

COURSE DESCRIPTION

This intensive, hands on, evidence based four-day course addresses sensory processing disorder and sensory integration intervention across all ages in those with autism spectrum, developmental, and learning 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 the root deficit systems instead of isolated deficit behaviors. This effective approach helps patients to show spontaneity and self-motivation to seek out increasingly positive interactions. The focus will be on tools to enhance participation by improving regulatory capacity, body awareness, postural stability/security, coordinative skill, motor planning, interest and skill with interpersonal communication, organization, and abstract reasoning for learning.

COURSE OBJECTIVES

Participants will be able to apply course learning immediately to:

- Identify and access efficacy research to justify diagnosis and treatment of SPD with SI Intervention.
- 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 attachment relationship, self-regulation, sensory pleasure, motor competence, self-esteem and self-confidence.
- Develop intervention skills in ball work for SI, muscle tone and postural development.
- 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 occupational therapists, physical therapists, speech language pathologists, assistants as well as anyone who works with patients with Autism spectrum, developmental and learning disorders.

REGISTRATION

\$755 fee Deadline for registration is 3 weeks prior to course. Registration accepted after deadline on a space available basis. Cancellation accepted up to 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
(508) 359-6533 or 800-487-6530 (outside MA)
FAX (508) 359-2959
www.educationresourcesinc.com
Limited enrollment

Sensory Integration - Burpee

NAME _____

ADDRESS _____

CITY/STATE/ZIP _____

PHONE (H) _____ PHONE (W) _____

CELL _____

Needed in the event of an emergency scheduling change.

EMAIL _____

Please clearly print your email address for course confirmation

EMPLOYER _____

DISCIPLINE _____ SPECIALTY _____

HOW DID YOU LEARN ABOUT THIS COURSE _____

ERI Rewards. I am registering for my 4th course since January 2008 and applying \$100 credit to the tuition.

Please Indicate Course Location:

Oct/SC **Nov/TX**

Education Resources, Inc. reserves the right to cancel any course due to insufficient registration or extenuating circumstances. Please do not make non-refundable travel arrangements until you have called us and received confirmation that the course will be held. We are not responsible for any expenses incurred by participants if the course must be cancelled.

I have read your refund policy above and understand.

Cardholder's name & billing address with zip code if different from above.

Amount to be charged _____

Signature _____

hereby authorize you to charge my: VISA MC DISCOVER

CVV2 code _____ Exp. Date _____
(last 3 digits on back of card)

FACULTY

Jeannetta Burpee, M.ED, OTR/L is an internationally respected clinician and lecturer on developmental therapy and sensory integration for those with developmental, learning and sensory processing disorders, autism spectrum disorders and dyspraxia. Ms. Burpee has 45 years of experience working with people of all ages. She has recently joined a new private practice, Leaps and Bounds Occupational Therapy Services, in Elmira Heights, NY, while maintaining a consulting practice near Philadelphia, Pennsylvania in addition to her international consulting and teaching. Ms. Burpee is Faculty Emeritus for Sensory Integration International in Torrance, California, and certified to administer and interpret the Sensory Integration and Praxis Tests.

Financial: Jeannetta Burpee receives a speaking fee from Education Resources, Inc. Non-Financial: She has no relevant non-financial relationships to disclose.

CREDIT

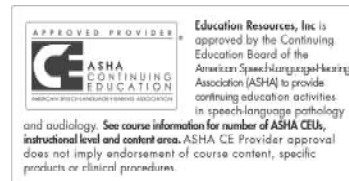
This course meets the criteria for 27 contact hours (2.7 CEU's). Approved by the **PA** State Board of Physical Therapy. The **SC** and **OR** Boards of Physical Therapy accepts other Board's approvals. **TX** Physical Therapy Association accredited provider. This course meets the approval for Type 2 CEUs by the **TX** Board of OT Examiners.

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 (2.7 CEU's) - 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.

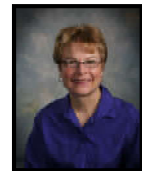
NBCOT Professional development provider 27 PDU's



This course is offered for up to 2.7 ASHA CEUs (Intermediate Level, Professional area).

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

SENSORY INTEGRATION INTENSIVE



Jeannetta D. Burpee
M.Ed, OTR/L

"The best and most informative workshop I have been to. The course was very collaborative and fun and a great return on investment" - Catherine Dye

October 11-14, 2018 - North Charleston, SC
November 1-4, 2018 - Houston, TX

sponsored by



Education Resources, Inc.

