

# What Really Matters Anyway Focus on Participation, Function and Quality of Life



# The Map

Change in OT and PT intervention focus

- factors contributing to change

Share current research

- what we have learned from therapists, program managers and families

How could we do it better?

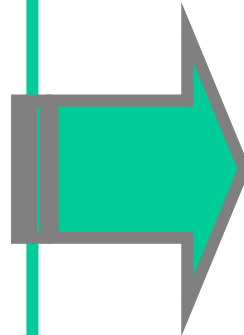


# Changes in Pediatric Occupational and Physical Therapy

Professional driven

Typical development  
as gold standard

Emphasis on Early  
Treatment



Family-centred

Functional abilities

Lifespan approach  
Effective transitions



# Intervention Focus

- Moved from child to child and family
- Changed from an emphasis on typical movement patterns and developmental skills to a concern to optimize functional and social success of child



# Catalysts for Change

- Family-centered philosophy
- Disability movement
- International Classification of Functioning Disability and Health
- Dynamic systems theory to explain development



# Family-centered principles

- Facilitating family/professional collaboration
- Exchanging unbiased information
- Respecting different methods of coping among families
- Encouraging family to family support
- Ensuring that support systems are flexible, accessible and comprehensive
- Appreciating families as families, and children as children



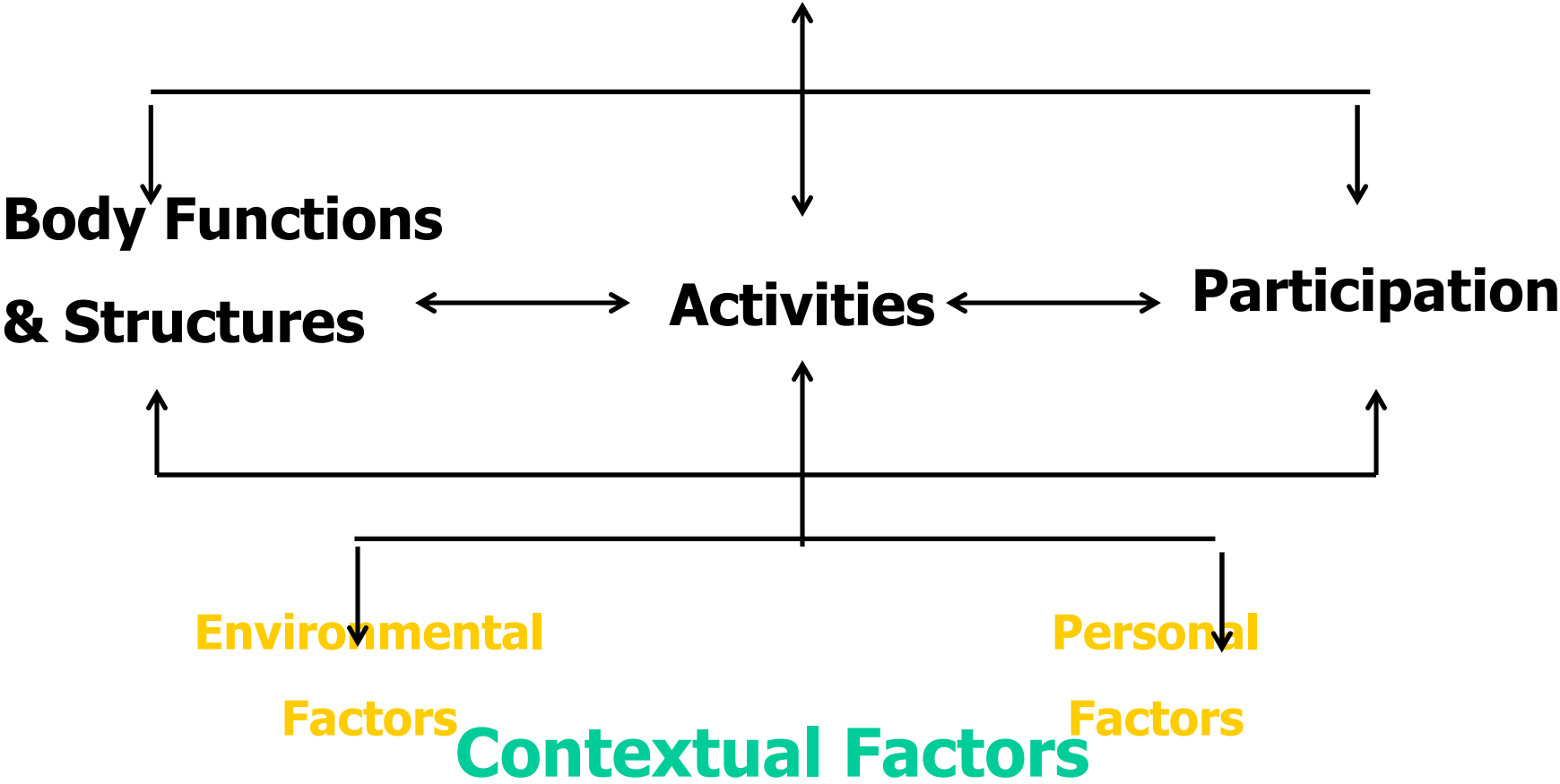
# Voices of Person with Disabilities



# International Classification of Functioning Disability and Health



# Health Condition



# Dynamic Systems Theory to Explain Development



# Dynamic Systems Model

- spontaneous self-organization of motor behavior from the interaction of many contributing subsystems in the child, environment, task

