

Beyond Motor:

Using a Multidimensional Lens for the Assessment and Treatment of Fine Motor Impairments

Jeryl Benson, OTR/L, EdD, FAOTA

Faculty

Dr. Benson has over 30 years working in pediatrics with extensive experience in school-based practice and as an educational consultant for schools and families. She is certified to administer the Sensory Integration and Praxis Test, is a certified infant massage instructor and is trained in Neurodevelopmental Treatment for children with cerebral palsy. As a full Professor at Duquesne University, she teaches both undergraduate and graduate coursework in the areas of lifespan occupational performance, neurological and sensorimotor function, occupation-based theory, and advanced practice. Her research interests include school-based practice, sensory processing and occupation. Her goal is to make an impact by researching best practices in an educational setting ensuring that children have the tools to fully participate in their educational, social, and community environments. Dr. Benson is currently the Editor of AOTA Children & Youth SIS Quarterly Practice Connections.

Disclosures: Financial: Dr. Benson receives a speaking fee from Education Resources for this course. Non-Financial: Dr. Benson has no relevant non-financial relationships to disclose.

About this Live Webinar

Therapists looking to both clarify and broaden their lens for fine motor development and participation will benefit from this holistic, clinical reasoning course. Skillfully and intentionally analyze and apply multiple perspectives that drive your approach to supporting fine motor development. From evaluation to intervention, integrate the lenses of emotional regulation, sensory regulation, motor development, cognition and environmental influences to target the skills and occupation-based outcomes children need in their daily lives. This course goes deeper than offering intervention activities to improve dexterity and coordination to a thorough understanding of why and how to interpret assessment data and design multidimensional interventions that most efficiently meet children's fine motor needs. When fine motor challenges are not improving as expected, broaden your lens so you can zoom in on the interventions and strategies that will work to meet the child's goals.

Objectives

- Distinguish between typical and impaired, delayed or different fine motor development in young children.
- Relate fine motor performance and participation with a variety of factors in addition to motor development.
- Select assessment procedures to obtain relevant data on fine motor functioning
- Recognize multiple perspectives in developing a holistic interpretation of assessment data on fine motor function.
- Synthesize assessment findings with progress monitoring in an intervention plan that addresses fine motor participation.
- Choose interventions that account for sensory processing, emotional regulation and/or cognitive impacts on fine motor participation.
- Determine intervention strategies to address environmental factors impacting fine motor participation.

Audience

This course is appropriate for OTs, OTAs, PTs, PTAs and Educators working with Pediatric, Birth to 3, Early Intervention and School (ages 3-21) populations in Home Care, Outpatient, Rehab or School-Based settings.

Schedule—Day 1 9:40 am - 5:00 pm EST (US)*

9:40-10:00	Webinar Registration/Zoom Course Opens
10:00-11:00	Fine Motor Development- what's expected from infancy through school age? <ul style="list-style-type: none"> Anatomical changes & Functional progression Impact of childhood experiences on hand development
11:00-12:00	Case Examples: Fine Motor Function and Participation from multiple perspectives. Using multiple lenses to understand development that is unexpected, delayed, or different. <ul style="list-style-type: none"> Motor Development • Sensory Processing • Emotional Regulation • Cognitive Function • Environmental Influences
12:00-12:15	BREAK
12:15-1:45	What's missing from my Assessment of Fine Motor Function? <ul style="list-style-type: none"> A time and place for formal, standardized assessments (motor and non-motor) Functional assessment of hand and fine motor function- getting the most out of our clinical observations Environmental supports and barriers to fine motor function- physical, social and cultural considerations
1:45-2:15	LUNCH
2:15-2:45	Video Analysis: Fine Motor Function <ul style="list-style-type: none"> Using clinical observation to develop present levels of function and areas of need
2:45-3:15	Strengths-Based Assessment <ul style="list-style-type: none"> Building on client strengths, motivations and priorities Challenges in the context of meaningful participation Effectively interpreting assessment data to develop a hypothesis
3:15-3:30	BREAK
3:30-5:00	Case Application-Assessment <ul style="list-style-type: none"> Using an occupational/developmental profile template, create an assessment plan that incorporates multiple data sources to account for various perspectives about FM strengths and challenges Develop a hypothesis to guide the intervention plan.

Schedule – Day 2 9:40 am - 5:00 pm EST (US)*

9:40-10:00	Webinar Registration/Zoom Course Opens
10:00-10:30	The steps to an evidence-based intervention session <ul style="list-style-type: none"> Activities to support occupation/Prep; purposeful activity/exercises; occupation/functional outcome
10:30-12:30	Evidence based Intervention strategies from multiple perspectives- How to prioritize and integrate multiple perspectives to achieve Fine Motor outcomes. <ul style="list-style-type: none"> The lens of motor development Sensory processing lens

Schedule – Day 2 - continued

	<ul style="list-style-type: none"> Addressing fine motor via emotional regulation Leveraging cognitive function Considering environmental influences
12:30-12:45	BREAK
12:45-2:00	Case Applications- Intervention Planning, Monitoring, and Revising Create an intervention plan that integrates multiple perspectives in order to achieve functional outcomes. Given assessment findings, including strengths, priorities, motivations and needs, participants will establish goals and determine intervention strategies and approaches that use one or multiple lenses. <ul style="list-style-type: none"> Case #1: ASD, Level 2 Identification of the motor needs and priorities for the child to participate in a specific setting Identification of the supports and barriers to FM participation. Development of an intervention plan to address the identified needs (plan will include activities to support occupation/prep, purposeful activity/exercises, occupational/functional outcome related to the goal. Intervention strategies will include consideration for motor, sensory, emotional, cognitive-perceptual and environmental influences.
2:00-2:30	LUNCH
2:30-4:35	Case Applications- Intervention Planning, Monitoring, and Revising Continued <ul style="list-style-type: none"> Case #2: Cerebral Palsy Identification of the fine motor needs and priorities for the child to participate in a specific setting Identification of the supports and barriers to FM participation Development of an intervention plan to address the identified needs (plan will include activities to support occupation/prep, purposeful activity/exercises, occupational/functional outcome related to the goal. Intervention strategies will include consideration for motor, sensory, emotional, cognitive-perceptual and environmental influences.
4:35-5:00	Pulling it all Together

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WEBINAR DATES AND TIMES

March 6 and 7, 2025

9:40 am EST • 8:40 am CST • 7:40 am MST • 6:40 am PST (US)

Registration is for both sessions. Log-in instructions and course materials will be emailed/added to your ERI account 5-7 days prior to the webinar.



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March 6 and 7, 2025

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