

# Effectiveness of Neuro-Developmental Treatment (Bobath Concept) on postural control and balance in Cerebral Palsied children

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## Abstract.

**BACKGROUND AND OBJECTIVE:** The aim of this study was to show the effects of an 8-week Neurodevelopmental Treatment based posture and balance training on postural control and balance in diparetic and hemiparetic Cerebral Palsied children (CPC).

**METHODS:** Fifteen CPC (aged 5–15 yrs) were recruited from Denizli Yagmur Cocuklan Rehabilitation Centre. Gross Motor Function Classification System, Gross Motor Function Measure, 1-Min Walking Test, Modified Timed Up and Go Test, Paediatric Balance Scale, Functional Independence Measure for Children and Seated Postural Control Measure were used for assessment before and after treatment. An 8-week NDT based posture and balance training was applied to the CPC in one session (60-min) 2 days in a week.

**RESULTS:** After the treatment program, all participants showed statistically significant improvements in terms of gross motor function ( $p < 0.05$ ). They also showed statistically significant improvements about balance abilities and independence in terms of daily living activities ( $p < 0.05$ ). Seated Postural Control Measure scores increased after the treatment program ( $p < 0.05$ ).

**CONCLUSIONS:** The results of this study indicate that an 8-week Neurodevelopmental Treatment based posture and balance training is an effective approach in order to improve functional motor level and functional independency by improving postural control and balance in diparetic and hemiparetic CPC.

**Keywords:** Cerebral palsy, postural control, balance, Bobath Concept

## 1. Introduction

Cerebral Palsy (CP) is a clinical process that affects child's neurological development; characterized by bad muscle tone and posture, lack of movement and balance; going with sensitive, cognitive, perceptual problems and epileptic seizures, causes from several factors in prenatal, perinatal or postnatal terms [1,2].

Normal posture is necessary for both the development of new motor skills and success of current mo-

tor skills. The balance creates the background for these movements. One of tasks of the central nervous system is making possible movements that require high-level skills by providing the control of posture and balance. Reciprocal innervation of muscles working reverse each other, is not the only way using for coordination. The synergist muscle groups contract for fixation in the adjacent joints at the same time. Sometimes antagonist muscles must contract with agonist muscle. This mechanism is especially used for proximal joint stabilisation during the distal movements and it's named as "co-contraction". Reciprocal innervation and cocontraction mechanisms are very important neurophysiological to provide balance and to regulate postural tone during normal movements. But these mech-

\*Corresponding author: Erdogan Kavlak, Pamukkale University, School of Physical Therapy and Rehabilitation, Kinikli Kampüsü, 20070 Denizli, Turkey. Tel./Fax: +90 258 2964257/+90 258 2964246; E-mail: kavlakc@hotmail.com.

# Arithmetical Disabilities In Cerebral Palsied Children

**Mark L. Goldstein, Stephen J. Morewitz**



## **Arithmetical Disabilities In Cerebral Palsied Children:**

Arithmetical Disabilities in Cerebral Palsied Children Simon Hai Haskell,1973      **Arithmetical Disabilities in Cerebral Palsied Children; Programmed Instruction - a Remedial Approach, by Simon H. Haskell. With a Foreword by Peter Mittler** Simon Hai Haskell,1973      **National Library of Medicine Current Catalog** National Library of Medicine (U.S.),1973 First multi year cumulation covers six years 1965 70      **The Disabled Schoolchild** Anderson Elizabeth M.,2015-12-22 First published in 1973 this book considers the differences between mainstream schools and special educational needs schools for children with learning disabilities It contains a wealth of research data case history material and reference to existing literature designed to answer many questions which parents heads and schoolteachers have asked Questions considered include whether children with disabilities do as well in ordinary schools as children without whether they are as happy and well adjusted and how they fit into the social structure of the class The book also looks at whether much teasing occurs and how practical difficulties can be overcome      *The Education of Children with Physical and Neurological Disabilities* Simon Hai Haskell,Elizabeth K. Barrett,1993 This is an introduction for those professionals and carers concerned with caring for children with special needs      *Teaching Mathematics to Children with Special Needs* Fredricka K. Reisman,Samuel H. Kauffman,1980      Congenital Hemiplegia Brian Neville,Robert Goodman,2000-01-18 Clinics in Developmental Medicine No 150 This is a comprehensive review of congenital hemiplegia for the clinician covering all aspects from etiology and pathology to clinical assessment and management whether orthopaedic neurological or psychological The team of expert international contributors highlight the many quite distinct problems of hemiplegia and review all the current approaches Probable future developments are also described especially unilateral hemisphere lesions a topic currently of great interest to basic science researchers      *Cerebral Palsied and Learning Disabled Children* Nancy C. Marks,1974 Presents an annotated list of electronic resources pertaining to women and politics Includes related bibliographies biographies discussion lists newsletters and journals organizations and conferences Covers women s involvement in politics both internationally as well as in the United States      *Catalog of Copyright Entries. Third Series* Library of Congress. Copyright Office,1976      Teaching Plans for Handicapped Children Franz Morgenstern,2018-09-03 First published in 1981 Teaching handicapped children confronts us with the challenge of having to plan deliberately and systematically how to teach a child to look listen move explore play relate to others and to understand and speak their own language all skills which do not normally have to be taught at all This book based on a lifetime s experience of working with handicapped people of all ages provides a basic understanding of the effects of a handicap on a child s development      **The Medical Journal of Australia** ,1974      **Exceptional Child Education Abstracts** ,1973      **The Child with Traumatic Brain Injury or Cerebral Palsy** Lucia Willadino Braga,Aloysio Campos da Paz,2006-01-17 Families are profoundly affected by a child s brain injury and their participation and support play a critical role in the child s adjustment and ongoing

