

## *Function in Pediatrics: Liberating the Limbs and Mouth with a Strong Core!*

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### *Course Description*

Why are some people so fluid in performing tasks while others require effort for the same tasks? What makes the difference between reaching forward and reaching overhead? Or short steps instead of long steps when walking? Why do some people lean on the sink to brush their teeth while others are walking around or dancing? And how do these questions apply to people with neurological challenges? Having a strong trunk and hips makes the difference between effortful movement or function and increased smoothness and fluidity during functional tasks. In this course you will learn how to use task analysis to identify areas of need for children with neurological challenge while completing an identified task of choice. Lecture, movement lab, group analysis and discussion, treatment demonstration, and video clips will be used in this introductory to intermediate level course to promote the most efficient and effective treatment session to enable clients to make a functional shift in their lives. Physical, occupational, and speech therapists will learn how to enable their clients to make this functional shift. If you've ever wondered why your clients do not make the progress you would like, this course is a "must attend" for you.

### *Objectives*

By the end of this course, the participant will learn:

1. To apply the NDTA Contemporary Practice Model™ theory to the assessment and treatment of children with neuromotor challenge.
2. To categorize the assessment and treatment of children into elements of the WHO International Classification of Function Model.
3. To identify the essential postural, neuromuscular, musculoskeletal, and sensory/perceptual elements necessary to gain postural control for an identified functional goal for a client.
4. To use task analysis of a functional task/goal to identify the critical components of the task.
5. To compare and contrast movement strategies of typical movement to the less efficient strategies used by clients with neuromotor challenges.
6. To distinguish between missing, compensatory, and atypical components in movement as observed during assessment and treatment demonstrations and in video clips.
7. To prioritize treatment strategies towards an effective and efficient sequence towards the identified functional goal.
8. A minimum of 5 treatment interventions for gaining proximal stability.
9. A minimum of 5 treatment interventions to improve the dynamic stability of the shoulder complex
10. A minimum of 5 treatment interventions to improve function in vertical.

## Schedule

### Day One (7 hours)

- 7:30 Registration
- 8:00 Theoretical Basis for the NDTA Contemporary Practice Model™
- 10:00 Break
- 10:15 Using the International Classification of Function (ICF) in Assessment and Treatment
- 11:15 Treating the Respiratory System for Talking and Walking
- 12:30 Lunch
- 1:30 Assessment & Treatment Demonstration of a Child with Discussion
- 3:00 Break
- 3:15 Movement Lab
- 4:30 End of Day One

### Day Two (7 hours)

- 8:00 Treating the Shoulder Girdle for Reaching and Transitional Movements
- 9:00 Treating the Hips and Legs for Talking and Walking
- 10:00 Break
- 10:15 Movement Lab
- 12:30 Lunch
- 1:30 Assessment & Treatment Demonstration of a Child with Discussion
- 3:00 Break
- 3:15 Movement Lab
- 4:30 End of Workshop

Total contact hours: 14 hours