School Team Members' Awareness Regarding Injury Prevention among Disabled Children

Thesis

Submitted for Fulfillment of the Master Degree in Nursing Sciences

(Community Health Nursing)

By

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Ahmed Mohamed Abd ElAzim

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List of Abbreviations

Abb.	Meaning
AAIDD	American Assocaiation on Intellectual and Developmental Disabilities
AAMR	American Association of Mental Retardation
AAP	American Academy of Pediatrics
ABA	American Burn Association
ADA	American with Disbilities Act
AED	Automated External Defibrillator
ANA	American Nurses Association
AOA	American Optometric Assiciation
AUFT	American United Federation of Teaching
CAPMAS	Central Authority for Public Mobilization and Statistics
CDC	Center for Disease Control and Prevention
CNS	Central Nervous System
CPR	Cardio Pulmonary Resuscitation
CSN	Children's Safety Network
DALYs	Disability-Adjusted Life-Years
dB	Decibel
DDA	Disability Discrimination Act
DSM-IV	Diagnostic and Statistical Manual of Mental Disorders, 4th Edition
EDC	Education Development Center

HRSA/MCHB	Health Resources and Services Administration's / Maternal and Child Health Bureau
HL	Hearing Loss
ICF	International Classification of Functioning
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Programs
ILSF	International Life Saving Federation
IQ	Intelligence Quotient
KAP	Knowledge, Attitudes and Practice
LAUSD	Los Angles Unified School District
NASN	National Association of School Nurses
NCCFRT	Nassau County Child Fatality Review Team
NCVC	National Crime Victimization Survey
NICHCY	National Information Center for Handicapped Children and Youth
NMSHM	New Mexico School Health Manual
PKU	Phenylketonuria
WHO	World Health Organization

School Team Members' Awareness Regarding Injury Prevention among Disabled Children

Abstract

Injury is the most common health problem among disabled children and its prevention has received increased attention recently. ***Aim:*** The study aimed to assess school team members' awareness regarding injury prevention among disabled children. ***Design:*** A descriptive analytical study was used to conduct the study. ***Setting:*** Two schools for disabled children in Mallawi city; Al-Fikria School for mentally retarded pupils and Al-Amal school for pupils with hearing and communication impairment. S***ample:*** A convenient sample of 150 school team members and 30 disabled children selected randomly which represent 10% out of 300 children. ***Tools:*** Three tools were used for data collection. ***First tool:*** An interviewing questionnaire to assess socio-demographic characteristics and school team members' knowledge regarding injury prevention. ***Second tool:*** Observational checklist for assessing school team members' practices regarding first aid measures, school environment and physical health status of disabled school children. ***Third tool:*** School medical records to assess medical history of disabled children. ***Results:*** This study indicated that, 42.0 % of school members had poor knowledge about injury prevention, and 40.0% of them had average knowledge while, 18.0% of them had good knowledge. 86% of them had not done practices regarding first aid measures while, 14% of them had done practices. Highly significant association was found between the school team member's knowledge and their practices of first aids. Statistically significant association was found between total school environmental assessment and injuries among school disabled children. ***Conclusion:*** The majority of school team members had poor knowledge and practices regarding injury prevention among disabled children. ***Recommendations:*** The study recommended that all school team members need regular first aid training program.

Keywords: Disabiled children, school team members, Injury prevention.

INTRODUCTION

Disability refers to any impairment, activity limitations, or participation restrictions, or the outcome or result of a complex relationship between an individual's health condition and personal factors, and of the external factors that represent the circumstances in which the individual lives ***(Peterson, 2014).***

Children with disabilities had more than double the rate of injury reported than children without disabilities. Almost one third of these injuries were due to fights, roughhousing, and assaults. Among all disabled children, those with orthopedic disabilities had the highest risk, with rates over 5 times that of children without disabilities ***(Ramirez et al., 2012).***

More than one billion people in the world live with some form of disability, of who nearly 200 million experience considerable difficulties in functioning. In the years ahead, disability will be an even greater concern because its prevalence is on the rise, ***(WHO, 2013a).*** In the United States, over 9 million children aged less than 18 years have a chronic physical, behavioral, emotional, or developmental disability. Children with disabilities such as autism, attention-deficit disorder/attention-deficit/hyper-

activity disorder, or chronic medical conditions are 2 to 3 times more likely to experience a medically attended injury than children without these disabilities ***(Lee et al., 2013).***

According to ***the Egyptian Central Agency for Public Mobilization and Statistics (CAPMS) (2006),*** the number of disabled persons was 0.7% of total population. Mental retardation was 22.3%, blindness was 9.2%, deaf was 3.5%, dumb was 2.5%, deaf and dumb was 6.5% and other disabilities were 55.7%. Also in Minia Governorate the number of disabled persons was 0.6% of total population. Mental retardation was 17.4%, blindness was 12.2%, deaf was 4%, dumb was 2.6%, deaf and dumb was 7.3% and other disabilities were 56.3%.

Children are inherently more vulnerable to environmental hazards because their bodies are still developing. Substandard environmental conditions in schools, such as insufficient cleaning or inadequate ventilation, can cause serious health problems for children ***(Fekaris et al., 2014).***

Unintentional injuries historically referred to as accidents, an injury that is judged to have occurred without anyone intending that harm be done ***(WHO, 2013d).*** Also, refers to any injury that results from unintended exposure

to physical agents, including heat, mechanical energy, chemicals, or electricity ***(Allender et al., 2012***).

Injuries are important health problem among school children in Egypt. They were the cause of significant morbidity and disability, important cause of school absence, and has significant burden on health facilities in Egypt ***(El-Sayed et al., 2014).***

Special considerations for Injury Prevention are emphasized. Optimally, these initiatives would involve multidisciplinary approaches and target individuals, parents, health care providers, and community/local government leaders. Strategies need to be easily adaptable, so they can be modified to meet the language, culture and political needs of different communities ***(Berger et al., 2009&Banerji,2013).***

Significance of the study

Children with disabilities had a significantly increased risk for injury. It is estimated that 10% of children globally suffer from some kind of disability, and most of whom live in low- and middle-income countries. Children with disabilities had a significantly increased risk for injury ***(Zhu et al., 2012).***

Children with disabilities had more than doubled the rate of injury reported than children without disabilities (incidence density ratio [IDR] 2.3, 95% CI, 2.2–2.5) ***(Ramirez et al., 2012).*** Also ***Zhu et al., (2012),*** found that children with disabilities had a significantly higher prevalence of injury than children without disabilities (10.2% vs. 4.4%; P, 0.001).

Recently, injury prevention among children with disabilities has received increased attention. Children who had a single disability had a significantly higher prevalence of injury than children without a disability (3.8% vs. 2.5%; P<.01). However, previous studies are limited because they examine only one type of disability or they do not distinguish between types of disabilities. In addition, the few studies that distinguished between types of disabilities were focused only on one setting and on one type of injury, ***(Sinclair and Xiang, 2014).***