



Education Resources, Inc.

Relevant Continuing Education for Therapists by Therapists

508-359-6533 Outside MA: 800-487-6530

THERAPIES IN THE SCHOOL ON-LINE (CONFERENCE 5)

REGISTRATION FORM

BILLING NAME		DATE
BILLING ADDRESS		CITY/STATE/ZIP
PHONE		CELL
EMAIL		EMPLOYER
DISCIPLINE		SPECIALTY
Payment by Check/PO	Total \$ Amount:	Credit Card #
HOW DID YOU HEAR OF THERAPIES ONLINE?	EXP	CVV2

Please indicate your chosen full price sessions on the reverse of this form.

You may purchase additional viewings of that session for CEU purposes at the reduced rate.

To receive these group discounts, all registrations must be received together. A discounted registration cannot be added at a later date.

It is the responsibility of the individual therapist to meet their state licensure CEU requirements and confirm that their state accepts Education Resources, Inc. courses.

**Multiple Registrants including Districts/Facilities—Call the office, fax or mail in form
(Please provide; name, address, phone number, accurate email, employer, discipline, specialty
and the chosen session numbers for each registrant)**

508 359 6533 ♦ 800 487 6530

FAX: 508 359 2959 ♦ info@educationresourcesinc.com

SESSIONS FROM CONFERENCE 5	Course #	Course Hours	Rate	# per session	Each additional CEU Certificate (up to	# Additional CEU Certificates	TOTAL
Aligning Strategies to Support Motor Needs with Curriculum Goals Melissa Gerber and Josephine Bardebelias	ERI0027	4	\$179		\$34		
How to Assist Children with Executive Function Dysfunction as a Related Service Provider Jocelynn Wallach and Nancy Williamson	ERI0028	2.5	\$144		\$34		
Strategies to Promote Integration of Primitive Reflexes Janine Wiskind	ERI0029	4.5	\$179		\$34		
Using Evidence to Help Guide Decisions on Goals, Dosage, Frequency, Priorities and Interventions for Motor Issues in Autism Julie Goff and Jennifer Colebourn	ERI0030	3	\$144		\$34		
CONFERENCE 5 COMPLETE PACKAGE (4 sessions)	ERI0031	14	\$599		\$44		
TOTAL							

CONTINUING EDUCATION CREDITS

Each Session meets the criteria for 3 or 4.5 contact hours (0.3 or 0.45 CEU's)
CEU Certificates will be awarded following successful completion of post test.

Occupational Therapists and Occupational Therapist Assistants:

Education Resources, Inc. is an AOTA Approved Provider for Live and Distance Learning-Independent Courses

Approved provider by the FL Board of Occupational Therapy—CE Broker
Application has been made for on-line course approval and is pending.



APPROVED PROVIDER of
CONTINUING EDUCATION
by The American Occupational
Therapy Association, Inc.

NBCOT: Application has been made for on-line course approval and is pending.



Physical Therapists and Physical Therapist Assistants:

Education Resources, Inc. is an approved provider of CEUs for the following states: CA, IL, KY, NC, NY and TX
Application has been made to the NJ, PA and FL Physical Therapy Boards.

The following state boards of physical therapy accept other states' approval and are therefore approved:
AK, AR, AZ, DC, DE, GA, ID, IN, KS, MO, MS, OR, RI, SC, VA, VT, WI, WY

The following states either do not give on-line course pre-approval or do not require CEUs for re-licensure:
CO, CT, HI, IA, MA, ME, MI, MT, NH, SD, UT, VT, WA

Each online course is offered for up to 4.5 ASHA CEUs
(Intermediate level, Professional area).



Education Resources, Inc. is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

SESSION DESCRIPTIONS

Aligning Strategies to Support Motor Needs with Curriculum Goals *ER10027*

Josephine Bardabelias and Melissa K. Gerber

A. How Can The Team Support Motor Needs and Educational Needs in the Mild or Moderately Challenged Child

This session will provide therapists with tools to incorporate therapy for optimal motor outcomes into the educational model. Practical collaborative tools will be emphasized. This session will help therapists identify common struggles, as well as proactive steps to promote success in the educational setting.

B. Aligning Strategies to Support Motor Needs with Educational/Curriculum Goals

We will discuss sensory and motor systems and their impact on a student's ability to focus and enhance memory while being able to process information. Therapists will learn how to impact neuroplasticity to facilitate learning.

How to Assist Children with Executive Function *ER10028*

Jocelynn B. Wallach and Nancy L. Williamson

Do you have students who have difficulty sitting still, initiating tasks, sustaining their attention, and applying active listening skills, in order to work through assignments to completion? Learn to discriminate between components of self-regulation and executive function skills. Learn strategies, modifications and technology applications to address deficits. Learn to collect data to support your intervention plans.

Strategies to Promote Integration of Primitive Reflexes *ER10029*

Janine Wiskind

A. Primitive Reflex Integration: Is it Relevant to my School-Based Practice

The term "primitive reflex integration" has grown in popularity over the past 5 years. Is it a new therapy fad? What is it really, and how is it relevant to your current practice? Learn how reflex integration applies to school performance, participation, and stress

B. Strategies to Promote Integration of Primitive Reflexes

Poor reflex integration can impact all aspects of a child's development – gross and fine motor development, visual perceptual skills, attention and coping skills. Learn how to evaluate primitive reflexes and provide individual, group-based, and consultation strategies to support your child's success at school.

Using Evidence to Help Guide Decisions on Goals, Dosage, Frequency, Priorities and Interventions for Motor Issues in Autism *ER10030*

Julie Goff and Jennifer A Colebourn

This seminar provides therapists with a thorough review on the existing research to classify motor impairments in Autism Spectrum Disorder (ASD), which are now considered a core deficit of the diagnosis. The presentation discusses evidence-based approaches in motor learning for children with ASD, highlighting treatment plans that are focused on participation in the school environment. Measurement approaches and goal development, dosing and frequency will also be discussed

