reliance on handwriting, and provide support for executive functions. On a daily basis, ensure that bathroom breaks are regular and efficient. Primary school teacher Katie emphasizes that it's important for all students to feel included. |
| Katie Kligerman: | [23:11](https://www.rev.com/transcript-editor/Edit?token=PT7dJFiW5oIdU1p36J5jPnE-M85Rp3lKjGFVePR6cpnUfsb0BsN7d0gZsNj91MytnqilJVD1Rm5E_AXn_NbX_ysDuSA&loadFrom=DocumentDeeplink&ts=1391.6) | It's great to be independent instead of feeling like, "oh, I'm not like everybody else, so I have to hide these things or quickly change them." You don't want them to have to do that in a negative way where they feel bad about themselves. |
| Serpil Senelmis: | [23:25](https://www.rev.com/transcript-editor/Edit?token=s5C99wuHBz9prL7FiaIjBZhgFCwNjUTKIQykkIepmn7SmIVgzAMeDiu9RwroimzpMPww-_Qu3P8RW6EKdwfX4nLJqr8&loadFrom=DocumentDeeplink&ts=1405.56) | And with that in mind, Dr. Marraffa reminds us that every student is also an individual. |
| Dr Catherine  Marraffa: | [23:32](https://www.rev.com/transcript-editor/Edit?token=UzU2_2mhEgA73yUd5Hfj8m3Q6ZWpHCyjO6KkDQ_fsk098aHLqGj0n50baHcugyU2DfRA6D4EIRWr-6bLka-96Aa4-MM&loadFrom=DocumentDeeplink&ts=1412.35) | Don't imagine the child is going to be like every other child with spina bifida you've read about. I think each child has their own set of needs and strengths and really treating the children as they would any other child whilst understanding the extra challenges that child will have. So I think it's difficult for teachers because there is such a broad spectrum of children with spina bifida all the way from the children who look, sound, walk and talk like any other child, but who have significant continence issues that can be very difficult for the child all the way through to the child who is totally wheelchair bound and has many medical health issues. |
| Serpil Senelmis: | [24:21](https://www.rev.com/transcript-editor/Edit?token=AASeLx8UpI8fOft-Was115DYLtZssM7DQYRf4eEGm15lUzGJMOawjEY3Jlpizavy18KdneTJEP9f2QwM7ZuZfLftKk0&loadFrom=DocumentDeeplink&ts=1461.39) | So as Josh's mom Sue says, "Your first and most important task is to get to know that individual student." |
| Sue: | [24:30](https://www.rev.com/transcript-editor/Edit?token=q0FQVyHOP6bgcxa_2J8b9VesGD6VfhtjgNGRdPT-Kd049F6IddlBcS2Ph2BM2HHIXLuMzn8PEOLY6s9Ie4NdOqIr9uU&loadFrom=DocumentDeeplink&ts=1470.56) | I think firstly just to get to know the child. It's helpful to read reports and definitely speak to the parents, but generally the child will show you where they're at and what they need. |
| Serpil Senelmis: | [24:49](https://www.rev.com/transcript-editor/Edit?token=YuGAcFtZTNWnl1GUgTk4Mo2lDDl3PCXwc-anlXieSUqsQdIh0SZQjnBdmtICufl4xmlGbyTAPx71Ly-LbCAc7DHLid4&loadFrom=DocumentDeeplink&ts=1489.84) | This podcast is part of a series that highlights adjustments that can be made in the classroom to enable students with disability to access and participate in education on the same basis as their peers. You can find all episodes on the NCCD portal. |
| Serpil Senelmis: | [25:07](https://www.rev.com/transcript-editor/Edit?token=auqD1QUP60Q2EJ8mas4Z7M3m2QhfpYnRs-eFUVyqC-0unl6GNUS2dhCO7M8CRXWsGWmvxwHAv8bc4OLo3bnmPojJh4M&loadFrom=DocumentDeeplink&ts=1507.21) | I'm Serpil Senelmis. Thanks for listening. |
| Speaker 6: | [25:17](https://www.rev.com/transcript-editor/Edit?token=zK_j5K15wAOptdQcHaU-rPI-xbC4_UkGLi9uBeImSJIZdarqdxjDmITpp3YPXdt1W_yqWE1yS59ZBconUb6FzB6a72I&loadFrom=DocumentDeeplink&ts=1517.56) | This podcast is supported by the Australian government Department of Education for the Nationally Consistent Collection of Data on School Students with Disability or NCCD portal. Copyright 2019 Education Services Australia Limited unless otherwise indicated. Licensed under Creative Commons Attribution 4.0 unless otherwise indicated. |