BRK 13 - SPEECH AND LANGUAGE DEVELOPMENT IN YOUNG CHILDREN WITH CEREBRAL PALSY
Authors: Emily McFadd, MS; Kristen Allison, MA; Ashlyn Smith, PhD; Katherine C. Hustad, PhD

Level: Basic
Purpose: To describe findings from recent research characterizing speech and language profiles in young children with cerebral palsy and its clinical significance, highlighting the need for early intervention.
Target Audience: Physicians, therapists, educators, nurses
Course Summary: Our research program focuses on identifying and describing impairment-based speech and language profiles and tracking communication development in a longitudinal sample of over 100 children with CP. Speech and language impairments are common in children with CP, but can often be difficult to assess and identify at young ages due to wide variability in communication skills and the influence of motor impairment in this population. Understanding early predictors of later communication outcomes is important to help identify children who need therapy earlier and to tailor intervention to maximize functional outcomes. Presenters will show longitudinal data and discuss the emergence of communication profiles of children with CP during early childhood. Video examples of children with a range of speech and language impairments will be shown, and the role of early speech and language intervention will be discussed.
Learning Objective 1: To understand current research evidence on trajectories of speech and language development and communication profiles in young children with CP.
Learning Objective 2: To recognize challenges involved in identifying speech and language impairments in young children with CP.
Learning Objective 3: To understand the range of communication challenges observed in this population, and describe the impact of both speech impairment and language impairment on communication function.
Learning Objective 4: To understand the importance of referring young children with CP for speech and language evaluations.

BRK 14 - REHABILITATION PROTOCOLS AFTER SINGLE-EVENT MULTILEVEL SURGERY
Authors: Katie Walt, DPT; Jean L. Stout, PT MS

Level: Intermediate
Purpose: To discuss treatment protocols for rehabilitation after single-event multilevel surgery (SEMLS) for children and adolescents with cerebral palsy.
Target Audience: Pediatric orthopaedists, physiatrists and physical therapists who encounter and care for children with cerebral palsy after orthopaedic surgery.
Course Summary: This course will summarize the role of physical therapy post-SEMLS and our rehabilitation experience for children with cerebral palsy. Aspects from initial gait analysis and pre-operative teaching to specific post-operative protocols will be described. The role of an inpatient rehabilitation episode of care and the patient selection process will be discussed. A brief description of lever-arm dysfunction and its influence on muscle function, strength, and the impact on rehabilitation will be included. The course will illustrate and emphasize treatment with appropriate case examples.
Learning Objective 1: Describe how lever-arm dysfunction impacts muscle function and ability to strengthen before surgery.
Learning Objective 2: Discuss specific post-operative treatment protocols for bony and/or soft tissue procedures after SEMLS.
Learning Objective 3: Identify patients who may benefit from an inpatient rehabilitation episode of care and describe components of the program structure.
Learning Objective 4: Discuss goal setting and patient/family expectations.
BRK 15 - EVIDENCE-BASED CALCULATIONS OF LIFE EXPECTANCY OF CHILDREN AND ADULTS WITH CEREBRAL PALSY AND OTHER DEVELOPMENTAL DISABILITIES

Authors: Scott J. Kush, MD JD MPH; Steven M. Day, PhD; Robert J. Reynolds, MPH

Level: Intermediate

Purpose: To describe and demonstrate the process of calculating life expectancy based on published medical evidence regarding survival probabilities and mortality rates for children with cerebral palsy and other developmental disabilities.

Target Audience: Physicians, nurses, therapists, and educators

Course Summary: There are great advantages to having an understanding of longevity expectations in the developmentally disabled. There is a scientific process for calculating life expectancy for those affected by cerebral palsy and other developmental disabilities. This process involves knowing the individual’s disability and functional abilities, examining the available literature on the condition, using a life table, and performing a series of calculations. Drs. Kush and Day will discuss with participants how to use the life table, locate and analyze the medical evidence, and calculate life expectancy for children and adults with cerebral palsy and other developmental disabilities. Participants will be provided with a basic life table spreadsheet, mortality rates derived from various studies, and links to pertinent articles. They will leave the session with a basic understanding of the standard methodology for calculating life expectancy for persons with particular medical conditions that affect mortality risk.

Learning Objective 1: To understand the life table, its history, and its use in determining life expectancy.

