Thursday, September 24, 2020: Lunch & Learn Family Track Options

BRK01 - "WE DON'T HAVE ACCESS TO ALL THINGS": SUPPORTIVE MOBILITY FROM THE LIVED PERSPECTIVE OF PEOPLE WITH CEREBRAL PALSY ACROSS THE LIFESPAN

Kristie Bjornson, PT, PhD; Heather A. Feldner, PT, PhD, PCS; Deborah Gaebler-Spira, MD

Learning Objectives:
1. Understand the presence and impact of lived stakeholder experiences in current CP research.
2. Understand the perceived facilitators and barriers of SMD access and use by people with CP across the lifespan.
3. Understand healthcare providers' perspectives about SMD provision for people with CP.
4. Engage in critical discussion about leveraging rich qualitative data that has potential to direct innovation in SMD access and use by people with CP.

BRK05 - IT TAKES A VILLAGE: AN INTERDISCIPLINARY APPROACH TO PATIENT AND FAMILY PRE-OPERATIVE EDUCATION

Jackie Norling, MPT; Amy Grossman, MSW, LICSW; Natalie Kinsky, MS, BA; Sara Moga, MSN, RN, PHN

Learning Objectives:
1. Define the role and recognize the benefits of an interdisciplinary team of physical therapy, child life, social work, and nursing in preparing children and families for orthopedic surgery.
3. Define how to best support patients, families, and other caregivers prior to orthopedic surgery.
4. Define the beneficial outcomes from attending the pre-operative class.

BRK09 - PHYSICAL AND MENTAL HEALTH OUTCOMES IN CEREBRAL PALSY ACROSS THE LIFESPAN: INSIGHTS FROM THE CLINIC AND LARGE POPULATION-REPRESENTATIVE COHORTS.

Mark Peterson, PhD; Edward A. Hurvitz, MD; Daniel G. Whitney, PhD

Learning Objectives:
1. Describe the longitudinal trends of chronic pain, cardiometabolic, psychological, and musculoskeletal morbidity in adults with CP, and risk factors that contribute to increased risk.
2. Develop a set of common data elements useful for clinical screening of the adult with CP that includes greater attention to aging-related chronic disease risk.
3. Discuss relevant pathophysiologic mechanisms linking early frailty and long-term health outcomes among persons with CP.
4. Discuss the need for surveillance of physical and mental health risks in adults with cerebral palsy, with a priority focus on psychological, metabolic and musculoskeletal systems.
BRK10 - PRACTICAL APPROACHES TO ENHANCING COMPLIANCE WITH REHABILITATION RECOMMENDATIONS SUCH AS BRACING AND HOME EXERCISE PROGRAMS.

Nathan S. Rosenberg, MD; Natalie P. Truba, PhD; Catie Christensen, PT, DPT, PCS

Learning Objectives:
1. Describe common barriers to compliance with bracing and home exercise program.
2. List tools for enhancing follow-through with bracing prescription and utilization as prescribed.
3. Describe the underlying psychological underpinnings to lack of follow-through with recommendations.
4. List strategies that therapists can utilize to enhance compliance in the home setting with exercise programs.

Thursday, September 24, 2020: Instructional Course Family Track Options

IC01 - ASPIRATIONAL THINKING: REFLECTIONS ON MEALTIME MANAGEMENT FOR CHILDREN WITH CEREBRAL PALSY (CP) WITH EATING AND DRINKING DIFFICULTIES

Gina R. Rempel, FRCPC; Diane Sellers, PhD; Cindy B. Dodds, PhD; Consuelo Ibarra, n/a

Learning Objectives:
1. Identify points of controversy in the literature regarding aspiration during swallowing that influence mealtime management for children with eating and drinking difficulties
2. Recognize and value international strategies used to support eating and drinking in children with cerebral palsy (CP)
3. Consider quality of life and supportive care models to mitigate risk and optimize mealtime participation for children with CP
4. Explore the influence of training care-providers in supportive mealtime management to expand eating and drinking activities for children with CP

IC05 - FIXING THE FEMURS, FIBERS AND FEET. IMPACT ON FITNESS, FUNCTION, FRIENDSHIPS AND THE FUTURE.

