



CP-PACK

Module 1

TRAINER GUIDE

Knowledge About CP

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Training Module “Knowledge About Cerebral Palsy”

This is primarily a theoretical training module that will approach different aspects of the subject based on the latest knowledge about the brain and neuroplasticity. We consider, additionally, that parents and teachers contain a lot of valuable knowledge and skills that result from practical experiences. Therefore, the course will also be a place where participants (parents/parents, teachers/teachers and parents/teachers) get an opportunity to discuss and share their own practical experiences. This way, participants will be inspired by each other in how to translate the latest knowledge into praxis.

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|-----------------------------------|--|
| Subject of training module | Knowledge about CP |
| Target group(s) | Parents and teachers of children with Cerebral Palsy (CP) 3-18 years of age |
| Goal(s) | <p>The main goal of this module is to improve participants’ knowledge about cerebral palsy – what it is, how it occurs and what can be done to compensate for accompanying difficulties. Specifically, we intend to:</p> <ol style="list-style-type: none"> 1. Improve awareness of the most recent knowledge derived from research about how the brain works, and the complexity of the diagnosis. 2. Improve the understanding of CP in its aspects of motor- cognitive- and learning disabilities. 3. Improve the understanding of the special conditions of having a disability in adulthood. |
| Learning Outcome(s) | <p>With this module, we expect participants to be informed about CP based on the most recent knowledge derived from research. This includes knowledge about CP as a brain damage and how the brain works. Viewing CP as a brain damage, participants will also be aware about the complexity of the diagnosis and the understanding of CP in it’s aspects of motor- cognitive- and learning disabilities. As such, participants will know that CP occurs within the specific child in it’s own particular and personal ‘edition’, even though some traits may be common among children with CP. Also, the participants will become aware with other parents’ and teachers’ experiences, aquire new/different perspectives upon their own situation and may be inspired by others when it comes to new initiatives and actions.</p> |

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| | <p><u>For Parents</u> Participants are aware that these are important issues in order to understand and meet their own child with CP and it's individual CP related challenges in every day life.</p> <p><u>For Teachers</u> In general, participants will learn that it is possible and desirable to comply with CP related challenges among the students, if their work is based on updated knowledge about CP in order to identify and work with adequate pedagogical approaches, strategies and tools.</p> | |
| Contents (General and/or Detailed) | Content | Time Needed |
| | 1. General knowledge about CP | 1 hr |
| | 2. General knowledge about the brain and neuroplasticity | |
| | 3. Training and learning based on neuroplasticity | |
| | Group discussions/group work on the topics 1-3 | 1 ¼ hrs |
| | 4. Food – the importance and effect related to neuroplasticity | 1 hr |
| | 5. Behaviour and cognitive difficulties, the aspects according to CP and compensation-strategies | ¾ hr |
| | 6. Most common cognitive and behavioral problems and strategies for compensation related to CP | ¾ hr |
| | Group discussions/group work on topic 5 | 1 ¼ hrs |
| | 7. Pain/pain management – how to deal and compensate | ¾ hr |
| 8. Aspects of developing into adulthood, what is special concerning CP and other disabilities when growing into adulthood and getting older | 1 hr | |
| Time needed | 9 3/4 hours + 1 hour for evaluation = 10 3/4 hours | |
| Methodology | <ul style="list-style-type: none"> • Lecture • Group work • Web-based information tools • Exchange of own experience and knowledge among participants | |

