

VICKIE MEADE THERAPY SERVICES

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Partners In Movement LEVEL II: Integrating Kinesiological and Functional Models in Upright: Challenges for the child

Course Description:

This course received high marks for the excellent review of the literature and the new long term planning perspective. The instructor reviews Level I principles on day one, then presents the kinesiology and muscle theory as it applies to movement of the child in upright. Day two covers the 'best of' recent research on assessment strategies for the older child. The long term planning lecture presents literature gems and clinical applications through case studies and working with families, caregivers and schools to impact practical carryover of ideas into everyday activities. The participants will particularly enjoy the family panel presenting powerful and unique perspectives on successful partnerships over 15 years and longer. Lectures and video case studies will allow participants to actively select treatment objectives and integrate strategies across multiple environments.

Course objectives: Upon completion of this course the participant will:

1. Understand the kinesiology behind the functional activities of children in upright.
2. Develop plans and services that cover the variety of environments young children may encounter daily.
3. Select and use evidence based models of evaluation and assessment as part of planning.
4. Create strategies that incorporate the child's developing gross and fine motor and communication skills.
5. Support potential partnerships among professionals and families.
6. Use consultation as part of the service delivery system.

DAY ONE:

8:00	REGISTRATION
8:30	INTRO/REVIEW: Functional Skills of the First Year: eyes, hands, mouth and movement
10:15	BREAK
10:30	KINESIOLOGICAL DEVELOPMENT IN UPRIGHT: Muscles, Motor Control and Upright Balance Strategies
11:30	<u>Video observations and case study; Tasksheet #1</u>
12:30	LUNCH
1:30	Discussion; Tasksheet #2
2:00	NONOPTIMAL KINESIOLOGY IN UPRIGHT: Effects on Function
3:00	BREAK
3:15	Treatment opportunities: This session will combine the mornings review and discussion of kinesiological considerations as functional activities and the environment are added as treatment challenges.
4:30	Finish

DAY TWO

8:30	METHODS OF EVALUATION:
10:15	Break
10:30	<u>Tasksheet #3</u>
11:00	Case Study Tasksheet #4
12:30	LUNCH
1:30	Discussion
2:00	Long Term Planning: Tasksheet #5
3:00	Break
3:15	Family Forum: Long term planning
4:30	Finish

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PLEASE WEAR COMFORTABLE CLOTHING

Bio:

Dr. Vickie Meade received her Doctoral Science Degree with a focus on screening infants using a two step process. Dr. Meade is a board certified clinical specialist in Pediatric Physical Therapy, with a Masters of Public Health in Maternal and Child Health. Dr. Meade is currently active in research on early screening and innovative service delivery models for infants, young children and their families on the island of Kosrae in Micronesia. Dr. Meade has been teaching courses related to early screening and intervention for over 20 years; as Adjunct Professor in the Masters of Physical Therapy Program at the College of St. Catherine, St. Paul, Minnesota, Seattle Pacific University, Seattle, Washington and internationally. Dr. Meade's publications include 'Partners in Movement: A family centered approach to pediatric kinesiology' and 'Handwriting: Anatomy of a Collaborative Assessment/Intervention Model' with Rhoda Erhardt; both available through Professional Development Products (www.pdppro.com).

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Tasksheet #1

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Tasksheet #2

Evaluation/Observation Task Sheet: You will have the opportunity to visually evaluate two to three young children in the upright position. The following activities are to guide you. For each child, observe if the child attempts the activity and note level of control or balance strategy that the child uses, alignment, and any issues of motor control such as motivation, interest, that may relate to what your are observing.

Name: _____

Age: _____

1. Sitting

2. Crawling

3. Standing

4. Cruising

5. Squatting

6. Climbing

7. Inclines

8. Fast
movement

9. Ball Games

Kick

Throw

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Tasksheet #3

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Tasksheet #6 EVAL/PLAN

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Tasksheet #7

Activity #7 Long Term Planning Session

1. Do your perceptions of the child, as a team, match the parents perceptions?

2. In which category does your child fit: mild, moderate or severe?

3. Given the child's current age, how much do you anticipate the level of control will change?

4. How do you anticipate the parents involvement will change over the next several years?

5. What is your one year goal, given the child's age, degree of involvement, potential for change and parent involvement?

6. What is your five year and lifetime goals for this child?

7. Sequence activities to achieve your one year and five year goals, using the environment.

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Course Evaluation

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Materials

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- Two studies with hypotonia- low n but none walked at all

- predicted that little reflex activity at 12 mo; sitting placed by 24 mo and all fours crawling by 30 mo predicted to ambulation.

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