Pam Thomason, MPT; Kate L. Willoughby, B Physio, D Physio; Abhay Khot, MD

Learning Objectives:
1. Understand musculoskeletal outcomes in children and adolescents within the ICF framework and how this may impact future management
2. Understand the importance of the “f words” to inform our practise and influence our management decisions
3. Understand the orthopaedic management of lower limb deformities in order to achieve stability of gait correction post MLS
4. Recognise positive and negative predictors of musculoskeletal health at skeletal maturity and its impact on the “f-words”

**IC06 - NEUROPSYCHOLOGY OF CEREBRAL PALSY: UPDATES AND RECOMMENDATIONS**

Seth Warschausky, PhD; Kristine Stadskleiv, PhD; Jennifer Larson, PhD

Learning Objectives:
1. Describe the specific neuropsychological impairments associated with CP including risks associated with preterm birth, epilepsy and HIE.
2. Describe the changes in assessment strategy over the course of development.
3. Identify implications of neuropsychological status for medical and educational planning, and self-management.
4. List the do’s and don’ts of referring for neuropsychological assessment.

**IC09 - PROJECT TEAM: A GROUP INTERVENTION TO TEACH TRANSITION AGE YOUTH WITH DEVELOPMENTAL DISABILITIES TO PROBLEM SOLVE PHYSICAL AND SOCIAL ENVIRONMENTAL BARRIERS TO PARTICIPATION**

Jessica Kramer, PhD; Ariel Schwartz, PhD; ITing Hwang

Learning Objectives:
1. Describe how the Game Plan problem solving approach can facilitate the participation of transition age youth with DD and cognitive impairments.
2. Describe the theoretical tenets underlying Project TEAM.
3. Describe the preliminary evidence supporting the potential efficacy of Project TEAM to increase participation of transition age youth.
4. Identify strategies and resources to support the implementation of Project TEAM in attendee’s practice context.

**Friday, September 25, 2020: Breakfast Seminar Family Track Options**

**BRK15 - ACTIVE INGREDIENTS OF ACTIVITY AND PARTICIPATION FOCUSED REHABILITATION FOR CHILDREN WITH CEREBRAL PALSY**

Roslyn N. Boyd, PhD; Leanne Sakzewski, PhD, OT

Learning Objectives:
1. Summarize and understand the evidence for and active ingredients of activity-based rehabilitation for children with cerebral palsy (CP)
2. Summarize and understand the emerging evidence for and active ingredients in Participation-focused interventions for children with CP
3. Discuss the implications for clinical practice of (1) and (2).

BRK18 - INTERDISCIPLINARY CONTINENCE CLINIC: BENEFITS OF COLLABORATION OF NURSING AND BEHAVIORAL THERAPY IN TREATING BOWEL AND BLADDER INCONTINENCE IN CHILDREN WITH NEURODEVELOPMENTAL DISABILITIES.

Susan Demetrides, MS, CRNP; Bridget G. Gibbons, MA

Learning Objectives:

1. Describe how combining behavioral clinicians with coordination of care/educational support from nursing increases adherence and enhances compliance with recommended interventions in medical settings.
2. Identify potential barriers and facilitators to achieving bowel and bladder continence in children including a learned response to pain or chronic medical condition.
3. Explain how the use of diagnostic tools, including exam, Bristol scale, x-ray and pain assessment, may neutralize negative attributions about child with incontinence.
4. Define the impact of incontinence on a diverse patient population in terms of developmental and medical concerns.

BRK21 - POSTURAL CONTEXTS FOR PARTICIPATION: INCREASING AUTONOMY AND SELF-EFFICACY OF CHILDREN WITH GMFCS IV AND V.

Sandra Saavedra, MS, PT, PhD; Donna Snowdon, PT, MS, DPT; Danielle M. Bellows, PT, MHS, DHSc

Learning Objectives:

1. Understand a framework to assess effects of postural contexts for children with deficits in trunk control.
2. Identify challenges and opportunities for self-efficacy and autonomy in children with deficits in trunk control.
3. Interpret and apply principles of a segmental approach to improve functional movement in the home, educational, and community settings.
4. Recognize new avenues of adaptive positioning to maximize functional autonomy and self-efficacy for children with deficits in trunk control.

BRK26 - UNLOCKING THE POTENTIAL OF YOUTH ENGAGEMENT IN CHILDHOOD DISABILITY RESEARCH

Linda Nguyen, BHSc, MSc; Tram D. Nguyen, MS, PhD; Keiko Shikako-Thomas; Jan Willem Gorter, MD, PhD

Learning Objectives:
1. Learn about frameworks, approaches, and strategies to facilitate meaningful youth engagement in childhood disability research.
2. Learn from the experiences of researchers and stakeholders about youth engagement.
3. Reflect on reasons and methods to engage youth in research.
4. Develop directives/next steps to advance youth engagement in childhood disability research.

