

for Occupational Therapists working with children with Cerebral Palsy

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Introduction

Around 300 children with cerebral palsy have ongoing contact with the children's community occupational therapy (OT) team across the 7 sectors of Greater Glasgow and Clyde. The evidence base for OT assessments and interventions has evolved and developed over the past 20 years. To ensure equity of access for children across GG&C, we need to ensure that all OTs have up to date knowledge and skills.



Addressing the Gap

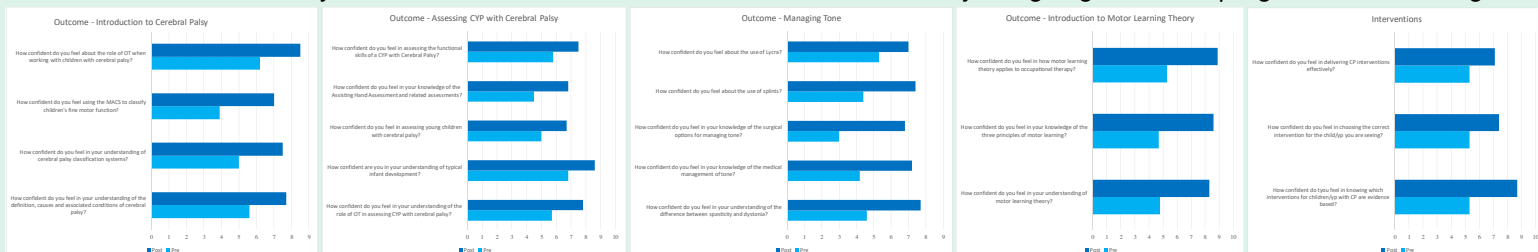
- Series of 5, 75-minute learning sessions were offered over a 5 month period
- Delivered live via MS Teams
- Each session was recorded for continuing learning
- Topics reflected identified learning needs and the most up to date theories and evidence underpinning occupational therapy assessments and interventions for children with cerebral palsy.
- Pre- and post-lecture surveys used to collect views and impact of the sessions on confidence.

Session Topic	Attended Live Session	Watched Recording*
Intro to Cerebral Palsy	18	22
Assessing the child with Cerebral Palsy	13	21
Tone Management	9	24
Intro to Motor Learning Theory	7	22
OT Interventions for Cerebral Palsy	10	21

* Up to March 2025, recordings continue to be accessed.

Impact

- The five sessions have been viewed a total of 167 times and continue to be accessed by new staff and occupational therapy students.
- The surveys showed improved staff confidence for each topic.
- Staff shared what they took from the sessions and identified actions that they are going to take to progress their learning.



"It was a really useful session, and I hope I can more confidently work with those with CP in the future using what I have learned."

"I am going to seek out the experiences of young people with CP on social media."

"I am going to focus on client centred goals."

What was most helpful?

- Clarification of the OT role
- Focus on occupation
- Overview of the evidence base
- Clarification of the difference between spasticity and dystonia
- Going over motor learning theory
- Discussing what to look for in a non-standard assessment after watching the video
- It was really helpful to watch video examples which illustrated the points being made.

What action will learners take next?

- I am going to spend time with typically developing children to improve my understanding of child development.
- I am going to review and develop the resources within our team e.g. the non-standard toys for our assessment kit.
- I am going to seek out shadowing opportunities.
- I am really thinking about the feedback I give during therapy sessions and considering the child's initiation and motivation.

Conclusion

Providing a comprehensive learning package and delivering it to the staff group via MS Teams has been an effective way to update the knowledge and confidence of paediatric OTs and to ensure equity of access to evidence-based care for children with cerebral palsy. Recording the training sessions allowed us to meet the needs of a busy workforce and to ensure new staff and students will also have access to the learning package.