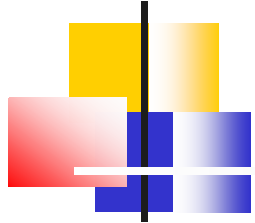
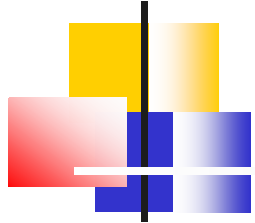


Extended Education After-
School Programs at the
Cerebral Palsy Education
Centre, Melbourne, Australia



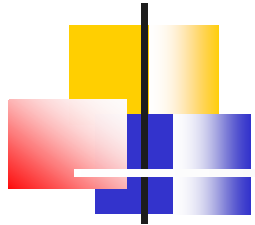
SA Research

- The Childhood Therapy Experiences of Adults with Cerebral Palsy : What long term impact did it have and what does it mean for today's children with cerebral palsy?
- ACPA Conference in Sydney in 2002
- Pammi Raghavendra, Julie Smith, Trevor Harrison, Pam Donnelly, Glenda Noble, Heather Slattery from the Crippled Childrens Association of SA (now Novita Services)



SA Research

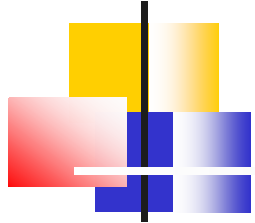
- An excellent paper summarizing an extensive research project responding to the research question: How should an agency providing long term support for children with cerebral palsy best prepare them for adulthood?
- As part of the research, adults with cerebral palsy answered questions about their childhood experience of therapy and other services.



Childhood Experiences

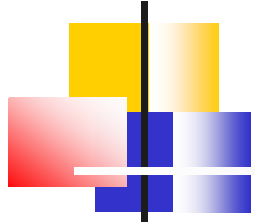
Conclusions included:

- the importance of keeping a balance between independence and using a personal care attendant
- mobility should be presented as a range of options not an either/or
- there should be a focus on maintaining fitness reducing loss of skills into adulthood



Childhood Experiences

- more training in being independent eg. skills for employment and ability to live independently in the community, more recreation options
- specific training in managing personal attendants
- more training in social communication skills – so can direct personal attendants and converse with peers, not just adults



Childhood Experiences

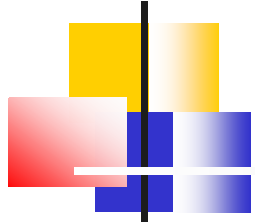
- more opportunities and encouragement for academic achievement....greater emphasis on teaching literacy skills, especially the ability to read

These research findings support the aims of the Extended Education After - School programs at CPEC.



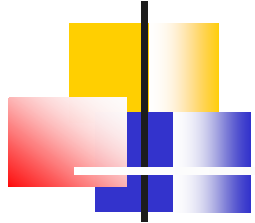
CPEC Extended Education After-School Programs

- are specialist group programs based on the principles of conductive education incorporating age-appropriate functional life skills including communication.
- Currently there are 5 school students between the ages of 6 and 18 who attend either weekly or fortnightly throughout the school terms.
- The sessions run for a minimum of two hours



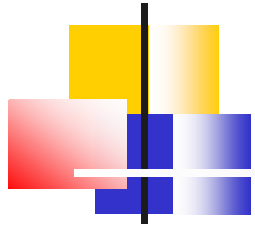
Who attends the programs?

- only available to families whose child has participated in the early childhood intervention program at CPEC
- they are advanced groups
- students have a very good understanding of their bodies, how to move and communicate effectively and are all self motivated to attend and participate



Who attends the programs?

- They understand how to use rhythmical intention and can grade and control movement using the educational strategies in conductive education.
- Some students participate in the groups independently and others still require the assistance of one other adult – usually their parent.



Who attends these programs?

- The staff numbers are based generally on a one (professional) to three (student) ratio.
- The type of professional is selected based on the requirements of the group of students, the availability of staff and the combination of different professionals.



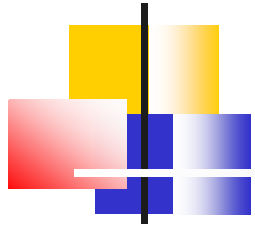
What other services do the students receive?

- attend their local primary and secondary schools
- receive varying amounts of therapy at school.
- Where a student may have the same therapist at school and in their after-school program, the content of the program can be streamlined
- school therapy focuses on individual requirements related to accessing the curriculum and the group focuses upon shared issues



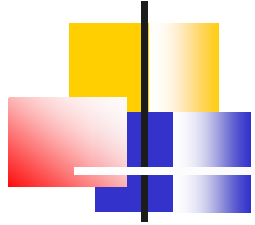
What other services do these students receive?

- The benefits of having the same therapist are that group programs and individual sessions complement each other and work towards the same goals.
- For students who have different therapists in the school environment, these therapists are consulted and provide input into the content of the after-school program



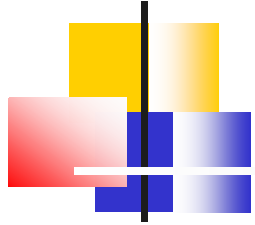
What do the programs offer?