Friday, September 25, 2020: Instructional Course Family Track Options

IC17 - CUTTING EDGE TECHNOLOGY: "UNMASKING THE POTENTIAL OF INDIVIDUALS WITH CHILDHOOD ACQUIRED DISABILITIES." HYPE OR HOPE?

Anna M. McCormick, MD FRCPC; Cole Galloway, PT, PhD, FAPTA; Deborah J. Gaebler-Spira, MD; Sarah H. Evans, MD; Hana Alazem, MD, FRCPC; Adam Kirton, MD MSc FRCPC

Learning Objectives:
1. Describe why technology advancement is important in rehabilitation.
2. Describe what makes technology development meaningful and impactful in pediatric rehabilitation.
3. List five examples of newly developed high tech devices utilized in pediatric rehabilitation.
4. List possible impacts of technology development on function, activity and participation.

IC18 - ADULTS WITH CEREBRAL PALSY: BRINGING RESEARCH INTO THE CLINIC

Edward A. Hurvitz, MD; Mark Peterson, PhD; Daniel G. Whitney, PhD; Heidi Haapala, MD; Mary Schmidt, DO; Dayna K. Ryan, PT, DPT, NCS, DPT, NCS

Learning Objectives:
1. Describe research findings related to health and wellness outcomes in adults with cerebral palsy, including risk of chronic diseases such as cardiovascular diseases, musculoskeletal syndromes and mental health issues.
2. Construct a clinic protocol using the research and clinical information provided in the course that they can apply to their own clinic environment
3. List several significant problems seen in the adults with cerebral palsy clinic and strategies for managing each of them

IC23 - SEX IN THE CP- SEXUALITY AND LIFE SPAN CARE IN PEOPLE WITH CEREBRAL PALSY

Heakyung Kim, MD; Amber Newell, CPNP, OTR/L; Jan Moskowitz, LCSW, CCLS; Susan C. Labhard, MSN

Learning Objectives:
1. Understand the importance of including sex/sexuality in assessments and learn how to initiate meaningful conversation relating sex/sexuality.
2. Understand physical challenges and limitation that people with CP experience related to sexual activity.
3. Be educated on available treatment options for management of medical conditions that people with CP experience related to sexual activity.
4. Discuss adaptive means of seeking and having sex.

**IC24 - USING IMPLEMENTATION SCIENCE TO ACCELERATE THE ADOPTION OF EVIDENCE-BASED PRACTICES FOR RESISTANCE TRAINING IN CEREBRAL PALSY**

Nicole Harris, MPT; Noelle G. Moreau, PhD, PT; James B. Hedgcock, DPT; Michelle M. Roy, PT; Matthew Prowse, MD, FRCPC, CSCN (EMG)

Learning Objectives:

1. Evaluate recent evidence regarding the effects of resistance training for children with CP across the ICF
2. Integrate the knowledge of dosing parameters from evidence-based research with clinical expertise for practical application for patients with CP and other neuromotor diagnoses.
3. Evaluate the success of current resistance training programs after presentation of case studies and combined data of participants
4. Identify how Implementation Science methodology and tools can be used to accelerate the adoption of evidence-based resistance training at a rehabilitation center or hospital

**Saturday, September 26, 2020: Breakfast Seminar Family Track Options**

**BRK28 - AN EXAMINATION OF STRESS AND PROMOTING COUPLE AND FAMILY RELATIONSHIP HEALTH IN FAMILIES OF CHILDREN WITH CEREBRAL PALSY**

Carrie M. Sewell-Roberts, LCSW; Michael W Shrader, MD; Carol M. Shrader, BA

Learning Objectives:

1. Understand the body of evidence surrounding caregiver stress and its effect on couple relationships and families.
2. Understand from a first-person perspective how stress can affect a caregiver’s ability to cope and maintain healthy relationships.
3. Appreciate why mitigating caregiver stress and promoting parent relationship health is important for achieving best outcomes for children with developmental disabilities.
4. Identify evidence-based tools for assessing caregiver stress and intervention strategies to reduce psychosocial risk and promote relationship health.

**BRK31 - EFFICACY OF ACTIVITY-BASED INTERVENTIONS TO EXPAND MOTOR FUNCTION & MOBILITY IN INFANTS & TODDLERS**
Learning Objectives:

1. Describe current findings on constraint induced movement therapy (CIMT) to improve upper limb function in young children.
2. Identify low- and high technology-based strategies that use contingent reinforcement to improve muscle activation and function.
3. Understand how technology can be used as a tool to foster independent mobility such as crawling and walking.
4. Describe the current evidence and feasibility of early pediatric neurorehabilitation strategies.