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| Assessment and evaluation plan (trainer/trainee and module) | Assessment and evaluation plan (trainer/trainee and module) |
| Supporting training material needed | Handouts of papers and PowerPoint presentations, website links, references. |
| Educational Environment | A meeting room/conference room during the lectures/presentations, as well as physical interiors appropriate for group work, case studies, workshops, drama, etc. Also, a projector connected to a PC, a screen, a flip chart and internet access. Where needed there must be extra PC's with internet access, video and audio-visual equipment, board and/or special equipment/assistive devices. |
| Qualities of Trainer(s) | <p>In order to keep as high a standard as possible and to ensure inclusion of latest knowledge in the field of every topic taken into presentation, it is very important that the lectures are delivered by several speakers, all with an expertise in the field of which they are talking.</p> <p>This assumes that the role of the trainer, in this module, is defined as the key figure that, representing the arranging organization, will coordinate the course sessions and be responsible for identifying relevant experts/speakers for the specific topics. He will also be the one guiding the participants through group work, discussions etc., and the one responsible for involving the participants as much as possible as active partners and listeners during the course days.</p> |

Chapter 1

General Knowledge About CP

Duration: 1/2 hour

Learning Outcomes

The participants will know the latest definition of the diagnosis “cerebral palsy” and will understand the condition as a brain lesion that cannot be cured.

The participants will know the etiology of the condition and they will know about the wide range of symptoms that are possible consequences of the brain damage.

Methodology

- Lecture
- Group work, combining session 1, 2 and 3 – read more below session 3: The effect of training...
- Trainees will find links to extra material in the booklet – reading and video talks.

Supplementary Training Materials

- Computer with internet access
- Projector/beamer
- Paper
- Pencils

Feedback on the Chapter

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Suggested Reading

www.cp-pack.eu / Knowledge about CP

Chapter 2

General Knowledge About the Brain and Neuroplasticity

Duration: 1/2 hour

Learning Outcomes

The trainees will achieve a generic understanding of how the brain works in circuits and how these are not static or rigid, but quite reversible and they will understand the consequences of this knowledge on how to address the symptoms of Cerebral Palsy.

Methodology

- Lecture
- Group work, combining session 1, 2 and 3 – read more below session 3: The effect of training...
- In the booklet trainees will find links to extra material – reading and video talks.

Supplementary Training Materials

- Computer with internet access
- Projector/beamer
- Paper
- Pencils

Feedback on the Chapter

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Suggested Reading

www.cp-pack.eu / Knowledge about CP

Chapter 3

Training and Learning Based on Neuroplasticity

Duration: 1 hr

Learning Outcomes

The participants will know which theoretical aspects must be taken into consideration, if any remaining and positive results from training shall be expected. On this basis, participants will learn about ideas and tools to implement training in many everyday activities at home and in school/institution.

Methodology

- Lecture
- Group work, combining session 1, 2 and 3 – read more below session 3: The effect of training...
- In the booklet trainees will find links to extra material – reading and video talks.

Supplementary Training Materials

- Computer with internet access
- Projector/beamer
- Paper
- Pencils

Group work, combining session 1, 2 and 3 (1¼ hour):

- Lead by the coordinator of the course
- Groups of 5-6 people (consider whether it will be appropriate separating or gathering teachers and parents in the groups)
- ¼ hour for introduction, 1 hour for group work, ½ hour for common conclusions
- Group work (a task form is available via this link: see: [www.cp-pack.eu / Knowledge about CP](http://www.cp-pack.eu/Knowledge%20about%20CP))
 - » Present your child (student) to the rest of the group, focusing on the functional level.
 - » Discuss in the group which possibilities you find to increase the implementation of training activities in everyday life.

- » Choose one idea as the most important one you will bring home today.
- When meeting in plenum again, each trainee shares his/her most important idea with the rest of the group

Feedback on the Chapter

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Suggested Reading

www.cp-pack.eu / Knowledge about CP

Chapter 4

Food - the Importance and Effect Related to Neuroplasticity

Duration: 1 hr

Learning Outcomes

The participants will obtain increased awareness about dietary effects on the brain and practical advice about the implementation of a healthy diet.

