

Partners In Movement: The Case Detective

Entice parents into the treatment process using ‘guided participation’, interviews, and a ‘mentor-mentee’ model! Explore and apply theories of treatment and parent involvement through 'video' case studies representing several types of disabilities. Kinesiological information on the ‘must have’ and ‘nasty’ muscles will provide a common language tying movement to parent goals. Lectures, video case studies and problem based learning will apply evidence to clinical case decision making in selection of treatment objectives and integration of strategies into parenting routines.

Key points:

- Therapists come and go, but families are forever
- Parents enjoy learning about how movement impacts daily function
- Interviewing sets the stage for a mentoring relationship
- Kinesiology is an excellent model for creating day to day intervention choices that parents can use
- Evidence supports actively involving parents in goal creation and decision making

Learning Objectives: Upon completion of this course, the student will be able to:

1. Actively involve families through interviewing and planning to create a ‘mentor-mentee’ relationship.
2. Apply theories of movement to functions of self-regulation, posture for communication, play and exploration
3. Be able to help parents activate the three 'Must Have Muscles' for postural control
4. Understand how the five 'Nasty' Muscles can limit function
5. Use clinical case decision making to develop creative day to day intervention choices and strategies for family environments.
6. Be aware of the evidence available for involving parents.

Day One:	8:30	INTRODUCTION: Guided Participation
	9:00	Guided participation in a long term case: Activity #1
	10:15	BREAK
	10:45	Kinesiology, Movement and Function: Supporting self-regulation and early communicative intent
	12:00	LUNCH
	1:00	Tips for Application
	1:15	Interviewing families as Part of Evaluation: Case of D Activity #2
	1:45	Parents love the “Must Have” muscles
	2:45	BREAK
	3:15	Tips for application across environments
	3:30	The “Nasty Muscles” limit function
	4:30	Summary/END/Optional Questions
Day Two:	8:30	Parents, Treatments and Outcomes: Activity #3
	9:45	The Mentor-Mentee Model: The Case of T: Activity #4
	10:30	Break
	11:00	The case of Z: Integrating movement into fine hand, cognitive and communication skill development: Activity #5
	12:00	Lunch
	1:00	The Case of Z: Continued/ Practical applications
	2:45	BREAK
	3:15	Additional Cases: Older children
	4:15	Parting Tips/ FINISHED