



UNDERSTANDING AND MANAGING CHILDREN WITH CEREBRAL PALSY AND RELATED CONDITIONS

Course Information
May 2015

Date: 6th – 8th May 2016 (Friday – Sunday) Time: 9AM – 5PM

Course Instructor: Dr. Sidney Chu Language: English

Course Participants: Paediatric therapists and other health / education professionals who work with children with cerebral palsy and related conditions in early intervention programmes, special preschool education centres, special schools and community services.

Organizer: Frontier Teaching and Therapy Consultancy Ltd

Venue: 119 Leighton Road, Causeway Bay CPD points: 18

Course Fee: HKD 4500

Early Bird: 4000 before 31th October 2015

4100 before 30th November 2015

4200 before 31st December 2015

4300 before 30th January 2016

Deadline: 15th April 2016

Enquiry: Shan Shan Lui 2287 5284; 5542 4225 (whatsapp)

info@frontierttc.com

COURSE INSTRUCTOR



**Sidney Chu PhD, MSc, OTR
Honorary Fellow, Brunel University
Director and Consultant Trainer / Therapist**

Sidney trained as an Occupational Therapist in the Hong Kong Polytechnic University, Department of Rehabilitation Sciences in 1982. He has extensive experience in working with children with different special needs in various service settings. During his career as an Occupational Therapist, he has acquired different advanced clinical skills and academic qualifications. He was the manager of a large multi-agency funded paediatric occupational therapy service covering health, education, social care and public health services in a London borough. He carried out regular clinical work in the service.

He was one of the founder members and ex-Chairperson of the British Institute for Sensory Integration (BISI). He is an honorary member of the Sensory Integration Network – UK & Ireland. He has been awarded an Honorary Fellowship by the Brunel University to recognize his contribution in the field in November, 2007. He has also been awarded as an Outstanding Graduate in the 30th Anniversary of the Department of Rehabilitation Science, Hong Kong Polytechnic University in October, 2008.

He has published many articles and has been involved in different professional activities. He has presented many talks, seminars and training courses in Sensory Integrative Therapy and other area of paediatric work e.g. perceptual assessment and treatment, handwriting training etc. He has special interests in helping children with Specific Developmental Disorders (e.g. Developmental Coordination Disorder, Dyslexia, ADHD etc), Cerebral Palsy and Autism Spectrum Disorders.

He holds the following professional and academic qualifications:-

1. Professional Diploma in Occupational Therapy.
2. Certification in the Behavioural Management of Children.
3. Certification in Neurodevelopmental Treatment (Bobath).
4. Certification in the Derbyshire Language Scheme.
5. Post-graduate Diploma in Biomechanics.
6. Sensory Integration International (SII) Certification in the Administration and Interpretation of the Sensory Integration and Praxis Tests (SIPT).
7. British Dyslexia Association Diploma in the Teaching of Students with Specific Learning Difficulties (Dyslexia).
8. Master of Science Degree in Health Psychology.
9. SII qualified SIPT Observer on Test Administration.
10. Diploma in Instrumental Enrichment (Phase I).
11. PhD, Department of Health Science and Social Care, Brunel University. Recipient of the Vice Chancellor Award for outstanding PhD study.

Besides advanced clinical knowledge, Sidney has also acquired different management skills. He is particularly knowledgeable in service re-design work, performance management and also integrated work practice. He had been involved in different work streams of service development in his previous full-time job in a large NHS trust. He has developed a method for calculating unit cost, caseload and productivity of a service. This method has been used by different therapy and nursing services throughout the country.

COURSE AIM AND LEARNING OUTCOMES

COURSE AIMS:-

This three-day course is specifically designed for paediatric therapists and other health / education professionals who work with children with cerebral palsy in early intervention programmes, special preschool education centres, special schools and community services. The course will cover current concepts and principles that underlie the theory, assessment and treatment of children with different types of cerebral palsy and related conditions. After completion of the course, participants will be able to understand the contemporary approaches in the assessment and treatment, and apply the knowledge in the management of children with cerebral palsy in different settings.