Learning Objective 2: To understand how life expectancy may be affected by cerebral palsy and other developmental disabilities.

Learning Objective 3: To understand the relationship between peer-reviewed published evidence regarding survival and the life table and life expectancy.

Learning Objective 4: To understand how to calculate life expectancy for an individual with cerebral palsy or other developmental disability using evidence found in published studies.

BRK 16 - PRINCIPLES OF RESPIRATORY MANAGEMENT IN PATIENTS WITH NEURODISABILITY WHO HAVE SECONDARY PULMONARY COMPLICATIONS

Authors: Robert H. Warren, MD; Denise Willis, BS RRT-NPS

Level: Intermediate

Purpose: To review the basic principles of respiratory care management including aerosol medications, respiratory therapy equipment used for airway clearance, and devices for stabilization of pulmonary insufficiency.

Target Audience: Physicians, nurses, respiratory therapists, educators

Course Summary: The discussion will demonstrate how individual respiratory care plans using medication and equipment are developed based on the primary neurodisability, the extent to which that disability affects respiratory function, and the specific clinical picture of respiratory symptoms. The concept of a Pulmonary Composite of characteristics present in all patients can be used for clinical determination of the respiratory care plan regardless of the specific diagnosis of either acquired or congenital neurodisability.

Learning Objective 1: Identify specific aerosol and oral or enterally provided medications used to reduce airway secretions, decrease airway inflammation, and create mobilization and thinning of secretions to promote airway clearance.

Learning Objective 2: Discuss respiratory therapy equipment used in conjunction with medication to provide airway stability and prevent and reduce severity of acute respiratory events.

Learning Objective 3: Discuss the clinical assessment of respiratory function with emphasis on charting the course of progressive pulmonary insufficiency over time to include decision making regarding use of mechanical ventilator devices for intermittent or continuous support.

Learning Objective 4: Discuss the critical role of caregiver understanding of respiratory symptomatology and the tools used to provide that education to caregivers. Develop the individualized respiratory care plans utilizing a foundation of a knowledge base and mastery of clinical assessment of the patient.
BRK 17 - TWEET THIS! SOCIAL MEDIA FOR THE MEDICAL PROFESSIONAL
Authors: Jilda Vargus-Adams, MD; Lisa Thornton, MD; Cynthia Frisina;
Level: Basic
Purpose: Introduce participants to major forms of social media utilized in medical practice.
Target Audience: All those curious about social media
Course Summary: Presenters will review social media including Facebook, Twitter, LinkedIn, GooglePlus, blogs, and interactive online platforms and discuss roles for enhancing professional medical practices. Participants will gain practical experience utilizing social media, see meaningful examples of effective social media in medical practice, and learn about potential pitfalls for medical professionals in the realms of social media.
Learning Objective 1: Describe Twitter, Facebook and other social media in common usage
Learning Objective 2: Explain why a medical professional would utilize social media
Learning Objective 3: Create an effective online presence
Learning Objective 4: Have fun

BRK 18 - THE ART OF MENTORING
Authors: Peter A. Blasco, MD; Peter Rosenbaum, MD; Barry S. Russman, MD
Level: Advanced
Purpose: To discuss/debate the attributes that characterize the good mentor and to explore the features essential to establishing a good mentor - mentee relationship
Target Audience: Individuals striving to make teaching/training a substantial element of their career; individuals in training seeking a relationship with a good mentor.
Course Summary: Teaching requires a sound grasp of factual information but is as much art as it is science. It is an acquired skill and is not easy to do well. The mentor - mentee relationship is a very special one and involves many attributes beyond good teaching. Success in mentoring - - guiding a young or at least relatively naïve learner - - is dependent upon mastery of the elements of teaching and conscious attention to the elements of personal interaction. The entire session will be conducted as a seminar discussion involving panel response to proposed attributes important for the mentor to nurture in him or herself and in crafting the relationship with a mentee, coupled with audience input on each element.
Learning Objective 1: To determine if there is or is not consensus on the characteristics of the good mentor.
Learning Objective 2: To explore elements of the mentor-mentee relationship.
Learning Objective 3: To touch on special considerations of the mentoring relationship; e.g., racial, ethnic, cultural differences; personal and personality interactions.
Learning Objective 4: To provide resources on teaching and mentoring strategies.