## Cerebral Palsy and Multiple Disabilities

<table>
<thead>
<tr>
<th>S. N.</th>
<th>Title</th>
<th>Content</th>
<th>Target Group</th>
<th>Resource Persons</th>
<th>No. of Days</th>
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<tbody>
<tr>
<td>1</td>
<td>Assistive devices and Technology</td>
<td>• Introduction to assistive devices and technology</td>
<td>Special Educators, Therapists</td>
<td>Teacher Educators, Therapists, Experts in the field</td>
<td>3 days</td>
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<td>• Developments in Assistive devices and technology in o Mobility o Communication o Self Care o Learning</td>
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<td>• Low Cost Assistive Devices and technology</td>
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<td>2</td>
<td>Aquatics Therapy</td>
<td>• Overview of brain and motor learning</td>
<td>Therapists, Special Educators</td>
<td>Therapists, Experts in the field</td>
<td>5 days</td>
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<td>• Introduction to cerebral palsy</td>
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<td>• Fluidmechanics</td>
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<td>• Introduction to hydrotherapy</td>
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<td>• Assessment of children on land and water</td>
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<td>• Halliwick concept</td>
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<td>• Goal setting</td>
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<td>• Practical- intervention in water</td>
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<td>3</td>
<td>Understanding Sexuality in Developmental Disabilities (Children &amp; Adolescents)</td>
<td>• Sexual Issues for children with developmental disabilities: o Understanding sexuality- Facts and myths. o Importance of Sex Education for children with disabilities Puberty and related hormonal changes o Understanding Behavior issues and communicative intent o Sexual Issues in Specific Developmental Disabilities o Child Sexual Abuse</td>
<td>Psychologist, Social Workers, Special educators</td>
<td>Medical practitioners, psychologists, Counsellors, Social workers and related professionals</td>
<td>3 days</td>
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<tr>
<td>4</td>
<td>Understanding Sexuality in Developmental Disabilities (Adults &amp;</td>
<td>• Sexual Issues for adults with developmental disabilities: o Understanding sexuality- Facts and myths.</td>
<td>Special Educators, Therapists, Social workers,</td>
<td>Medical practitioners, psychologists,</td>
<td>3 days</td>
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| Parents | Adulthood Hormonal issues and related changes  
  • Marriage related issues  
  • Understanding Behavior issues and communicative intent  
  • Sexual Issues in Specific Developmental Disabilities  
  • Sexual Abuse | psychologists | Counsellors, Social workers and related professionals |
|---|---|---|
| 5 | Recent developments in Developmental Disabilities: Debates & Dilemmas  
  • Introduction to various new developments like Botox, Stem cell therapy, Hydrotherapy, Oxygen therapy, ABT Therapy/Pet Therapy etc.  
  • Procedure involved  
  • Benefits and risk factors for children  
  • Course of treatment  
  • Case studies | Special Educators, Therapists, Social workers, psychologists | Medical practitioners, Therapists, and related professionals |
| 6 | Introduction & Challenges to Inclusive Education  
  • Contextualizing and understanding concepts and philosophy of Inclusive education  
  • Policies supporting inclusion like RTE, UNCRPD, SSA, RCI, PDA ETC.  
  • Inclusive Schools and related practices  
  • Preinclusion strategies  
  • Practical solutions to overcome barriers in general education classrooms in areas of communication, mobility, seating and posture, behavioural issues and relationship difficulties, etc.  
  • Case studies | Special Educators, Therapists, Social workers, psychologists | Teacher Educators, General Educators, Special Educators, Principals, Therapists, persons with disabilities |
| 7 | Strategies for Inclusive Education  
  • Introduction to National Curriculum Framework  
  • Delivery of curriculum in general education classes and difficulties faced by general and special educators in inclusive schools  
  • Instructional methods for teaching reading, writing spelling compensating for physical, fine motor and speech difficulties  
  • Adapting and modifying instructions in curriculum and co curriculum activities in general classrooms  
  • Support systems for inclusion like policies, pre | Special Educators, Therapists, Social workers, psychologists | Teacher Educators, General Educators, Special Educators, Principals, Therapists, Persons with disabilities |
<table>
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<tr>
<th>No.</th>
<th>Programme Title</th>
<th>Description</th>
<th>Participants</th>
<th>Duration</th>
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| 8.  | Role of Play in early childhood in Developmental Disabilities                    | • Introduction to play, Types of play and Indoor and outdoor play activities and equipments/toys  
• Importance of play for children with disabilities  
• Recent Modifications and accommodations in play  
• Parent’s role in facilitation of play  
• Cost effective play aids  
• Evidence based recent research on play and children with CP and MD | Special Educators, Therapists, Social workers, psychologists  
Child development Specialists, Psychologists, teacher educators, special educators, early child development teachers | 2 days |
| 9.  | Review of Evidence Based Therapy for Children with Developmental                 | • Understanding the current therapeutic techniques in use for people with disabilities eg. NDT, PNF, Motor relearning, SI, Exercise therapy & so on  
• Strengths & limitations of the various techniques  
• Research based evidence in favour of the various techniques | Development Therapists  
