Outline

How recent changes in pediatric neurorehabilitation are reshaping therapy

- Advancement in neuroimaging what does it tell us about brain and muscle architecture
- Neuroplasticity and epigenetics how they impact motor development and how you can develop intervention programs to maximize their effects
- Where the ICF (International Classification of Functioning, Disability, and Health) fits into this and how this is the path for rehab
- Hands-on or hands-off approach? Theories of intervention and research supporting or refuting them

LABS: Improve your clinician reasoning and assessment skills for neuro rehabilitation

Practice todays' best, most reliable evaluations for:

- Cerebral Palsy
- Down syndrome
- Autism
- Spinal muscular atrophy
- Developmental coordination disorder

LABS: Expand your neuro rehabilitation toolbox

Practice effective techniques you can use immediately to:

- · Ignite neuroplasticity for breakthrough results
- Restore functional strength more quickly
- Enhance motor control with 4 components you're not using yet
- Improve motor learning
- Increase engagement in therapy and at
- Design a more effective home program
- Promote family and peer participation

LABS: Design robust, diagnosis-specific plans of care for your patients

Practice developing treatment strategies for specific impairments related to:

- Muscle weakness
- Loss of range-of-motion
- · Poor balance, stability and coordination
- Communication
- Fitness
- · Limited ability to participate with peers

Interactive case studies: Put knowledge

• Video examples – watch the progress you can make with your patients

Live Seminar & Webcast Schedule (Times listed in Eastern)

7:30 Registration/Morning Coffee & Tea 8:00 Program begins

11:50-1:00 Lunch (on your own)

4:00 Program ends

There will be two 15-min breaks (mid-morning & mid-afternoon) Actual lunch and break start times are at the discretion of the speaker A more detailed schedule is available upon request.

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- ✓ Master effective treatments for Cerebral Palsy, Down syndrome, Autism, spinal muscular atrophy, toe walking, and more
- ✓ Increase engagement and results by designing a more effective home program
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But some patients are so impaired that treatment becomes overwhelming. Others make exceptional gains in clinical settings, only to hit a wall in less controlled environments. With new research coming out constantly, it's difficult to keep up with the latest evidence that can help you overcome these barriers.

Enhance your skills in Pediatric Neuro-Rehabilitation by learning how to apply innovative techniques that completely redefine what's possible for your patients! Built on today's best practices and current evidence, this program will show you how to develop a world-class neuro-rehabilitation program with tools and strategies that have helped countless patients from newborns to teenagers improve their motor skills and

With 35 years of assessing and treating pediatric neuro patients, Paula Cox, PT, DSc, PCS, will be your guide. She'll equip you with strategies, tools, evidence – everything you need to become the go-to resource for pediatric patients in your facility.

Sign up today to gain new strategies to improve motor control and motor learning for children with neuromotor diagnoses. Start seeing the joy on your patient's face faster than ever when she first experiences autonomy. For any clinician, there is simply no greater feeling.

Speaker

Paula Cox, PT, DSc, PCS, is an expert in pediatric neurological and neuromuscular rehabilitation with over 35 years of clinical experience under her belt. Dr. Cox operates a private pediatric practice in the Chicago area and provides ongoing mentoring to PT's in the Chicago area. In addition, she currently works as an adjunct professor at Midwestern University in Downers Grove, Illinois. Dr. Cox received her Advanced MS in PT from Long Island University and her Doctor of Science in Pediatric Rehabilitation from the University of Oklahoma Health Sciences Program. Her doctoral research examined the use of a robotic scooter, the SIPPC. to provide early autonomous locomotion for infants with Down syndrome. She is committee chair for the Academy of Pediatric Physical Therapy (APPT) CE course Advanced Clinical Practice in Pediatric Therapy, an ongoing course that investigates current theories and evidence-based practice across pediatric settings. Dr. Cox also served as co-chair for the APPT's NICU to El transition work group. She is a member of the APTA, the APPT, and the Illinois PT Association.

Speaker Disclosure:

Financial: Paula Cox maintains a private practice. She is an adjunct professor at Midwestern University. Ms. Cox receives a speaking honorarium from Non-financial: Paula Cox is a member of the APTA: the APPT: and the Illinois PT Association

Objectives

- Discuss the underlying linear components of motor control and motor learning in typical development.
- Describe the contribution of neuroplasticity, the neuronal group selection theory, and epigenetics to motor learning and motor control.
- Explore how characteristics of cerebral palsy, autism, and other neuromotor diagnoses influence the development of motor control, motor learning and functional skills for children with these diagnoses.
- Describe four components of strength important for functional play.
- Explain how atypical development changes the underlying muscle architecture and influences a child's ability to generate strength for function.
- Utilize the World Health Organization's International Classification of Function, Disability, and Health (The ICF) as a framework for practice.
- · Create functional and measurable outcomes in a top-down intervention approach to promote a child's autonomous ability to participate with peers.
- Integrate reliable and valid measurement tools throughout assessment and treatment to guide outcome
- · Develop evidence-based intervention programs integrating diagnosis-specific neuroplasticity, motor learning, and motor control considerations.
- Organize motor learning intervention activities using the sequenced motor learning hierarchy described by Gentile.
- Incorporate strategies to promote generalizability into intervention programs.
- Document progress toward outcome achievement for function, participation, and age appropriate activities using reliable, valid, and responsive tools.
- Evaluate the effectiveness of intervention programs on the activity and participation of children with

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By Helene Mcglauflin, MED, LCPC, KYT

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