

# Motor Issues in Autism

Anne Buckley-Reen OTR, RYT

## Faculty

**Anne Buckley-Reen, OTR, RYT** is a pediatric occupational therapist and therapeutic yoga instructor with over 30 years of pediatric experience. A researcher, clinician, consultant and program developer, Anne has worked with students with ASD from preschoolers through adult. Anne's popular researched daily movement curriculum "The Get Ready to Learn Program" is widely used in NYC schools as well as nationally and internationally. Join Anne for an exciting NEW 2-day workshop offering strategies that will help you make connections and build skills with some of our most challenging clients.

**Disclosure: Financial:** Anne Buckley-Reen receives a speaking fee from Education Resources for this course. **Non-Financial:** She has no non-financial relationships to disclose.

## Audience

This course is relevant for Physical Therapists, Physical Therapist Assistants, Occupational Therapists, Occupational Therapy Assistants working with children on the autism spectrum from pre-school to school age.

## About This Live Webinar

Learn to expand engagement in clients with ASD and address self-stimulatory behaviors, perseveration, and reactive or self-directed behaviors. Using evidence-based research, participants will learn how to engage children with ASD and treat fine motor, gross motor, and oral motor challenges. This exciting course teaches participants how to more effectively expand engagement in clients with ASD while answering questions about self-stimulatory behaviors, perseveration, and reactive or self-directed behaviors.

Do you work with students on the spectrum? Are some of your clients "self directed" and/or "in their own world?" Are you dealing with reactive behaviors? Do you have difficulty getting engagement-making a connection? Do you find play and motor skills limited and or perseverative? Encountering self-stimulatory behaviors and not sure what they mean? Do your students just want to watch? Are you exhausted at the end of some sessions?

Join us as we focus on motor skills in ASD and evidence-based interventions that address motor as well as coexisting social and communicative challenges. For decades, autism has been defined as a triad of deficits in social interaction, communication, and imaginative play. Children on the autistic spectrum may have difficulties with posture, coordination, and motor planning. Recent studies show that movement difficulties are common in children on the autistic spectrum, and poor motor skills are associated with greater difficulties with social communication. Participation in activities, building relationships, and reciprocal communication require neurological systems to coordinate and synchronize the processing, organization, and regulation of sensory information and movement. Differences in body awareness and motor planning can result in avoidance of, or poor response to, many activities that support motor development. Anxiety, self-regulatory and sensory processing challenges often respond to movement activities which enhance brain-body feedback for successful and organized engagement.

## Objectives

- Identify at least three common motor challenges in children with ASD.
- Describe the relationship between sensory processing, body awareness, and atypical motor performance.
- Identify and apply two motor activities (based on research) to support engagement and motor skills development.
- Describe the movement feedback challenges in ASD.
- Identify and apply at least two preparatory routines to address fear and withdrawal from motor activities.

Help your patients achieve better outcomes.

## Schedule – Day 1 9:40 am - 5:00 pm EST (US)

**9:40–10:00 Webinar Registration/Zoom Course Opens**

**10:00am–1:30 Introduction**

ASD Defined

Brain-Body Challenges for Children on the Spectrum

- Neurological and motor development variations in ASD - the cerebellum and beyond (Including Nutritional impact on motor development)

Developmental Foundations for Motor Skills:

- Developmental Clues- Ages, Stages and Activities
- Clinical Observations - Gross, Fine and Perceptual Motor Milestones

Sensory- Motor System Overview

- Body Awareness and Body Scheme - The “Map of Me”

**1:30–2:00pm Lunch**

**2:00–5:00pm Sensory- Motor System Overview (cont.)**

- Body Awareness, The sensory system and atypical motor patterns
- **LAB:** Introduction to basic body awareness activities
- Stress/motor connection in ASD
- Self stimulatory motor behaviors: when and why
- Atypical motor patterns and performance

Gross Motor Challenges Including

- Motor immaturity
- Balance
- Coordination
- Walking/ Running: Gait deviations in ASD
- Stopping or Starting
- Perseverative movements

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

**9:40–10:00 Webinar Registration/Zoom Course Opens**

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**10:00am–1:30 Therapeutic Tools, Environments and Presence Evidence Based Physical Activity Interventions**

- Praxis/motor planning
- The single channel processor
  - Learning in steps
  - Modelling and mirroring
  - The power of repetition
- Ideation- strategies and supports- using visuals- the when, where, how and why
- Initiation- getting started
- Therapeutic use of music to facilitate movement organization
- Frequency, intensity and duration of interventions to “rewire” and enhance the body-brain connection

**1:30–2:00pm Lunch**

**2:00– 5:00pm Expanding Motor Schemes/Building Skills**

Sequencing - one step at a time

- Timing and rhythm - using sound and music to organize movement and breath
- Feedback - enhancing awareness- what do I feel?
- Feed-forward- anticipating next steps accessing motor memory

Therapeutic Environments, Tools and

Presence

- Treatment session sample
- **LAB:** Expanding movement and motor skills in the classroom, the home and the community

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## Credits

This course meets the criteria for 12 contact hours (1.2) CEUs, Intermediate Level.



Education Resources Inc. is an AOTA Approved Provider of professional development. Course approval ID# 04292. This Distance Learning-Interactive course is offered at 12 contact hours 1.2 CEUs. (Intermediate level, OT Service Delivery). AOTA does not endorse specific course content, products or clinical procedures.

This course can be used toward your NBCOT renewal requirements for 12 units.

Approved provider of the FL Board of Occupational Therapy-CE Broker – 14 hrs. This course meets the approval of the TX Board of OT Examiners.

Approved by the FL Physical Therapy Association for 14 continuing education contact hours.

Approved by the MD Board of Physical Therapy Examiners. Approved by the MN Board of Physical Therapy. Approved by the NJ Board of Physical Therapy Examiners. Approved sponsor by the State of IL Department of Financial and Professional Regulation for Physical Therapy for 14 contact hours. Application has been made to Illinois EI Training Program. Approved provider by the NY State Board of Physical Therapy for 14 contact hours (1.4 CEUs).

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12 hours of this course qualify towards the discipline-specific hours for the 20-hour requirement for NDTA re-certification. They do NOT qualify towards the 8-hour NDTA Instructor requirement for re-certification.

Please contact us with any special needs requests: [info@educationresourcesinc.com](mailto:info@educationresourcesinc.com) or 800-487-6530.

Education Resources Inc., 266 Main Street #12, Medfield, MA 02052

## WEBINAR DATES AND TIMES

December 5 and 12, 2025

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

Registration is for both days. Zoom log-in instructions and course materials will be emailed/added to your ERI account 5-7 days prior to the first date of the Webinar.



\$389 fee. **LIMITED ENROLLMENT** Cancellation will be accepted until 14 days prior to the start date of the course, minus a \$75 Administration Fee. There will be NO REFUNDS after this 14-day deadline.  
We encourage you to register online!

## **WEBINAR: Motor Issues in Autism – Anne Buckley-Reen**

**☐ December 5 and 12, 2025**

### **Course Registration Form**

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