Methodology

- Lecture
- Reflective questions that may be used are provided in the booklet

Supplementary Training Materials

- Computer with internet access
- Projector/beamer
- Paper
- Pencils

Feedback on the Chapter

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Suggested Reading

www.cp-pack.eu / Knowledge about CP

Chapter 5

Behavioral and Cognitive Difficulties and Compensation Strategies in Relation to CP

Duration: 3/4 hrs

Learning Outcomes

The trainees will gain a better understanding of how sensory input is processed. This session will cover a brief walk through the seven senses with emphasis on the proprioceptive sense and the vestibular sense and how it affects a child with CP when sensory integration does not work properly.

In addition, participants will gain insight of some of the compensatory strategies that can be used and integrated into daily life.

Methodology

- Lecture
- Exchange of personal experiences and knowledge among participants

Supplementary Training Materials

- Computer with internet access
- Projector/beamer
- Paper
- Pencils

Feedback on the Chapter

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Suggested Reading

www.cp-pack.eu / Knowledge about CP

Chapter 6

Most Common Cognitive and Behavioral Problems and Strategies for Compensation Related to CP

Duration: 3/4 hrs

Learning Outcomes

Participants will acquire up-to-date knowledge about common cognitive problems associated with CP drawn from recent, relevant empirical studies. Participants will become aware of how learning problems arise from individual cognitive problems but emerge in particular social settings and learning environments, where they are shaped by the organisation of the learning activities and the presence or absence of the right support of the child.

Methodology

- Lecture
- Reflective questions that may be used are provided in the booklet.
- Exchange of personal experiences and knowledge among participants

Supplementary Training Materials

- Computer with internet access
- Projector/beamer
- Paper
- Pencils

Feedback on the Chapter

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Suggested Reading

www.cp-pack.eu / Knowledge about CP

Chapter 7

Pain/Pain Management - How to Deal and Compensate

Duration: 3/4 hrs

Learning Outcomes

The participants will increase their knowledge about pain; its complex, psychological nature and how different elements influence the experience of pain. This knowledge will make it easier to understand the specific child's experience and the way he or she handles the pain.

The participants will know complementary treatments and to influence the way the child will cope with pain and, by that, help the child in decreasing the feeling of pain.

Methodology

- PowerPoint's (to be found in the supplementary material, [www.cp-pack.eu / Knowledge about CP](http://www.cp-pack.eu/Knowledge%20about%20CP))
- Pain figure and pain thermometer (to be found in the supplementary material, [www.cp-pack.eu / Knowledge about CP](http://www.cp-pack.eu/Knowledge%20about%20CP) as well as on pp. 118 and 119, following this link: <http://www.dpf.dk/Item.aspx?Department=5&Category=23&Item=3412>
 - » To some children it may be relevant to draw the pain in a pain figure. This way the pain may become more concrete and may be shared more easily with parents and other adults. Sometimes it may also be of relevance to use a pain thermometer.
- Resource chart (to be found in the supplementary material, [www.cp-pack.eu / Knowledge about CP](http://www.cp-pack.eu/Knowledge%20about%20CP))
 - » Each specific family and teacher will benefit from brainstorming on a resource chart, considering what will help when the child is in pain. It is advisable that the child participates in filling in the resource chart, if possible.

Supplementary Training Materials

- Computer with internet access
- Projector/beamer
- Paper
- Pencils

Feedback on the Chapter

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Suggested Reading

www.cp-pack.eu / Knowledge about CP

Chapter 8

Aspects of Developing into Adulthood, What is Special Concerning CP and other Disabilities When Growing into Adulthood and Getting Older

Duration: 1 hour

Learning Outcomes

The participants will know the importance of acceptance of the disability in order to be able to live an adult life as an active member of society.

The participants will know the threats to the mind and the physical and biological body of growing up with a physical disability.

The participants will learn – inspired from a discussion in the group – how these threats can be met before they take over.

Methodology

- Lecture
- Trainees will be able to find suggesting for extra reading in the booklet.

Supplementary Training Materials

- Computer with internet access
- Projector/beamer
- Paper
- Pencils

Feedback on the Chapter

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Suggested Reading

www.cp-pack.eu / Knowledge about CP

References

www.cp-pack.eu / Knowledge about CP