

## Unit 11 Pediatric Physiotherapy

### Task 1 Speaking - Milestones of childhood

- A) How would you characterize childhood, infancy and puberty?
- B) At what age do the following milestones usually occur?
  - Sitting
  - Crawling
  - First words
  - Walking
  - Talking (two-word sentences)

### Task 2 Childhood diseases - Reading

#### Pediatric Disorders and Physiotherapy to Help Them

##### A) Discussion point:

In your opinion, what are the difficulties a pediatric physiotherapist may have?  
What is important to remember when working with children?

##### B) Vocabulary

**Match the words with their synonyms:**

occur	renovate
severe	defeat
curvature	illness
revive	happen
overcome	bend (n)
disorder	serious

**Use these adjectives to make verbs:** strong \_\_\_\_\_ straight \_\_\_\_\_

##### C) Reading

Most of us find illness and injuries to children very distressing. We instinctively seek to protect children from harm and suffering. But we have to accept the reality that many pediatric disorders do occur. Fortunately, physiotherapy can often help.

Among the many pediatric disorders, a few common examples are: scoliosis, torticollis, sports and traumatic injuries, developmental disorders, cerebral palsy, and genetic disorders.

Physiotherapy for **scoliosis** - a curvature of the spine - consists of exercises to strengthen the back. Electrical stimulation is used for this type of pediatric disorders. The stimulation goes directly to the skeletal muscles. Chiropractic is also used in an effort to straighten the spine.

**Torticollis** is a type of pediatric disorder of the neck. There is a problem with one of the muscles of the neck so that the child is not able to hold his/her head up straight. Physiotherapy can stretch this muscle so that the child can hold his/her head more normally.

**Spinal cord injuries** as pediatric disorders are difficult to treat. Children often do not want to do the work that is required for this condition. Physiotherapy personnel are challenged to keep the child's spirits up as they teach them how to exercise with and without special equipment.

**Brain injuries**, including cerebral palsy and strokes are pediatric disorders that must be managed delicately. The neurological system is often not as sturdy as the skeletal or muscular systems. However, brain injuries also involve these other systems as well.

A new treatment for these pediatric disorders like brain injuries is using hyperbaric oxygen therapy (HBOT). In an atmosphere of high pressure oxygen, certain dysfunctional areas of the brain may sometimes be revived.

Pediatric disorders such as **sports injuries** and **traumatic injuries** require different types of physiotherapy based upon the location and severity of the injury. If a child has repeatedly sprained the same ankle, therapy will necessarily focus on that ankle, as well as any body part that supports or counterbalances that ankle. Overall strength is important. Traumatic injuries require a certain amount of psychological training, as the subject of the accident or other ordeal may bring on such distress that the child does not want to work. A good physiotherapist will be able to work with such a child. Traumatic injuries can also be severe enough that the physiotherapist plans a lengthy course of therapy to overcome them. Pediatric disorders like this require patience from everyone involved.  
(<http://thephysiosite.com/pediatric-disorders-and-physiotherapy-to-help-them.php>)

**After you read:** Formulate five questions about the text, then take it in turns with your partner to ask and check each other's understanding.

### **Task 3 - Listening**

**Video:** <http://www.youtube.com/watch?v=iRxewlARcYs&feature=related>

**Listen to a short programme about intensive pediatric physical therapy and answer the following questions:**

1. Which medical problems can be treated using intensive pediatric physical therapy?
2. Which procedures does each daily session start with and why?
3. Which qualities of the muscles does each exercise improve?
4. What is the name of a specialized therapy used in the universal access unit?
5. How does the technique work?
6. How does the therapy help mentally?
7. What makes it possible for the children to experience a whole new level of growth?

#### Task 4 Phrasal verbs

(<http://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>)

Study the sentences below and then match phrasal verbs with their synonyms:

##### A.

Jason **called** the wedding **off** because he wasn't in love with his fiancée.

My grandparents **brought** me **up** after my parents died.

You will lose weight if you **stick to** the diet.

Our car **broke down** at the side of the highway in the snowstorm.

You'll have to run faster than that if you want to **catch up** with Marty.

Call sth. off	get to the same point as sb. else
Bring sb. up	cancel
Stick to sth.	raise a child
Break down	continue doing sth.
Catch up with sb.	stop functioning

##### B.

I need to **figure out** how to fit the piano and the bookshelf in this room.

I **dropped out** of Science because it was too difficult.

I **turned** the job **down** because I don't want to move.

My doctor wants me to **cut back on** sweets and fatty foods.

I am **counting on** you to make dinner while I am out.

Figure sth.	consume less
Drop out	rely on
Turn sth. down	understand, find the answer
Cut back on sth.	refuse
Count on sb., sth.	quit a class, school

##### C.

If you **keep** those results **up** you will get into a great college.

We need to **sort** the bills **out** before the first of the month.

I just **got over** the flu and now my sister has it.

I **work out** at the gym three times a week. Our plan **worked out** fine. We have to **work out** the total cost before we buy the house.

My maths homework was too difficult so I **gave up**.

Keep sth. up	recover from an illness, loss, difficulty
Sort sth. out	exercise, be successful, make a calculation
Get over sth.	stop trying
Work out	continue at the same rate
Give up sth.	organize, resolve the problem

**D.**

Josie **made up** a story about why we were late.

My plane **takes off** in five minutes.

**Do** your coat **up** before you go outside. It's snowing!

I don't think I can **put up with** three small children in the car.

We **ran out** of shampoo so I had to wash my hair with soap.

Make sth. up

have none left

Take off

invent, lie about sth.

Do sth. up

tolerate

Put up with sth.

fasten, close

Run out of sth.

start to fly

Grammar adapted from: MCCARTHY, Michael a Felicity O'DELL. *English vocabulary in use*. Cambridge: Cambridge University Press, 2001. vi, 309 s. ISBN 0-521-66435-7.