LEARNING OUTCOMES:-

Upon completion of the course, participants will be able to:-

1. Understand the current concepts of cerebral palsy in relationship to different aetiological factors and the changing clinical picture of the condition.
2. Differentiate different types of cerebral palsy and describe the clinical picture of each type.
3. Discuss the theory, key concepts and treatment techniques of the Neurodevelopmental Treatment (Bobath) for children with cerebral palsy.
4. Apply different assessment procedures in the overall evaluation of children with cerebral palsy, including postural analysis, therapeutic handling of the child and the use of different standardised test and levels of motor functions.
5. Integrate the knowledge of normal motor development and different neurodevelopmental concepts in the evaluation and intervention of children with different types of cerebral palsy.
6. Adopt the principles of family-centred care approach in service delivery.
7. Integrate different treatment approaches to develop a multi-faceted intervention programme in order to promote the child's participation in different functional and learning activities within home and educational environments.
8. Select appropriate therapeutic equipment to meet the child's postural needs in lying, sitting, standing during different daily and learning activities.
9. Develop a 24-hour postural management programme to facilitate the child's involvement into different functional activities in eating, dressing, toileting, play and learning activities.
10. Integrate different therapeutic inputs into schools through a three-tiered model of service delivery for school-aged children with cerebral palsy.

COURSE PROGRAMME

GW = Group work VP = Video Presentation PS = Practical Session

DAY 1

<u>Time</u>	<u>Topics</u>	
8:30 a.m. - 9:00 a.m.	Registration	
9:00 a.m. - 10:30 a.m.	(1) Introduction	
	(2) The Concepts and Aetiological Factors of Cerebral Palsy	
	(3) Classification of Cerebral Palsy	GW
	(4) Neurodevelopmental Treatment Method – NDT (Bobath)	VP (18 m)
10:30 a.m. - 11:00 a.m.	<u>Tea / Coffee Break</u>	
11:00 a.m. - 12:30 p.m.	(4) NDT (Bobath) continued	
12:30 p.m. - 1:30 p.m.	<u>Lunch Break</u>	
1:30 p.m. - 3:00 p.m.	(4) NDT (Bobath) continued	PS
	(5) Normal Motor Development and Key Postural Concepts in the First 18 Months	VP (38 m)
3:00 p.m. - 3:30 p.m.	<u>Tea / Coffee Break</u>	
3:30 p.m. - 5:00 p.m.	(6) Assessment Procedures and Tools for Evaluating Children with Cerebral Palsy	
	(7) Clinical Features of Different Types of Cerebral Palsy and the Principles for Treatment	
	a. The Spastic Child – Severe and Moderate	
	b. Richard – a boy with Moderate Spastic Quadriplegia	VP (18 m)

DAY 2

<u>Time</u>	<u>Topics</u>	
9:00 a.m. - 10:30 a.m.	c. Emma – a girl with Spastic Diplegia	VP (7 m)
	d. The Athetoid Child with Tonic Spasm / Spasticity	
	e. Francesa – a girl with Athetoid Quadriplegia with Dystonic Spasm and Spasticity	VP (8 m)
	f. Joshua – a boy with Athetoid with Tonic Spasm	VP (9 m)

DAY 2 (continued)

<u>Time</u>	<u>Topics</u>	
10:30 a.m. - 11:00 a.m.	<u>Tea / Coffee Break</u>	
11:00 a.m. - 12:30 p.m.	g. The Athetoid Child without Spasticity / Choreoathetosis	
	h. Anthony – a boy with Choreoathetosis	VP (10 m)
	i. Claire – a girl with Choreoathetosis	VP (8 m)
	j. The Ataxic Child	
	k. The Hypotonic Child	
12:30 p.m. - 1:30 p.m.	<u>Lunch Break</u>	
1:30 p.m. - 3:00 p.m.	(8) Principles and Elements of Family-Centred Care Approach in Service Delivery	
	(9) The Integration of Different Treatment Approaches in a Multi-Faceted Intervention Model	GW
3:00 p.m. - 3:30 p.m.	<u>Tea / Coffee Break</u>	
3:30 p.m. - 5:00 p.m.	(10) The Importance, Aims, Components and Guidelines of a 24-hour Postural Management Programme	GW

DAY 3

<u>Time</u>	<u>Topics</u>	
9:00 a.m. - 10:30 a.m.	(11) Therapeutic Handling when Lifting and Carrying a Child with CP	PS
10:30 a.m. - 11:00 a.m.	<u>Tea / Coffee Break</u>	
11:00 a.m. - 12:30 p.m.	(12) Prone Lying Position	GW
	(13) Supine Lying Position	GW
	(14) Side-Lying Position	GW
	(15) Corner Seat	GW
12:30 p.m. - 1:30 p.m.	<u>Lunch Break</u>	
1:30 p.m. - 3:00 p.m.	(16) Floor Sitter	GW
	(17) Special Seating	GW
	(18) Standing Frames / Positions	GW
3:00 p.m. - 3:30 p.m.	<u>Tea / Coffee Break</u>	
3:30 p.m. - 5:00 p.m.	(19) Sleeping System	GW
	(20) Bathing Equipment	GW
	(21) Toileting Equipment	GW
	(22) School-based Model of Service Delivery	