The Clumsy Child: Improving Coordination and Awareness of Self in Space

Leslie Paparsenos, PT, MS, C/NDT

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Faculty

Leslie Paparsenos, PT, MS, C/NDT is an independent, pediatric therapy provider, licensed Physiotherapist in Australia, and licensed Physical Therapist in the United States of America. She specializes in evidenced based, pediatric rehabilitation, serving babies, children and adolescents across a spectrum of neurological and developmental disabilities, and their families. Leslie is a certified Pediatric NDTATM (USA) Instructor, certified in NeuroDevelopmental Treatment (NDTATM (USA), and a certified clinical instructor by the APTA (USA). She has been teaching both internationally and nationally since 2007.

Disclosures: Financial: Leslie Paparsenos receives an honorarium from Education Resources, Inc.

Non-Financial: Leslie Paparsenos has no relevant non-financial relationships to disclose.

About this Live Webinar

Participation and function for the "clumsy" child is impacted by the child's awareness of self in space (relationship between self and environment) combined with poor postural control. Incorporate evidence-based principles of neuroplasticity and motor learning and design treatment sessions that improve prediction for movement strategies enhancing cerebellar neuroplasticity. These strategies can be used in the home, school or community for children from 3-21 and the course explores rationales and the decision-making process for pullout sessions vs inclusion activities. Improved skills are developed though movement experiences, both successful and erroneous and will lead to better functional skills.

Learning Objectives

- Prioritize impairments that impact functional activities using the NDTA™ Practice Model.
- Choose an evaluation tool based on functional impairments reported by the child and/or family.
- Identify an etiology of DCD.
- Choose an evidence-based neuroplasticity, motor learning or motor control intervention to support IEP goals.
- Select an appropriate intervention strategy for a child with minimal clumsiness.
- Apply an appropriate intervention strategy for a child with heightened clumsiness.
- Utilize evidence-based intervention strategies (related to sensation, functional/occupational movement, upright postural control, and perception) to increase coordination of movement thus increasing functional participation.
- Organize a treatment session using the provided case study.

Audience

This Intermediate level course is designed for PTs, PTAs, OTs and COTAs.

Instructor demonstrations with client video and client demonstrations for treatment strategies and problem-solving via break-out rooms.

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Schedule – Day 1 8:10 am - 3:30 pm EST (US)

8:10-8:30 **Webinar Registration/Zoom Course Opens**

8:30-10:00 Applying the NDTA™ Practice model to best practices for the treatment of the clumsy child.

- Examine the evidence related to the etiology of the clumsy child, neuroplasticity, motor learning and motor control and explore how this impacts functional participation to inform the IEP process.

10:00-10:15 **Break**

10:15-12:00 Evaluation Tools

Categorizing and prioritizing standardized assessments

- Movement Assessment Battery for Children
- Peabody Developmental Motor Scales
- Bruininks–Oseretsky Test of Motor Proficiency and Sensory Profile
- Impairment identification within the context of functional activities in the home, school and community
- **CASE STUDIES**

12:00-12:30 **Lunch**

12:30-2:00 Goal Setting

- SMART vs. GAS goals
- Bridging the gap between school and home

2:00-2:15 **Break**

2:15-3:30 **CASE STUDIES:** Small group problem solving – impairment identification and goal writing to address needs and improve meaningful participation

Schedule – Day 2 8:10 am - 3:30 pm EST (US)

8:10-8:30 **Webinar Registration/Zoom Course Opens**

8:30-10:00 Intervention strategies related to upright postural control, movement and perception for the child with **heightened clumsiness**

- Isometric during functional activities
- Incorporating vision to guide movement
- Encouraging variety and variability for cerebellar mapping to improve perception and prediction

10:00-10:15 **Break**

10:15-12:00 Intervention strategies related to upright postural control, movement and perception for the child who has **minimal clumsiness**

- Use of movable surfaces for cross midline activities
- Activities encouraging selective isolated control of and within limbs.

12:00-12:30 **Lunch**

12:30-1:45 Adjuncts and higher-level intervention strategies for children with mild involvement

- Taping, vibration, movable surfaces to enhance handling skills
- Linking breath with functional movement to encourage energy efficient functional movement: ADLs, iADLs-specifically related to the core components of movement
- Discussing task analysis for 2 daily living skills: lower body dressing & reaching for “chores” around the home.

1:45-2:00 **Break**

2:00-3:30 **CASE STUDIES**: Developing therapy sessions through small group problem solving and discussion

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Webinar Dates and Times

June 11 and 12, 2026

8:10 am EST • 7:10 am CST • 6:10 am MST • 5:10 am PST (US)

Registration is for two sessions. Zoom log-in instructions and course materials will be emailed/added to your ERI account 5-7 days prior to the first date of the

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❑ June 11 and 12, 2026

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