

Sensory Integration Intensive

Jeannetta D. Burpee M.Ed, OTR/L



Faculty

Jeannetta D Burpee, M.Ed., OTR/L is an internationally respected clinician and lecturer on developmental therapy and sensory integration for those with multisystem developmental and learning disorders, those with regulatory and sensory processing disorders those that share co-morbidity with the diagnoses of autism spectrum disorders, dyspraxia, ADHD, and emotional/behavioral disorders. Ms. Burpee has 47 years of clinical experience with people of all ages She consults and treats patients at the private practice, Leaps and Bounds Occupational Therapy Services, in Elmira Heights, NY; maintains a consulting practice in Media, PA for patients and parents near Philadelphia, while also consulting with teachers and therapists at the Talk Institute and School, Inc. in Newtown Square, PA. This is in addition to her international consulting and teaching. Ms. Burpee is Faculty Emeritus for Sensory Integration International in Torrance, California, since 1976, and certified to administer and interpret Dr. A. Jean Ayres' Southern California Sensory Integration and Praxis Test, and the Sensory Integration and Praxis Test Disclosure - Financial: Richard Clendaniel receives an honorarium from ERI for this course and royalties as a book editor for Vestibular Rehabilitation, 4th edition, Herdman & Clendaniel. Non-Financial: He has no non-financial relationships to disclose.

“The best and most informative workshop I have been to. The course was very collaborative and touched on all areas of concern” - Catherine Dye

About this Course

This intensive, hands on, evidence based four-day course addresses sensory processing disorder and sensory integration intervention across all ages for those with autism spectrum, multisystem developmental, learning and behavioral disorders. Participants will leave armed with new direct treatment strategies, as well as contextual interventions to assess and treat across five interdependent systems: motor, sensory, emotional-relational, communication and cognitive problem solving. Participants will learn to treat root deficit systems instead of isolated deficit behaviors, using a Polyvagal Theory informed treatment approach. These approaches enable patients to show regulated functional mastery with spontaneity, self-motivation while seeking out increasingly positive interactions. The focus will be on tools to enhance participation by improving relational and regulatory capacity, body awareness, postural stability/security, coordinative skill, motor planning, interest and skill with interpersonal communication, organization, and abstract reasoning for learning.

Objectives

- Identify and access efficacy research to justify diagnosis and treatment of SPD with SI intervention.
- Understand polyvagal theory, behavioral dysfunction with chronic stress from SPD, & treatment approaches for health, well-being, and functional development.
- Design interventions that address deficits across the five interdependent development systems.
- Assess and document an individual's specific deficit area and establish goals and priorities for treatment.
- Enable safety and security in attachment relationship, using co-regulation to build self-regulation, sensory pleasure, motor competence, self-esteem, and self-confidence.
- Develop hands-on intervention skills for tactile/proprioceptive handling, ball work, movement techniques enabling SI for body awareness, and muscle tone for postural stability and security.
- Design strategies that enable praxis for academics, including handwriting, visual-spatial thinking, arithmetic, spelling, memorization and abstract problem-solving.

Audience

This course is designed for OT's, PT's, SLP's, assistants as well as anyone who works with patients with Autism spectrum, developmental and learning disorders.

Help your patients achieve better outcomes.

Schedule – Day 1

- 7:30-8:00** Registration/Continental Breakfast
- 8:00-8:45** Sensory Processing Disorder (SPD):
Dysfunctional neurological process impacting on behavior and learning Choose Two Cases to Analyze throughout the Course.
- 8:45-11:30** Ayres Sensory Integration (SI), Treatment Efficacy Research
- ① Patterns & subtypes of SPD, Sensory Systems Overview
 - ① Polyvagal theory, the ANS, SPD, a direct relationship to behavior and intervention
 - ① Sensory vs Motor Learning
 - ① Barriers to attachment-relationship, learning & developmental changes
 - ① Sensory Modulation (SMD) & Regulatory Disorders, underlying causes, treatment priorities
 - ① Parents as partners in home, community, & school treatment programs
- 11:30-12:30** Lunch (on your own)
- 12:30-2:30** Cont.
- ① Medication or SI therapy?
 - ① “Toys”, essential qualities for learning in those with intellectual disability
 - ① Developing organization, praxis and problem solving
- 2:30-3:30** Evaluation:
- ① Sensory profile, developmental, and medical history
 - ① Developmental assessment form
 - ① DIR Model, Functional Emotional Developmental Scale
- 3:30-4:30** Video Treatment Demonstration