BRK37 - TRANSITIONING YOUTH WITH CHILD-ONSET CONDITIONS TO ADULTHOOD: PERSON-CENTERED AND EVIDENCE-BASED METHODS TO ADDRESS TRANSITION ISSUES IN A VARIETY OF CLINICAL SETTINGS AND GEOGRAPHIC LOCATIONS

Susan C. Labhard, MSN

Learning Objectives:

1. Encourage the inclusion and attention to incorporating a person-centered transitions program into practice, for families and youth affected with child-onset conditions, citing evidence-based practice models.
2. Explore creative and effective methods in providing transition resources to patients and families in diverse settings, to promote quality-of-life.
3. Apply best practice tools, including an innovative computer-based Transition Resources mind-map, for effectively locating adult specialists and resources related to disabilities, in geographic locations throughout the United States and abroad.
4. Discuss national and international transition concerns and solutions to increase knowledge and support for participants and for their youth with child-onset conditions.

BRK39 - WHEN TO REFER: EARLY INDICATORS FOR COMMUNICATION CONCERNS IN CEREBRAL PALSY

Mary Jo C. Hidecker, PhD, MS, MA, CCC-A/SLP; Helen L. Long, MS, CCC-SLP

Learning Objectives:

1. Identify early indicators for abnormal communication development
2. Describe information gathering techniques to determine a need for referral to audiology or speech-language pathology
3. Understand assessment of common speech, language, and hearing disorders in individuals with CP
IC33 - MANAGEMENT OF DIFFICULT CLINICAL PRESENTATIONS OF HYPERTONIA AND COMPLEX MOVEMENT DISORDERS IN CHILDREN WITH DISABILITIES

Mark Gormley, Jr., MD; Tim Feyma, MD; Patrick Graupman, MD

Learning Objectives:

1. Understand difficult hypertonic and complex movement disorders and possible treatment options, including the importance of a team approach in patient management.
2. Understand when a deep brain stimulator can be useful in managing severe dystonic and dyskinetic conditions.
3. Understand which patients may be successfully treated with a ventral-dorsal rhizotomy or a selective dorsal rhizotomy.
4. Understand when intrathecal baclofen, phenol neurolysis, and botulinum toxin injections may be useful in treating hypertonic conditions.

IC35 - SPORTS INTERVENTIONS FOR YOUNG PEOPLE WITH CEREBRAL PALSY - FUN AND EFFECTIVE INTERVENTIONS FOR ALL AGES, GMFCS LEVELS, AND PARTICIPATION LEVELS

Georgina L. Clutterbuck, BS; Iain Dutia, BS; Paula Wilson; Leanne Johnston, PhD

Learning Objectives:

1. Understand our SPORTS Participation Model - the 6-step pathway from individualised interventions to performance-focused sport.
2. Apply the Physical Literacy Framework to identify physical, social, psychological and/or cognitive barriers and facilitators to each sports participation stage.
3. Facilitate sports entry - Design practitioner-led introduction-to-sport groups for children with different abilities and interests.
4. Facilitate sports potential - Collaborate with community sports professionals to design and facilitate performance-focused sports interventions.

IC36 - WHEN IT COMES TO DOSING, JUST OK IS NOT OK. WHY WE SHOULD BE DOING 1-REPETITION MAXIMUM TESTING IN CHILDREN WITH CEREBRAL PALSY

Noelle G. Moreau, PhD, PT; Mattie Pontiff, DPT; Corbin Lemon, BS, MPH

Learning Objectives:

1. Evaluate the current evidence related to maximal strength testing in CP.
2. Identify the limitations with current clinical strength testing procedure.
3. Describe the key principles of 1RM testing in those with CP.
4. Integrate 1RM testing procedures into clinical practice in children and adolescents with CP.

IC37 - STAKEHOLDER ENGAGEMENT IN THE CREATION OF NEW DIGITAL PLATFORMS: KNOWING WHAT TOMORROW’S NEEDS ARE TODAY.

Tracy Pickar, MSW; Peter Rosenbaum, MD, FRCP(C), DSc (HC); Sarah Kim, MS

Learning Objectives:

1. Explore different methods of stakeholder engagement.
2. Review literature on how to create materials in plain language and identify strategies on how to present one’s research in plain language and reach a broad audience.
3. Develop a working knowledge of an inclusion in the digital landscape.
4. Evaluate the use of apps in a clinical setting for enhanced patient education.
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