Senior therapists | 3 days |
| 10. | Augmentative and Alternative Communication for children with CP & Multiple Disabilities | • Basic Principles of AAC Intervention  
• Organizational framework for viewing communication  
• Introduction to communication tools (low tech/high tech devices)  
• Access Methods for persons using AAC tools (assessment/seating)  
• Teaching different strategies for communication partners in different communication contexts  
• Practical work | Professionals working with CP and persons with complex communication needs (Special Educator/Social Worker/Rehab Psychologists)  
Special Educator/Speech Therapist/PT/O T/ Social Worker | 2 days |
<p>| 11. | Indian Picture Symbols for Communication (IPSC): Using the IPSC software for making different communication systems (Communication | Practical hands on training programme IPSC Software produced by IICP) | Professionals working with CP and persons with complex communication needs (Special Educator/Speech Therapist/PT/O T/ Social Worker) | 2 days |</p>
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<th>No.</th>
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| 12. | SPICES: A model for Inclusion of children with complex communication needs in different community settings | AAC in the management of neurodevelopment disabilities in children in different settings  
- a. home based intervention  
- b. school based intervention  
- c. clinic based intervention | Professionals working with CP and persons with complex communication needs (Special Educator/Social Worker/Rehab Psychologists/ Mainstream schoolteachers/Resource Teachers) | 1 day |
| 13. | EVERYONE IS TALKING: A Training Programme for Communication partners of persons using Augmentative and Alternative Communication | Introduction to strategies needed for successful communication between persons who use AAC and their speaking partners:  
- a) Facilitator Strategies  
- b) Discourse Strategies  
Practical work:  
- Role play/ Group Discussion  
(Resource Material: Video tape & Training manual produced by Indian Institute of) | Professionals working with CP and persons with complex communication needs (Special Educator/Social Worker/Rehab Psychologists/ Mainstream schoolteachers/Resource Teachers) | 1 Day |
| 14. | Cerebral Palsy: A Sensori-motor approach: Combining principles of NDT & SI |  
- Cerebral Palsy- current theoretical update  
- Movement dysfunctions and general treatment principles  
- Sensory integration theory and treatment  
- Problem solving in cerebral palsy  
- Play therapy  
- Single system design  
- Home management | Development Therapists | 5 days |
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<th>Event Description</th>
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• Devising solutions. Assisting parents coping with mealtime difficulties.  
• Understanding and addressing behaviour issues.  
Professionals working with CP and persons with complex communication needs (Special Educator/ Rehab Psychologists)  
Trained Trainers for this programme: PT/OT/speech therapist Special educator | 1 day     |
| 16.  | Positioning & Special seating in the home and classroom                          | • Assessing positioning and seating needs  
• Types of seating and adaptations for positioning for different needs within the classroom and at home  
Professionals working with CP and related physical difficulties (Special Educator/ Rehab Psychologists)  
Mainstream school teachers/Resource Teachers  
Trained Trainers for this programme: PT/OT special educator | 1 day     |
| 17.  | Strategies for addressing handwriting difficulties in the classroom             | • Assessing handwriting abilities  
• Identifying causes of handwriting difficulties.  
• Intervention strategies to support written expression in the classroom.  
Professionals working with CP and other physical difficulties (Special Educator/Social Worker/Rehab Psychologists)  
Mainstream school teachers/Resource Teachers  
PT/OT special educator | 1 Day     |
| 18.  | Self Advocacy & Rights of people with disabilities                          | • Strategies for teaching social skills, decision making, group dynamics;  
• UN Convention and Citizenship rights and responsibilities;  
• Methods of transferring training  
All professionals working with parents and children with Cerebral Palsy  
Social Workers, Parent Trainers and Persons with Disability who are trainers | 2 days    |
|   | ICT for Students with Cerebral Palsy | Rationale for ICT  
Definition and Role of ICT for inclusion  
Lo-tech and hi-tech devices, with practical lessons using representative software and devices that can be used in an inclusive setup, how to adapt for pragmatic inclusive setup in a mainstream school (starting from lo-tech aids to modern android technology)  
Application in Classrooms: Assessment of needs and abilities, planning with teachers and administration, intervention with optimal choice of devices and software hardware systems  
Case Studies of Success and Best Practices for inclusion | All professionals working with parents and children with Cerebral Palsy  
Teacher Educators, Therapists, Experts in the field | 5days (30% theory; 70% Practica l) |
|---|---|---|---|---|
| 19. | Introductory Course on Effective Education for Children with Cerebral Palsy and other Neuromotor Impairments in Inclusive Settings. | Role of special educator teacher: Building Right  
Attitudes Beliefs and Skills for teaching CWSN  
Simple Assessment checklists /tools for the Teacher to assess the abilities of children with CP & MD (or any other with disability) for participation in the classroom  
Designing education programmes to include basic management skills in the classrooms  
Environmental assessment and Planning Support for CWSN in classrooms/School  
Team building: Role of other teachers, staff and peer groups and other students  
Records of difficulties faced by a child with disability & teacher/s | Special Education Teachers working with children with Cerebral Palsy  
Teacher Educators, | 5days |