# Introduction: Neurophysiological Interventions

## Edited Video Transcript

Okay, so we defined these models a few weeks ago. When we're looking at doing these interventions for motor control—motor learning—when intervening for somebody trying to get movement in that neurologically affected limb, there are two approaches we can take or two big approaches. We've talked about this neuroplastic approach several weeks ago. We did our task-specific training where you take a task they want to do; you break it down into little chunks; and you have them practice that under the idea that [with] more repetitions, more learning, they rebuild those circuits in the brain. Today, we're going to talk about that—our classical approach or the neurophysiological approach. With our neurophysiological approach, we'll show you several examples of models: Roods work; the work of Brunnstrom, PNF, and NDT. Each of these is just a different tool, but they're built on effectively facilitating and helping get back the brain's natural processes. The big difference comes in where our focus is with a neuroplastic approach. Our focus is on the occupation first, and our components second. So yes, the person may have increased tone.

Okay, we're going to get them to work on putting on that jacket or zipping up a zipper or setting a cup on a table over and over and over again. Only secondarily do we worry about those components, for example tone. This person may require a little bit of stretching beforehand to enable them to perform that occupation, right? Now, the other side is our neurophysiological approach where our focus is going to be on the components first and occupation is only our secondary. So today, we're going to look at how we can focus on those components. Again, neither way is right. Neither way is wrong. They're just different tools for your toolbox.