

Treatment of Children with Sensory, Regulation and Motor Challenges: Understanding the Influence of Movement, Rhythms and Emotion

Lise Gerard Faulise, OTR

Faculty

Instructor Lise Gerard Faulise is renowned internationally for her workshops on sensory processing disorders. Ms. Faulise is a co-founder of the Wolf School in East Providence, Rhode Island, designed for K-8 children with learning differences. She currently conducts research at the Wolf School and provides private clinical services in the New England area. Ms. Faulise's experience includes teaching and clinical instruction at Saint Louis University, where she was director of the Faculty Practice in the Department of Occupational Science and Occupational Therapy. More recently, she lived in France and provided client consultation and faculty training to the International Schools in Paris. She received her Advanced Master of Science in Occupational Therapy from Boston University.

Disclosure: Financial: Ms. Gerard Faulise receives a speaking fee from Education Resources. Non-Financial: She has no non-financial relationships to disclose.

About this Course

The focus of this course is to learn effective treatment strategies that are designed to help individuals with sensory processing disorders (SPD) lead full and productive lives. This intensive conference will provide clinicians with an understanding of the development and neurophysiological links between sensory integration and movement patterns that provide the foundation for sensory modulation and integration. Presentation of current neurobiology of the vestibular system's central role in sub-cortical and cortical intercommunication and related research are reviewed. Hands-on demonstrations, movement labs and video examples will highlight assessment and treatment strategies. Assessment strategies and intervention methods that are intended to:

- 1 Improve sensory modulation
- 2 Enhance vestibular function and postural skills
- 3 Optimize social readiness
- 4 Synchronize the organization and sequencing of motor skills and behavior for optimal function in time and space

Objectives

- 1 Discuss the basic principals of vestibular sensory-motor bridge system and how the nervous system organizes information.
- 2 Utilize assessment strategies for detection of primitive vestibular reflexes, ocular motility, vestibulocerebellar functioning, sensory discrimination and motor sequencing.
- 3 Implement effective intervention strategies using vestibuloproprioceptive-tactile system combined with auditory and ocular inputs, projected action sequencing and spatial-temporal perception.

Audience

Occupational therapists, physical therapists, speech language pathologists, assistants, special educators and other professionals who work with children and infants with sensory processing disorders.

Schedule – Day 1

| | |
|-------------|--|
| 8:00-8:30 | Registration and Continental Breakfast |
| 8:30-9:30 | Modulation: Understanding Sensory Over-Responsivity vs. Behavior |
| 9:30-10:30 | Sensory Discrimination: The Vestibular System |
| 10:30-10:45 | Break |
| 10:45-11:15 | Reflexes & Development of Stability |
| 11:15-12:00 | Ocular Motility, Gaze Stability and Posture |
| 12:00-1:00 | Lunch (on your own) |
| 1:00-2:00 | Appreciation of Sound and Rhythm |
| 2:00-2:30 | Entrainment and Binaural Beats |
| 2:30-2:45 | Break |
| 2:45-4:00 | LAB: Assessment |
| 4:00-5:00 | Case Studies: Modulation |

"Finally, a higher level course for sensory-based intervention. I left the course feeling re-energized and having gained a better understanding of applying sensory diet concepts for kids with various sensory processing disorders. The speaker is dynamic and encouraging."

- Erica H. Freve

Schedule – Day 2

| | |
|-------------|--|
| 8:00-8:30 | Continental Breakfast |
| 8:30-10:00 | Assessment of Rhythms and Routines |
| 10:00-10:30 | Application of Postural Control in Near, Far and Virtual Space |
| 10:30-10:45 | Break |
| 10:45-12:00 | Case Studies: Reflexes & Posture |
| 12:00-1:00 | Lunch (on your own) |
| 1:00-1:45 | Case Studies - Video Analysis: Assessing the Problem, Realistic Goal Setting, Integrated Treatment |
| 1:45 – 2:30 | LAB: Movement Analysis |
| 2:30-2:45 | Break |
| 2:45-4:00 | Movement, Entrainment and Sequencing: Getting the Beat |

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Credits

This course meets the criteria for 13 contact hours (1.3 CEUs). **TX** Physical Therapy Association accredited provider. The **MO**, **KS**, and the **AZ** Boards of Physical Therapy recognizes other state board approvals. This course meets the requirements of acceptable continuing education by the **NE** Board of Physical Therapy. This course satisfies CE Requirements in **IO**.

Approved sponsor by the State of **IL** Dept. of Financial and Professional Regulation for Physical Therapy – 13.5 contact hours

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.



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.

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

Approved by the TX Board of Occupational Therapy Examiners.

This program has been submitted for approval of 13 clock hours of continuing education credit by the TX Speech Language-Hearing-Association (TSHA). TSHA approval does imply endorsement of course content, specific products or clinical procedures

12 hours of this course qualify towards the discipline-specific hours for the 20-hour requirement for NDTA re-certification. They do NOT qualify towards the 8-hour NDTA Instructor requirement for re-certification

NBCOT professional development provider-13 PDUs

Locations and Dates - 2020

| | | |
|-----------|-----------------|-----------------------------------|
| April 4-5 | Plano, TX | Children's Medical Center - Plano |
| Nov 13-14 | Kansas City, MO | Truman Medical Center Lakewood |



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

Treatment of Children with Sensory Regulation and Motor Challenges/Gerard Faulise

April/TX Nov/MO

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

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Discipline: _____ Specialty: _____

How did you learn of this course _____

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