development As such today s literature contains a growing number of studies that document the importance of the family s role in the child s recovery Edited by two experts from the cerebral palsy unit at the distinguished SARAH Network of Hospitals in Brasilia Brazil this book is designed for rehabilitation professionals and provides important guidelines for training parents and involving the family in the rehabilitation process Including 200 line figures representing SARAH s novel neurodevelopmental exercises as well as a CD ROM with printable versions of all neurodevelopmental exercises included in the book as well as some additional ones The Child with Traumatic Brain Injury or Cerebral Palsy prepares rehabilitation professionals for training the family to perform at home a rehabilitation program developed by an interdisciplinary team Clearly presented and easy to follow this important work will appeal to physicians physical therapists occupational therapists psychologists neuropsychologists speech therapists teachers and all professionals who care for children with cerebral palsy traumatic brain injury and developmental delay

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4     **Psychology and Mathematics Education** Gila Hanna, Laura Macchi, Karin Binder, Laura Martignon, Katharina Loibl, 2023-09-05 Modern Mathematics is constructed rigorously through proofs based on truths which are either axioms or previously proven theorems. Thus it is par excellence a model of rational inquiry. Links between Cognitive Psychology and Mathematics Education have been particularly strong during the last decades. Indeed the Enlightenment view of the rational human mind that reasons, makes decisions and solves problems based on logic and probabilities was shaken during the second half of the twentieth century. Cognitive psychologists discovered that humans' thoughts and actions often deviate from rules imposed by strict normative theories of inference. Yet these deviations should not be called errors as Cognitive Psychologists have demonstrated these deviations may be either valid heuristics that succeed in the environments in which humans have evolved or biases that are caused by a lack of adaptation to abstract information formats. Humans as the cognitive psychologist and economist Herbert Simon claimed do not usually optimize but rather satisfice even when solving problem. This Research Topic aims at demonstrating that these insights have had a decisive impact on Mathematics Education. We want to stress that we are concerned with the view of bounded rationality that is different from the one espoused by the heuristics and biases program. In Simon's bounded rationality and its direct descendant ecological rationality, rationality is understood in terms of cognitive success in the world correspondence rather than in terms of conformity to content free norms of coherence e.g. transitivity.

*Chronic Disorders in Children and Adolescents* Mark L. Goldstein, Stephen J. Morewitz, 2011-08-25 There has been a significant increase in the prevalence of certain chronic disorders among children and adolescents. For example, health experts warn of an epidemic of diabetes mellitus due to an increase in the sedentary life style and poor nutrition of children. There are many questions still to be addressed in the study of chronic disorders among children and adolescents: What are the risk factors associated with chronic diseases in these populations? What are the major complications that contribute to disability and increased health care utilization and costs? What impact do chronic diseases have on the psychosocial development? What are the most effective diagnostic treatment and rehabilitation strategies? How can patient education and self management activities be improved to help children and adolescents improve compliance with treatment regimens? How can parents and other family members become more involved in assessment and management? In what ways can peers, schools, religious institutions and other organizations help children and adolescents cope with their chronic disease? This book addresses these questions by focusing on how eight chronic disorders affect health care utilization, costs, coping and health outcomes in children and adolescents. Research studies are used to illustrate a wide range of topics from the epidemiology of chronic diseases in children and adolescents, health care utilization and costs to treatment outcomes, disability and family processes. Case studies from a clinical psychologist's private practice are used to clarify major psychosocial issues underlying chronic diseases in these populations. Chapter One analyzes the epidemiology of eight chronic conditions in children and adolescents. Data on the prevalence of diseases and associated

risk factors are stressed in this chapter Health care planners can use these analyses to improve primary secondary and tertiary prevention through more effective uses of health care resources Chapter Two examines the latest information on health care utilization and costs for children and adolescents that can point to a more efficient means of reducing the rising health care costs associated with the treatment of chronic diseases In the remaining chapters the eight chronic diseases are evaluated in terms of five major issues First the latest trends in complications associated with each chronic condition are explored Second the impact of each disease on disability and psychosocial development of children and adolescents are analyzed Third recent research findings on diagnosis treatment and rehabilitation strategies are discussed Fourth new trends in patient education and self management are presented Fifth each chapter will assess the role of family peers schools and other organizations in helping children and adolescents cope with their chronic disorders Dr Mark L Goldstein a clinical psychologist reviews the literature and uses composite case studies from his practice to illustrate the impact of these trends on how children and adolescents manage chronic disease The information in this book will be relevant to a wide range of professionals and students in the fields of pediatrics medicine nursing public health mental health social work education health administration health policy and social sciences     *Books in Print* ,1981     The Academic Who's who ,1975  
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