

DIFFERENCES IN THE EFFECTS OF STANDING FRAME EXERCISES ON FUNCTIONAL STANDING ABILITY IN CHILDREN WITH SPASTIC AND ATHETOID CEREBRAL PALSY

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ABSTRACT

Background: Children's health is a crucial aspect that must be considered throughout their development, from conception to early childhood. Developmental disorders, such as Cerebral Palsy (CP), can hinder a child's growth. CP is a neurological disorder that affects a child's motor skills, muscle strength, and posture. It is caused by damage to the brain that is not yet fully developed and can lead to activity limitations and problems with cognitive and sensory aspects. One of the main symptoms in children with CP is difficulty standing, which has the potential to limit their functional abilities and daily activities. Physiotherapy intervention is very important, one of which is through the use of Standing Frame aids that can help CP children practice standing in a more stable position. Objective: To determine the difference in the effect of standing frame exercises on the functional ability of standing with spastic and athetoid cerebral palsy. Method: This type of research is quantitative research, with a quasi-experimental research type using a two-group pre-test and post-test design. Results: Based on table 4.8, the Independent T-Test test obtained a significant result of 0.208 ($p > 0.05$) which can be concluded that there is no difference in the effect of providing standing frame exercises in the spastic CP and athetoid CP groups. Conclusion: There is no difference in the effect of standing frame exercises on functional ability to stand in spastic and athetoid CP.

Keyword : Cerebral Palsy, Standing Frame, Children