1st night homework: Case analysis

Schedule – Day 2

- 7:30-8:00** Continental Breakfast
- 8:00-9:30** Small and large group discussions
- 9:30-10:30** Documentation system for therapists: Process Goals and Objectives
- 10:30-11:30** Development of Attention and ADHD (Attention Deficit Hyperactivity Disorder)
- ① Symptoms, prevalence, subtypes
 - ① ADHD and SPD, comorbidity & interactions
 - ① Underlying developmental & neurophysiological processes • Attention deficit misnomers & intervention options
 - ① Case Study: Joshua
- 11:30-12:30** Lunch (on your own) with Optional Video: Touch of Sensitivity
- 12:30-2:00** Somatosensory System: basis for attention, body awareness, and memory.
- ① Functions & neurology
 - ① Tactile hypersensitivity, symptoms, neural systems, and treatment
 - ① Somatosensory SMD: hyper (SOR) and hyposensitivity (SUR)
 - ① Body awareness, body scheme, and world map
 - ① Case Studies: Jeffrey, Hannah
- 2:00-4:00** Somatosensory Treatment Techniques:
- ① Somatosensory diet for home & school: Brushing, buzzing, compression, & oral-motor techniques
 - ① Body awareness techniques and activities
 - ① Signs of change in modulation
 - ① Troubleshooting
- 4:00-4:30** Efficacy Research

2nd night's homework: Analyze parent's sensory questionnaire

Schedule – Day 3

- 7:30-8:00** Continental Breakfast
- 8:00-9:45** Review sensory questionnaire with implications for treatment plan, uses for noting patient progress Vestibular System:
- ④ Developmental functions & neurology pertinent to assessment and treatment
 - ④ Relationship to auditory and visual systems
 - ④ Vestibulo-Proprioceptive functions/dysfunction:
 - ④ Postural control & postural security
 - ④ Auditory-vestibular collaboration
 - ④ Visual-vestibular collaboration
- 9:45-10:15** Vestibulo-Proprioceptive treatment tools and techniques
- ④ Equipment
 - ④ Visual-vestibular interventions process
 - ④ Astronaut Training: Mary Kawar's Protocol
- 10:15-11:30** Sharing Space: Intervention reducing SPD related stress, anxiety and relational trauma
- 11:30-12:30** Lunch (on your own) Optional Video: A review of ball techniques (covered in class) and suspended treatment techniques
- 12:30-1:30** Continued as above: Polyvagal Theory informed interventions
- 1:30-2:30** Muscle tone, reflexes, postural stability, security, and sensory integration
- 2:30-4:30** Lab: Ball techniques workshop: Development of postural stability

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Schedule – Day 4

- 7:30-8:00** Continental Breakfast
- 8:00-9:45** Motor Planning Process: Ideation, Planning and Execution
- ④ Developmental dyspraxia
 - ④ Praxis and language
 - ④ Developmental vs. adult apraxia
 - ④ Neurological and developmental basis for praxis
 - ④ Praxis: Emotional Trauma, Casualties, Behavioral Defenses
- 9:45-10:15** Praxis, a Treatment Process:
- ④ Enhancing sensory registration, body awareness, muscle tone, stability, somatomotor adaptive responses
 - ④ Facilitation of conceptualization, visualization, verbalization, and pretend play
 - ④ Problem solving techniques
 - ④ Enabling planning, sequencing and understanding of temporal and spatial relationships
- 10:15-10:30** Feedforward not feedback treatment supports
- ④ Treatment Activity Suggestions and References
- 10:30-11:30** Handwriting To Prose.
- ④ Postural issues, establishing dominance
 - ④ The tripod grip
 - ④ Scribble boards, floor desks, grease pencils, and chubby stumps
 - ④ Line control, orienting to direction and position in space
 - ④ Printing/cursive
 - ④ Knickerbocker number and letter rhymes
- 11:30-12:30** Lunch (on your own)
- 12:30-2:00** Writing Prose, Stories, Reports:
- ④ Prerequisites in rhythm and sequencing
 - ④ Structure sheets for organization
 - ④ Using humor and motivation Math: Grasping the concepts
 - ④ Prerequisites in rhythm with counting, concepts of more/less, using emotionally loaded and motivating objects
 - ④ Games for adding, subtracting, and multiplication
- 2:00-3:15** Spelling and Memorization Systems
- ④ Associative methods, finger hug method
 - ④ Knickerbocker structure sheets
 - ④ Knickerbocker color code; learning the alphabet beyond rote

Organization/ Study Aides

Two 15 minute breaks will be included on Days 1-3 One morning break on Day 4

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Credits

This course meets the criteria for 27 contact hours (2.7 CEUs). This workshop meets the accepted standards for continuing competence in **CT, MA, NH** and **RI**.

Application has been made to the **NJ** Board of Physical Therapy Examiners. The **PA** State Board of Physical Therapy accepts other board's approvals.

Approved Provider by the **NY** State Board of Physical Therapy for 32.4 contact hours



Approved provider of continuing education by the American Occupational Therapy Association #3043, for 27 contact hours - Intermediate Level Occupational therapy Process: assessment, intervention. The assignment of AOTA CEU's does not imply endorsement of specific course content, products or clinical procedures by AOTA.

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Limited enrollment. We encourage you to register online!

Sensory Integration Intensive/Burpee

May/PA Sept/MA

Course Registration Form

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Work Phone: _____

Cell Phone: _____

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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