

IAACD-GACD Knowledge Transfer Programme Learning Objectives

May 29th

08-00 – 09-00 Introduction and welcome: Arnab Seal and Nana Tatishvili

Arnab will provide the context for the training, emphasise the collaborative model & shared ownership. Clarify the goals i.e.

- 1. It is start of a longer term programme, based on current thinking and practice*
- 2. Develop the local team of teachers/trainers for a sustainable model*

Provide an outline of the programme

Kath Benfer will present the Georgian parent survey

Participants will complete the Pre-Training questionnaire

11:15 - 12:15: Global challenges in developing a better life for children with developmental disabilities: Hans Forrsberg, Nana Tatishvili

By the end of the session participants will be able to:

Be aware of important landmarks in developing better conditions for children with developmental delay and disabilities in western high income countries

- *Attitude and perception*
 - *Stigma, neglect, discrimination, institutionalization*
 - *Human rights perspective; UN conventions*
- *Participation*
 - *Medical disease model*
 - *Bio-psycho-social model (ICF)*
- *Community Based & Family Centered services*
- *Teams of multiple, skilled, academic professions*
- *Interventions based on Evidence Based Medicine*

Recognize current global challenges

- *Reach out. Every child everywhere*
- *Early detection and early intervention*
- *Early Childhood Development*

12:15 - 12:45 F-Words in Child Disability: Peter Rosenbaum

This brief presentation will follow the introduction to the ICF and F-words that I will have talked about briefly in the opening Keynote. I plan to argue that the ICF framework for health provides a basis for a new and broader approach to child health and development, and then talk (mainly, though briefly) about the way we have had fun with the ICF ideas by presenting 'F-words' ("My Favourite Words") to illustrate how each of the ICF ideas can be applied in a practical way for kids and families. I will share the huge uptake of these ideas by parents and families,

and health care providers, and even whole programs, around the world, and show some of the (free) tools people have created to allow these ideas to come alive.

By the end of this workshop participants will:

- 1. Understand how the 20th century's reliance on a biomedical view of health – with its strengths and limitations for our work in childhood neurodisability – has shaped our ideas (and those of the public) about clinical medicine*
- 2. Be familiar with the World Health Organization's 2001 framework for health (the International Classification of Functioning, Health and Disability, or "ICF"), and how this is expanding our ideas about what we do, how we do it, and why*
- 3. Learn about CanChild's 6 "F-words" (Function, Family, Fitness, Fun, Friends and Future)*
- 4. Recognize how the 'F-Words' are situated within – and 'operationalize' – the ICF concepts*
- 5. Begin to identify ways to apply the F-words in conversations with families and colleagues, and develop programs and policies for childhood disability built around these concepts.*

13:45-14:45: [F Words and] Implementing Family Centred Care: Peter Rosenbaum, Nino Tsintsadze

This presentation will share ideas about Family-Centred Services (FCS) – what the term means, what it looks like, why it matters, and so on. As with other presentations, I plan to leave time for discussion and encourage people to ask questions.

By the end of this workshop participants will:

- 1. Be familiar with the principles of family-centred service (FCS)*
- 2. Be aware of research evidence that shows how parents value FCS*
- 3. Recognize – and be able to address – common myths and misunderstandings about FCS*
- 4. Identify personal opportunities to practice FCS on a daily basis*
- 5. Recognize, and begin to address, opportunities to make clinical programs and services family-centred.*

16:15-17:45: How do we use evidence-based interventions in our day to day practice: Bernard Dan, Maia Gabunia

analyse clinical situations into the dimensions of the ICF [Maia is providing clinical case stories relevant to the participants]

gain acquaintance with the SMART methodology [we briefly introduce this; further developed by Jenny in her session]

suggest an ICF-based management plan

suggest how outcomes can be measured

by the end of the session, participants should hopefully be able to:

- identify search question for finding evidence*
- use internet resources to retrieve evidence [we'll do this live]*
- grade the quality of evidence*

May 30th

8:00-9:00: Goal setting in clinical practice: Jenny Carroll, Sofia Tatishvili

Jenny and Sofia will be discussing goals and how to set goals, with examples of goals derived from parents/children's concerns/desires, as well as linking goals to the ICF and clinical reasoning. Tools to help with goal setting and measuring the outcomes will include Goal Attainment Scaling (GAS). We hope that audience members will comment on the nature of the goals that they and families set in their own settings.

By the end of the session participants will be able to:

- *Identify reasons for goal setting in children with neuro-disability.*
- *Understand how the concept of goal setting links with the ICF and Family Centered Service.*
- *Explain how goals link with assessment and treatment.*
- *Reflect on examples of using the ICF to support goal-setting as part of clinical reasoning.*
- *Identify some tools to support goal setting.*
- *Understand the concept of Goal Attainment Scaling.*

11:30-1:00: Functional classification systems and their use: Diane Damiano, Zaza Kakushadze

The following learning outcomes have been offered by Diane and Zaza:

1. *Be more aware of the different functional classifications in CP and how to use them*
2. *Understand what is being measured by a range of motor assessments that are available in CP*
3. *Gain knowledge about how to choose among assessments based on the measurement properties of these tools and the child and family goals.*

14:00-15:00: A lifespan approach for the care and treatment of people with developmental disabilities: Marcia Greenberg, Tamar Gagoshidze

This session by Marcia and Tamar will focus on the reality – too often ignored – that children with developmental impairments because adults with these same conditions, and why it is essential both to recognize this from a young age and to develop programs and services for these ‘former’ children when they are adults.

Learning Objectives – Original Title: “A life course approach to supporting disabled children within families/communities”

At the conclusion of the presentation, the participant will be able to:

1. *Describe the social and physical impact of transition to adulthood for children with developmental disabilities.*
2. *Describe a model of lifespan care for people with cerebral palsy.*
3. *Describe the most common problems reported in adults with cerebral palsy.*
4. *Discuss the differences and similarities between the lifespan care of people with cerebral palsy and other developmental disabilities such as autism.*
5. *Discuss the systems in place, challenges and possible solutions to providing lifespan care to people with developmental disabilities in Georgia*

16:30-18:00: Case examples followed by Feedback/Evaluation and planning next steps: Peter Rosenbaum, Arnab Seal, Kath Benfer, Nana Tatishvili and Maia Gabunia

Practical discussion on implementing the F-Words and ICF into practice using a case example