

Is it Sensory? Or Is it Behavior?

Assessment and Intervention Tools for OTs, PTs and SLPs

Debra Dickson C/NDT, PT

Faculty

An accomplished lecturer, Debra Dickson is a pediatric physical therapist, owner of Therapy Works Pediatrics LLC in CT and creator of the clinically acclaimed BEAR HUG vest. Ms. Dickson is NDT certified in pediatrics and has a strong background in sensory processing, nutrition and immune function as they relate to children with developmental disabilities. Together with Anne Buckley- Reen, she developed a program for therapists entitled "The Whole Child: S.A.N.E. Strategies for Success." They are currently co-authoring "The Whole Child Handbook," which incorporates a multisystem approach to understanding developmental disorders and successful strategies for improving function. Ms. Dickson lectures both locally and nationally and sits on the professional advisory committees of several nonprofit agencies.

Disclosure: Financial: Debra Dickson receives a speaking fee from Education Resources for this course and she has a financial relationship with Southpaw Enterprises for the sale of Bear Hug, Sensory Snakes and Blankets.

Non-Financial: She has no relevant non-financial relationships to disclose.

About this Course

This workshop will focus on the underlying causes of challenging behavior that impact performance and functional outcomes. Clinicians will learn how to differentiate between the sensory processing problems and the behavioral/emotional problems in order to develop an integrated approach to intervention. We will specifically address visual and vestibular processing disorders that impact social skills and school performance as the key to designing effective, integrated treatment for improved sensory processing, motor skills and behavior. This course will create a paradigm shift and give participants a "new lens" with which they can assess clients. Participants will learn to assess the subtle motor and sensory deficits that may be contributing to attention, learning, motor and behavioral challenges, and most importantly, will learn concrete contextual strategies as well as treatment techniques to apply immediately. Collaborative and consultative approaches will be highlighted to promote function, participation and engagement.

Objectives

- 1 Analyze the role of sensory processing challenges in children and adults with attention and behavioral challenges
- 2 Identify subtle motor patterns common in autism and developmental delays, and their impact on visual attention, social function and behavior.
- 3 Apply integrated assessment techniques (including visual-vestibular, and S.A.N.E) to identify areas of dysfunction that may contribute to behavioral challenges.
- 4 Develop effective treatment protocols for the clinic, home and the school
- 5 Effectively share information with parents, teachers and caregivers for optimal outcomes.

Audience

Occupational Therapists, Physical Therapists, Assistants and Speech-Language Pathologists who work with individuals with special needs. Patient Population: Autism, PDD, Developmental Delays, Sensory Processing Disorders and ADHD

Schedule – Day 1

- 8:30-9:00 Registration/Continental Breakfast
- 9:00-10:30 Sensory Systems Development Birth to-Adult - The Integrated Visual/Vestibular System:
- ④ Its Role in Attention and Modulation
 - ④ Visual/Vestibular/Auditory/Triad
 - ④ Vestibulo-Postural Connections
 - ④ Cerebellum, Bilateral Integration and Fluency
- 10:30-12:00 Motor Development as it relates to visual attention, learning and behavior
- ④ Bilateral integration, Core tone/ strength and Visual Motor Skills
 - ④ Role of the Visual/Vestibular system in Motor Development
 - ④ Sensory-Motor Connections to Attention/Arousal/Movement and Space/Time
 - ④ With challenges such as impulsivity & difficulty with transitions.
 - ④ VOR: The importance of the Vestibular Ocular Reflex in School and Social function, and how to identify deficits.
- 12:00-1:00 Lunch (on your own)
- 1:00-3:00 “He knows better” Understanding Cognitive and Sensory Neurological discrepancies that impact behavior
- ④ Identifying Sensory-motor and visual motor challenges impacting function
 - ④ Working with Behavioral Optometrists for improved functional outcome
 - ④ Visual/Vestibular/Auditory triad and therapies such as Therapeutic Listening
- 3:00-5:00 Biochemical issues that impact Sensory Processing Dysfunction in:
- ④ ADHD, Autism, PDD, LD, Dyspraxia, Developmental Delays and Sensory Processing Disorders
 - ④ Nutritional issues that impact Sensory Processing, learning and behavior
 - ④ Collaborative strategies with parents, caregivers and school personnel
 - ④ Video case studies of Sensory- Behavioral Connections

Schedule – Day 2

- 7:30-8:00 Continental Breakfast
- 8:00-9:30 Assessment: Observations: What to look for?
- ④ Not just, ‘can’ he do it? But “how does he do it? More on observation
 - ④ History: Questions to ask.
 - ④ **Videos:** Identifying the subtle motor issues
 - ④ Visual Motor Assessments
 - ④ Sensory-Motor Assessments
 - ④ S.A.N.E. Assessment
- 9:30-11:00 Assessment (cont.) – Developing measurable goals for:
- ④ Sensory/motor challenges
 - ④ Visual/Vestibular challenges
 - ④ Behavioral challenges
 - ④ Sharing information and teaching others
 - ④ Gaining compliance from family, schools and vocational programs
- 11:00-12:00 Developing Comprehensive Treatment Plans: School/Home/ Clinic (with **Videos**)
- ④ Activities for the classroom
 - ④ Activities for home programs
 - ④ Choosing the right activities for the right outcomes
 - ④ Techniques to improve the VOR for improved School and Social Function
 - ④ Developing S.A.N.E. Strategies for Success
 - Attention and Behavior
 - ④ Designing environments for Success
- 12:00-1:00 Lunch (on your own)
- 1:00-4:00 Comprehensive Treatment w/**Videos** (cont.)
- ④ Tracking methods to monitor progress
 - ④ Sharing information with others to create a paradigm shift and gain ‘buy in’ and create a team approach
 - ④ Our role as teachers can provide the best ‘therapy’ for the client
 - ④ It’s not ‘either-or’...Sensory or Behavior: Working with behaviorists to design effective programs.

Two 15-minute breaks will be scheduled each day.

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Credits

This course meets the criteria for 13 contact hours (1.3 CEUs). Application has been made to the **NJ** Board of Physical Therapy Examiners. The **PA** State Board of Physical Therapy and the **AZ** Board of Physical Therapy accept other state board approvals. **TX** Physical Therapy Association approved provider.

Approved provider by the **NY** State Board of Physical Therapy for 15.6 contact hours.



Approved provider of continuing education by the American Occupational Therapy Association #3043, for 13 contact hours - 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.

This course meets the approval of the **TX** Board of OT Examiners.

NBCOT professional development provider-13 PDUs.



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This course is offered for up to 1.3 ASHA CEUs (Intermediate level, Professional area)

Locations and Dates - 2020

Jan 31-Feb 1	Kileen, TX	KidZ TherapEZE
March 6-7	Edison, NJ	Lakeview School
March 27-28	Tucson, AZ	Tucson Medical Center
May 2-3	Houston, TX	Texas Children's Hospital



\$435 fee. (Group rate 3 or more must be mailed/faxed together) \$410 each. 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.

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Limited enrollment. We encourage you to register online!

Is it Sensory?/Dickson

Jan/TX March/NJ March/AZ May/TX

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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