

childhood. Physical therapists and other health professionals, such as physical education teachers, can integrate this knowledge into educational programs aimed at improving children's motor performance, with positive impacts on their functional abilities.

Keywords: Child, Motor skills, Physical therapy specialty

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PARENTAL EXPERIENCES IN THE PARTICIPATION OF THEIR CHILDREN WITH ATYPICAL DEVELOPMENT IN A COMMUNITY AQUATIC STIMULATION PROJECT: AN INCLUSIVE PERSPECTIVE

Regina Alves de Oliveira^a, Maria Thereza Santos Rocha^b, Julia Carvalho De Almeida^a, Lucas Barbosa da Costa^a, Wellington Fabiano Gomes^{b,c}, Rosalina Tossige Gomes^{a,b}, Rosane Moraes^{a,b}

^a Programa de Pós-graduação em Reabilitação e Desempenho Funcional, Universidade Federal dos Vales do Jequitinhonha e Mucuri (UFVJM), Diamantina, MG, Brazil

^b Departamento de Fisioterapia, Universidade Federal dos Vales do Jequitinhonha e Mucuri (UFVJM), Diamantina, MG, Brazil

^c Programa de Pós-graduação em Saúde da Família, Universidade Federal dos Vales do Jequitinhonha e Mucuri (UFVJM), Diamantina, MG, Brazil

Background: Some children may have significant motor delays or difficulties, impacting on their ability to participate in activities and interact in the community. The International Classification of Functioning, Disability and Health (ICF) defines participation as “involvement in life situations”, highlighting its relevance to healthy development and its relationship with activities that favor social interactions. Various physical and environmental factors can limit this participation, and these restrictions can vary according to individual needs and the characteristics of the environment in which the person is inserted.

Objectives: This study aimed to understand the experience and point of view of parents of children with atypical development about the experience and participation of their children in an aquatic stimulation project for children.

Methods: This is a qualitative, descriptive case study carried out with participants in an aquatic stimulation project for children. Six participants were selected using the “sampling by type variety” technique to answer a semi-structured individual interview in January and February 2024. The data collected was analyzed using the “content analysis” technique, which allowed categories to be identified. The research was approved by the Research Ethics Committee.

Results: Data analysis resulted in eight categories: (1) the adaptation process and challenges faced; (2) interaction with other children; (3) facilitators in participation; (4) how other parents and children react; (5) involvement of the child in an integrated and equal way; (6) impact on cognitive, language and motor development; (7) impact on affective-social behavior; (8) affective bond. Parents reported benefits in their children's overall development, including motor gains and stronger emotional bonds.

Conclusion: The results indicate that participation in the aquatic stimulation project provides significant benefits for the children involved. The study identified both barriers and facilitators that

impact participation, reinforcing the importance of adapted and inclusive practices that encourage greater social interaction.

Implications: This study suggests the need for continuous training for professionals who work with children, as well as the importance of public policies that promote inclusion in various contexts. Understanding the barriers and facilitators can help to create more effective strategies, guaranteeing access and participation for these children in social and recreational activities, which are fundamental for their development and integration into the community.

Keywords: atypical development, aquatic stimulation, facilitators and barriers

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EFFECTS OF NEUROFUNCTIONAL REHABILITATION ON FUNCTIONALITY, PERFORMANCE AND ACTIVITIES IN CHILDREN DIAGNOSED WITH CEREBRAL PALSY: A LONGITUDINAL STUDY

Franciele Zardo, Fernanda Cechetti, Carlos Guilherme de Oliveira Menestrino, Daiane Bridi, Monique Schorn, Isabelle Cousseau, Ketlyn Leal, Sabrina Rosa De Oliveira
Universidade Federal de Ciências da Saúde de Porto Alegre (UFCSPA), Porto Alegre, RS, Brazil

Background: Long-term physiotherapeutic follow-up is essential for optimizing motor and functional development in children diagnosed with cerebral palsy. As a highly heterogeneous condition, cerebral palsy significantly impacts mobility, social participation, and independence in diverse ways. Understanding the long-term effects of neurofunctional rehabilitation is crucial for improving therapeutic interventions and patient outcomes.

Objectives: This study aims to evaluate the effects of neurofunctional rehabilitation on gross motor function, self-care, mobility, and social function in children with cerebral palsy. A secondary objective was to analyze how different severity levels classified by the Gross Motor Function Classification System (GMFCS) influence rehabilitation outcomes.

Methods: A prospective longitudinal cohort study was conducted with 29 children aged 0 to 12 years diagnosed with cerebral palsy. Assessments were performed at four time points over nine months. Gross motor function was measured using the Gross Motor Function Measure (GMFM), while self-care, mobility, and social function were evaluated using the Pediatric Evaluation of Disability Inventory (PEDI). Participants were classified according to the GMFCS and analyzed in two groups: levels I-II-III and levels IV-V.

Results: Significant improvements in gross motor function were observed across all GMFCS levels. Children classified as levels I-II-III showed significant progress in standing and walking-related scales, whereas those at levels IV-V demonstrated improvements mainly in seated posture stability. Regarding mobility and social function, only children in levels I-II-III exhibited significant advancements. No substantial changes were found in the need for assistance among children or caregivers in levels IV-V.

Conclusion: Neurofunctional rehabilitation proved effective in improving gross motor function across all GMFCS levels, particularly enhancing mobility and social function in children with milder impairments. For those with more severe motor limitations, the