S.A.N.E./Dickson

NAME__________________________

ADDRESS________________________

CITY/STATE/ZIP___________________

PHONE (home) _____________________

PHONE (work) _____________________

EMAIL____________________________

 Please clearly print your email address for course confirmation

EMPLOYER________________________

PROFESSION______________________

DISCIPLINE_____________ SPECIALTY________________

HOW DID YOU HEAR OF THIS COURSE_

□ ERI Rewards. I am registering for my 4th course since June 2004 and applying $100 credit to the tuition. MUST enclose a list of 3 courses/names of workshops, location and date taken with Education Resources, Inc.

□ Course Location:  □ November/IL

Education Resources 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:_____________________

□ VISA □ MC □ DISCOVER

□ I hereby authorize you to charge my: □ VISA □ MC □ DISCOVER

□ Exp.Date__________________________ Signature__________________________

CVV2 code ___________ (last 3 digits on back of card).

FACULTY

An accomplished lecturer, Debra Dickson is a pediatric physical therapist, owner of TherapyWorks 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 sale of Bear Hug, Sensory Snakes and Blankets. Non-Financial: She has no relevant non-financial relationships to disclose.

CREDITS

This course meets the criteria for 13 contact hours (1.3 CEUs). Education Resources is an approved sponsor by the State of IL Department of Financial and Professional Regulation for Physical Therapy. Application has been made to the IL Early Intervention Program.

□ Approved provider of continuing education by the American Occupational Therapy Association #3043, for 13 contact hours - Intermediate Level Occupational Therapy Process: evaluation, 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 - 16.25 PDUs

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

LOCATION & ACCOMMODATIONS

Please visit our website for a listing of suggested hotels

November 6-7, 2015 - Orland Park, IL
This course will provide participants with a tool for assessing areas such as sleep, sensory processing challenges and nutrition as they relate to function. Recognizing the underlying issues contributing to dysfunction provides the key to designing strategies that prove successful. Research will be presented that demonstrates how sleep, sensory processing, nutrition, and environments significantly impact social skills, learning, behavior and school performance. Making improvements in these areas is often the key to designing effective treatment for creating permanent improvements in sensory processing, motor skills and behavior in children with a variety of diagnoses.

This course will address the child from birth through teen who is demonstrating delays including PDD, Autism, LD, failure to thrive, depression, hyperactivity, sensory processing and language disorders.

"These have been termed the SANE strategies because they WORK. When all four aspects of a child’s functioning are considered in relation to each other and combined with our clinical assessments, we have the tools for a truly successful plan. Our goal is to help each child to function and to feel their very best.”
Anne Buckley-Reen, Debra Dickson

**OBJECTIVES**

Participants will be able to:

- Analyze the role of sensory processing in the development of attention, social skills and visual perception.
- Connect the dots between sleep, sensory and nutritional challenges and their relation to behavior and social skill development
- Apply integrated assessment techniques and learn how to develop measurable goals
- Identify “red flags” that warrant referral to a specialist
- Develop effective treatment protocols to share with families
- Develop strategies for sharing information with parents for optimal outcomes.

**AUDIENCE**

This course is designed for Occupational Therapists, Occupational Therapist Assistants, Physical Therapists, Physical Therapist Assistants, Speech Language Pathologists, Psychologists, Social Workers, Teachers and Early Interventionists.

**SCHEDULE - DAY ONE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:30-9:00</td>
<td>Registration/Continental Breakfast</td>
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| 9:00-10:15 | The “Big Picture:  
The Hierarchy of Development  
Why We Must Look at the “Whole Child” |
| 10:15-10:30 | Break                                                                     |
| 10:30-12:00 | Nutrition:  
Metabolism  
Nutritional Deficiencies that Impact  
Motor Planning, Attention and Language  
Relationship Between Nutrition and Function of Immune, Endocrine and Neurological Systems  
Biochemistry of the Cerebellum and Lower Brain Centers that Support Development  
Nutritional Guideline for Children to Enhance Brain Function |
| 12:00-1:00 | Lunch (on your own)                                                        |
| 1:00-2:30 | Common Biochemical Disorders:  
Neurotoxins - Research on the Role of Environmental Toxins that Impact Processing  
Relationship between Allergies, Self-regulation and Sensory Processing Disorders |
| 2:30-2:45 | Break                                                                     |
| 2:45-5:30 | A Biochemical Understanding of:  
• Attention and Arousal Problems  
• Behavior Issues  
• Learning Disabilities  
• Motor Delays  
• Language and Auditory Processing Disorders |

**SCHEDULE - DAY TWO**

<table>
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<tr>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Continental Breakfast</td>
</tr>
</tbody>
</table>
| 9:00-10:15 | Activities:  
The Physiologic Impact of therapeutic Sound and Touch - On development, Self-regulation, Learning, Communication and Health |
| 10:15-10:30 | Break                                                                     |
| 10:30-12:00 | Activities (Continued):  
The Power of Movement: Physical, Physiological, Neurochemical -  
The Relationship Between the Vestibular System and Development Relationship Between Tactile and Visual Maturity, Impact on Autism, Language Malfunction and Sensory Seeking Behaviors  
The Power of Environment Implementing Programs in School and at Home |
| 12:00-1:00 | Lunch (on your own)                                                        |
| 1:00-2:30 | Assessment:  
Gathering Information and Data  
Assessment Tools  
Nutrition Inventory  
The Developmental Profile  
Clinical Observation  
Parent/Teacher Interview  
Interpreting the Data |
| 2:30-2:45 | Break                                                                     |
| 2:45-4:30 | Intervention:  
Prioritizing Treatment  
Sharing the Information  
Gaining Compliance  
Celebrate Success! |

**ONLINE COURSES**

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