

Motor Issues In Autism

Anne Buckley-Reen OTR, RYT

Faculty

Anne Buckley-Reen, OTR, RYT is an international speaker, pediatric occupational therapist, and therapeutic instructor with over 30 years of pediatric experience. As a researcher, clinician, consultant and program developer, Anne has worked with students with ASD from preschooler through adult. Her researched movement curriculum, "The Get Ready To Learn Program" is widely used in NYC schools and throughout the United States. Join Anne for an exciting new two day workshop offering strategies to 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 and receives proceeds from distribution of each DVD. Non-Financial: She has no non-financial relationships to disclose.

"I have practiced occupational therapy in a pediatric setting for over 13 years and this is the best course I have ever attended! Anne is an amazing teacher providing the knowledge and strategies to truly change the lives of the children we serve."

About this Course

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? Are you 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

Audience

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

Schedule – Day 1

8:00-8:30	Registration/Continental Breakfast
8:30-12:00	(Warm up activity-Group survey) Introduction - ASD Defined – DSM criteria/ History/ Autism spectrum disorders Brain- Body challenges for children on the spectrum- Neurological and Motor Development Variations in ASD- The Cerebellum and beyond Developmental Foundations for Motor Skills: Missing connections in ASD Early Developmental- ASD clues in Infancy and toddler years Clinical observations - From Atypical engagement and exploration to limited motor schemes
12:00-1:00	Lunch (on your own)
1:00-4:00	Sensory- Motor System Overview in ASD Visual and auditory processing The tactile, vestibular and proprioceptive pathways Interceptors Body Awareness and sensory system foundations Body Awareness and Body Scheme - Developing the “Map of Me” in ASD Introduction to basic body awareness activities (lab) Stress/ Emotions and Motor skills Self stimulatory behaviors- when, and why Anxiety and Fear in ASD Common Gross Motor Challenges in Autism including immaturity, hypermobility, muscle tension, muscle weakness, toe walking, Perseverative movement- Motor “Stims” Movement seeking and avoiding behaviors Environmental Impacts on movement and motor skills

Schedule – Day 2

8:00-8:30	Continental Breakfast
8:30-12:00	Physical Activity Interventions in Autism - The Research 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
12:00-1:00	Lunch (on your own)
1:00- 4:00	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 Lab: Expanding movement and motor skills in the classroom, the home and the community Perceptual Motor/ Fine Motor Skill development

Two 15-minute breaks will be scheduled each day

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Credits

This course meets the criteria for 12 contact hours (1.2 CEUs). Application has been made to the **NJ** Board of Physical Therapy Examiners, the **PA** State Board of Physical Therapy and the **MN** Board of Physical Therapy. In **CT** this workshop meets accepted standards for continuing competence. Approved sponsor by the State of **IL** Dept. of Financial and Professional Regulation for Physical Therapy for 14 contact hours.

Approved Provider for 14.4 contact hours by the **NY** State Board of Physical Therapy and the **NY** State Education Department.



Approved provider of continuing education by the American Occupational Therapy Association #3043, for 12 contact hours (1.2 CEUs) Intermediate Level - Occupational Therapy Process: Assessment, Intervention. The assignment of AOTA CEUs does not imply endorsement of specific course content, products or clinical procedures by AOTA NBCOT professional development provider- 12 PDUs



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This course is offered for up to 1.2 ASHA CEUs (Intermediate level ,Professional area).

*Please contact us with any special needs requests:
info@educationresourcesinc.com or 508-359-6533*

Locations and Dates

March 8-9, 2019	Cedar Knolls NJ	P.G. Chambers
April 6-7, 2019	Minneapolis MN	Allina Health System
August 23-24, 2019	Naperville/ Aurora IL	BDI Playhouse
October 18-19, 2019	Hamden CT	ACES



\$435 fee. Deadline for registration is 3 weeks prior to course. Registration will be accepted after deadline on a space available basis. Cancellation accepted up until 2 weeks before course, minus an administration fee of \$75. NO REFUNDS WITHIN 2 WEEKS OF COURSE.

Please make check payable and return to: Education Resources, Inc. 266 Main St., Suite 12 • Medfield, MA 02052
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Limited enrollment. We encourage you to register online!

Motor Issues In Autism – Buckley Reen Mar/NJ Apr/MN Aug/IL Oct/CT

Course Registration Form

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Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Work Phone: _____

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Needed in the event of an emergency scheduling change

Email: _____

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How did you learn of this course _____

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