- an educational program which complements and enhances the activities the student participates in at school
- active physical education program - specific to the requirements of these students with cerebral palsy



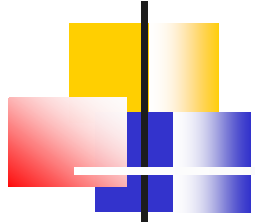
Fitness

- keeps their bodies fit and healthy - actively stretching and strengthening specific muscle groups which are weak or tight
- develops the students' understanding of their bodies while promoting health, fitness and stamina



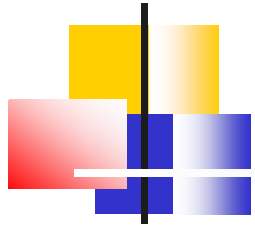
Functional Skills

- Every task the students learn and practise on the plinths (slatted tables), sitting holding ladders, and at the tables and in standing and walking are directly related to functional skills and school skills.



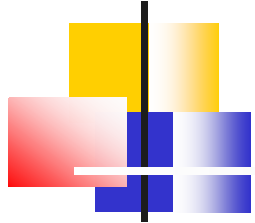
Daily Life Skills

- The tasks are linked directly to such activities as getting in/out of their wheelchair, getting in and out of a chair, standing up from the floor, moving around furniture, being able to maintain a good sitting posture so they can use their hands more effectively, using hands in more precise and accurate ways in pencil/paper skills, computer skills, communication skills.



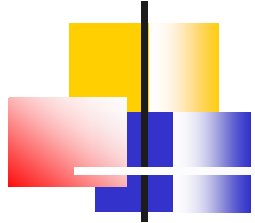
Active Learning

- Each skill is actively taught, learned, practised and extended
- The more the students can learn to do for themselves now, the less dependent they will be on adult assistance in the future



Independence

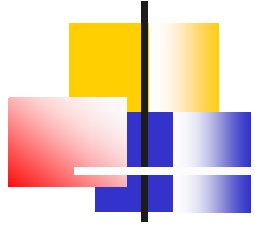
- For some students, this will mean being completely independent in all aspects of their daily life skills
- For other students it will mean that they will require the assistance of only one adult in certain situations whom they will be able to direct to assist them in ways where the student remains as active as possible



Self-esteem and Confidence

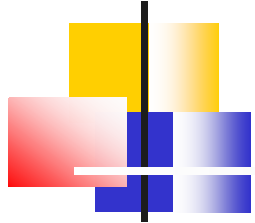
The students

- continue to build the frame of mind that they can do things by themselves, they can problem solve tasks and they can contribute - this is extremely important for sustaining and building their self-esteem and confidence



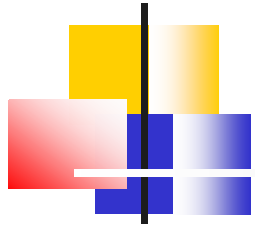
Peer Support

- provides the students with the confidence and support they need to face the challenges of having cerebral palsy in the school.
- very strong peer support and discuss issues that they have in common - especially issues to do with friendships and their school life.



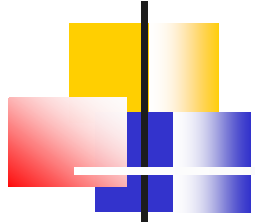
Communication Models

- extremely beneficial for students with severe communication impairment to be in an environment with others who communicate in the same way - the student's model off each other. This encourages self-esteem and acceptance of a major challenge which affects all parts of their lives.



Motor control aids access to communication & technology

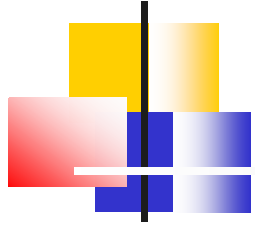
- Students with severe communication impairment maximize the benefits of the movement and function aspects of the program
- physical preparation enables them to control their heads, eyes and hands more effectively to communicate and access technology.
- Developing these skills will increase the opportunities in long-term employment prospects and socialization.



CPEC Programs 2011

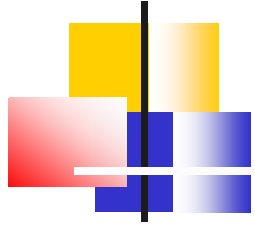
Three groups:

- 1. Students with severe spastic diplegia and spastic quadriplegia who all communicate using speech. 6-13 year olds. OT and PT
- 2. Students with severe athetosis and spasticity with dystonia. 6-14 year olds. PT, OT & SP
- 3. Students who can walk independently – ataxia, hemiplegia, diplegia. 6-8 year olds. PT & OT, consultation with SP



CPEC Groups 2011

- Conductor consults to all programs and staff
- Groups run for 2 hours throughout school terms (staff paid 2.5 hours per group)
- Times: 4-6pm, 1.30-3.30pm (younger group)
- Students attend weekly or fortnightly



CPEC Programs 2011

- Assessment and review formally twice yearly
- Does not replace school therapy
- Cost: approx. \$15,000 - \$20,000 per year per group
- Department of Education and Training grant: \$38,000
- Parent fees:\$400 per term

