

31st EACD Conference, Paris

IAACD Knowledge Transfer Programme

Learning Objectives

11-00 – 11-15 Introduction and welcome: Arnab Seal



The session will provide the context for the training, emphasise the collaborative & interactive model. Clarify what participants would like out of the day/expectations

11-15 – 11-30 The IAACD initiative and current updates: Hans Forsberg



In this session the Chairman of the IAACD will provide an overview of the organisation's activities.

11-30 – 12-15 ICF in practice and the F-words: Olaf Kraus de Camargo



The ICF provides a basis for a new and broader approach to child health and development. This presentation will provide a brief introduction to the ICF and its application using "F-words". I plan to show how the ICF provides a framework for health that allows us to describe the diversity and complexity of the children and their families we see in our daily practice. The main concepts of "ICF-Thinking" will be explained interactively to show how the concept of the ICF and 'F-words' ("My Favourite Words") can be applied in a practical way for kids and families.

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.*

12-15 – 13-00 Implementing Family Centred Care: Peter Rosenbaum



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*

13-00 – 13-45 LUNCH (not provided). Break for 45 minutes

13-45 – 14-00

Demonstration of the IAACD Website and the Knowledge Hub: Jenny Carroll, Peter Rosenbaum and Arnab Seal

14-00 – 14-45 Concepts in Early Intervention: Diane Damiano



This presentation will review the scientific rationale and evidence for early intervention to support families in their efforts to optimally promote the development of their child with CP. General as well as specific principles will be summarized. By the end of the session, participants will be able to;

- 1. Understand the rationale for early intervention*
- 2. Better appreciate the available knowledge and the gaps for effectiveness of early intervention*
- 3. Implement evidence-based recommendations in their practice*
- 4. Gain awareness of global priorities with respect to early childhood in children with and without disabilities.*

14-45 – 15-30 Functional classification systems and their use: Bernadette Gillick



Bernadette will explore current functional classification systems for indications in CP and their ease of use and applicability. By the end of the session participants will be able to:

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

15-30 – 15-45 Comfort Break

15-45 – 16-30 Goal setting in clinical practice: Jenny Carroll



Jenny 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.*

16-30 – 17-30 Discussion and feedback session Arnab Seal



Session outline: Revisiting the learning outcomes. Recording feedback and reflecting on 'take home' messages. Questions and discussions