## Tenets:

- movement influenced by functional goal
- non-linearity
- product of all contributing subsystems (child, environment, task)



# Dynamic Systems Model

- non-hierarchical
- CNS is important, but other systems considered



# Dynamic Systems Model

Movement dysfunction caused by constraints within the child, the task or the environment



# Dynamic Systems Theory

- Movement is driven by function
- Movement solutions depend on context
- No one right way to move



# Common Goal

FUNCTION!



# PARTICIPATION



# Intervention Tension



# Adaptive movement strategies



# Methods to achieve function



# Remediation

- Change child's abilities
- Emphasis on components of movement
- Emphasis on quality of movement, using typical movement as gold standard
- Assumption that changing body function/structure components will change activity/participation components



# Task Oriented

- Look at child in context
- Expect different movement solutions in different contexts
- Evaluate the interaction of child, task and environment
- Work on goal not on parts of goal
- Work at component of activity to change activity



# Top Down or Bottom-Up

## Top-Down

- Start with functional goal in context
- Identify possible constraints within person, task and environment
- Change important constraints

## Bottom-up

- Assess impairments
- Remediate impairments
- Assume that improvement in body function/structure will result in improved activity/participation



**Both approaches are evident  
in practice**



# What's the evidence?



# Systematic Reviews

- Neurodevelopmental Treatment
- Conductive Education
- Constraint Induced Therapy
- Muscle strengthening
- Fitness programs



# Focus on Function Study



# Research Objective

To compare two treatment approaches:

## Child-Focused Therapy:

Improving function by working with the child to improve his/her skills

## Context-Focused Therapy:

Improving function by changing/adapting the task and or environment around the child to improve his/her skills



# Research Aims

**To look at how the therapy intervention affects :**

- independence in mobility and functional tasks**
- participation and quality of life**
- service provision/quality of care**



**We do not see things as they are  
We see things as we are**

The Talmud



# What does practice look like?



# Rehabilitation Services for Children with Cerebral Palsy

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A H F M R

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ALBERTA HERITAGE FOUNDATION  
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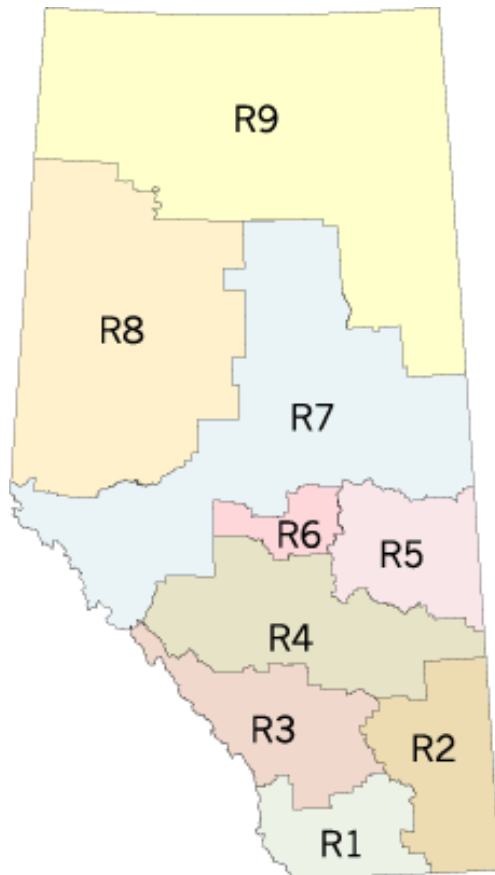


# Research Questions

- 1) How have the principles of family-centred care, functional goals, and continuity of care been translated into practice?
- 2) What are parents' experiences in regards to the 3 principles?



# Participant Recruitment



- Program managers and therapists
  - Programs within 1 rural and 1 urban site in each health region
  - Programs were categorized into age group served
    - 0-3, 3-6, and 6-18
    - Included health and education-based programs



# Study Overview

- Interviews with program managers
- Interviews with therapists (22 OTs and 32 PTs)
- focus groups with 39 parents of children with cerebral palsy



# What Therapists Told Us



# What parents told us



# What Young Adults Told Us The Transition Study



# Putting It All Together

How can we get it right?



# Think Outside the Box



# Some ideas



# Dialogue



# The Time is Right

