

# SAHK

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One of the main themes of Conductive Education (CE) is to develop a person to have a self-reliant personality and to be an active participant in society. Students with physical disability have a diversity of needs ranging from intellectual, psychosocial, communicative, educational and physical aspects. To prepare and facilitate participation, a community training program was designed in a special school aiming at improving endurance and self confidence, both are fundamental to independent social and community participations.

## **Objective**

The study aimed at evaluating the effectiveness of the community training program on self confidence and endurance of walking or wheelchair propulsion for young students with fair walking capacity or wheelchair bound.

## **Method**

Seven participants, aged from 6 to 20, with cerebral palsy (GMFCS level 3) and two participants with paraplegia (incomplete level) were recruited in the school. The community training program, as implemented by a transdisciplinary team of therapists and teachers, was delivered 4 days a week and 25 minutes per session over a course of 6 months. Each session consisted of 5-minute stretching warm-up exercises, followed by 15-minute of walking or wheelchair propulsion, and ended with 5-minute post stretching exercises. Training of community living skills such as navigation, road safety, purchase and budgeting, as well as communication skills were incorporated into the 15-minute walking and wheelchair propulsion period. Components of the training program were also infiltrated into the school schedule and the participants' daily routine and followed-up by teacher and therapist of the participants. Modified 6-minute walk test was used to assess baseline and outcome measures. A questionnaire was designed to evaluate the self-perceived confidence in four items including self management, social skills, physical abilities and communication skills in the community before and after the program.

## **Result**

Upon completing of the transdisciplinary community training program, it was found that 73% of the students showed improvement in walking or wheelchair propulsion endurance and 90% of them showed higher perceived self confidence in social and community participations.

## **Conclusion**

Students underwent the intensive Community Training Program showed improvements both in walking or wheelchair propulsion endurance and self confidence in participation. The lack of improvements in some students may be related to recurrent pain of lower limbs or frequent absence from the training programs due to public examination.