Relevant Continuing Education for Therapists by Therapists

www.educationresourcesinc.com

(508) 359-6533 or (800) 487-6530 (outside MA)

DAY ONE

- 7:30-8:00 *Registration/Continental Breakfast*
- 8:00-9:45 *Sensory Processing Disorder (SPD): Dysfunctional neurological processes impacting on behavior and learning*
- Choose Two Cases to Analyze throughout the Course.*
- 9:45-11:30 *Ayres Sensory Integration SI Treatment Efficacy Research Sensory Systems Overview Ayres' Hierarchy Barriers to learning and change Tactile, Proprioception, and Vestibular Systems*
- 11:30-12:30 Lunch (on your own)
- 12:30-2:30 *A Stimulation-arousal model of hyperactivity & over-reactivity: medication or SI therapy? Hierarchy of Behavioral Parameters: Receptive and Expressive Toys as Objects of Learning The Developing Process of Organization/Praxis*
- 2:30-3:30 *Evaluation:*
- Sensory Profile, Developmental, and Medical History
 - Developmental Assessment Form
 - DIR Model, Functional Emotional Developmental Scale
- 3:30-4:30 *Video Treatment Demonstration:*
- 1st night homework assignment.*
- Further case analysis

DAY TWO

- 7:30-8:00 *Continental Breakfast*
- 8:00-9:30 *Small and Large Group Discussions*
- 9:30-10:30 *A Documentation System for Therapists: Process Goals and Objectives*
- 10:30-11:30 *Attention*
- Neurophysiological constructs
 - Attention, sensory registration, meaning and memory
 - Somatosensory system

DAY TWO (cont.)

- ADHD, Attention Deficit Hyperactivity Disorder*
- Symptoms
 - SPD and ADHD: comorbidity
 - Attention deficit misnomers.
 - Intervention.
 - Case Study: Joshua
- 11:30-12:30 Lunch (on your own) with Optional Video: Touch of Sensitivity
- 12:30-2:00 *Somatosensory System: Functional Neurology Tactile Hypersensitivity, signs and symptoms, neural systems, and treatment Somatosensory Modulation Disorder (hyper and hyposensitivity) Body Awareness, body scheme, body map, world map. Grounded vs. body-in-space, oral apraxia Case Studies: Jeffrey, Hannah*
- 2:00-4:00 *Somatosensory Treatment Techniques:*
- Somatosensory Diet Home and School
 - Brushing, Buzzing, Compression, and Body Awareness Protocols
 - Oral-sensory techniques
 - Signs of change in modulation
 - Troubleshooting
- 4:00-4:30 *Efficacy Research*

DAY THREE

- 7:30-8:00 *Continental Breakfast*
- 8:00-9:45 *The Vestibular System: Developmental functions and Neurological Substrates Functional Neurology Pertinent to Clinical Treatment Considerations Vestibular System Receptor Structures and Sites Vestibulo-Proprioceptive Functions/Dysfunction:*
- Hyper and hyposensitivity
 - Gravitational disregard
 - Muscle tone/cocontraction equilibrium
 - Oculomotor support

DAY THREE (cont.)

- 9:45-10:15 *Vestibulo-Proprioceptive Treatment Tools and Techniques*
- Equipment
 - Astronaut Training: the Kawar's Protocol
- 10:15-11:30 *Sharing Space: Reducing stress, and severe defensive patterns secondary to SPD*
- 11:30-12:30 Lunch (on your own) **Optional Video**
- 12:30-1:30 *Sensory Overload and the Impact of Stress, Treatment Precautions for a Sensory Integration Treatment Approach*
- 1:30-2:30 *Muscle Tone, Reflexes, Postural Stability and Sensory Integration*
- 2:30-4:30 *Workshop: Muscle Tone/Sensory Support Towards Postural Stability*

DAY FOUR

- 7:30-8:00 *Continental Breakfast*
- 8:00-9:45 *The Motor Planning Process: Ideation, Planning and Execution*
- Developmental dyspraxia
 - Praxis and language
 - Developmental vs. adult onset apraxia
 - Neurological and developmental basis for praxis
- Praxis, Emotional Trauma/Casualties Social Connections*
- 9:45-10:15 *Praxis, A Treatment Process:*
- Enhancing sensory registration and normalization, body awareness, muscle tone, stability, somatomotor adaptive responses
 - Facilitation of ideation/ conceptualization, visualization, and pretend play
 - Problem solving techniques
 - Enabling planning, sequencing and opportunities to expand an understanding of temporal and spatial relationships
- 10:15-10:30 *Feedforward and treatment implications Treatment Activity Suggestions and References*

DAY FOUR (cont.)

- 10:30-11:30 *Handwriting To Prose.*
- Postural issues, establishing dominance
 - The tripod grip
 - Scribble boards, floor desks, grease pencils, and chubby stumps
 - Line control, orienting to direction and position in space
 - Printing/cursive
 - Knickerbocker number and letter rhymes
- 11:30-12:30 Lunch (on your own)
- 12:30-2:00 *Writing Prose, Stories, Reports:*
- Prerequisites in rhythm and sequencing
 - Structure sheets for organization
 - Using absurdity to humor and motivate
- Communication*
- Math :*
- Prerequisites in rhythm with counting, concepts of more/less, and using objects that have emotional loading with sensory meaning as opposed to 'nerf ball therapy'
 - Games for adding, subtracting, and multiplication
 - Grasping the concept
- 2:00-3:15 *Spelling and Memorization Systems*
- Associative methods, finger hug method
 - Knickerbocker structure sheets
 - 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

LOCATIONS

Please visit our website for suggested accommodations

October 11-14, 2018 - South Carolina
Trident Sports Medicine and Rehabilitation
North Charleston, SC

November 1- 4, 2018 - Texas
Texas Children's Hospital
Houston, TX