

Motor Issues in Autism

Anne Buckley-Reen OTR, RYT

Faculty

Anne Buckley-Reen, OTR, RYT is an international speaker, pediatric occupational therapist, and therapeutic instructor with over 30 years of pediatric experience. As a researcher, clinician, consultant and program developer, Anne has worked with students with ASD from preschooler through adult. Her researched movement curriculum, "The Get Ready To Learn Program" is widely used in NYC schools and throughout the United States. Join Anne for an exciting new two day workshop offering strategies to make connections and build skills with some of our most challenging clients.

Disclosure: Financial: Anne Buckley-Reen receives a speaking fee from Education Resources for this course and receives proceeds from distribution of each DVD. Non-Financial: She has no non-financial relationships to disclose.

"I have practiced occupational therapy in a pediatric setting for over 13 years and this is the best course I have ever attended! Anne is an amazing teacher providing the knowledge and strategies to truly change the lives of the children we serve." - Course Participant

About this Course

Are some of your clients "self-directed" and/or "in their own world"? Are you dealing with reactive behaviors? Do you have difficulty getting "engagement making" a connection? Do you find play and motor skills limited and/or perseverative? Are you encountering self-stimulatory behaviors and not sure what they mean? Do your students just want to "watch"? Are you exhausted at the end of some sessions? Join us as we focus on motor skills in ASD and evidence-based interventions that address motor as well as coexisting social and communicative challenges. For decades, autism has been defined as a triad of deficits in social interaction, communication, and imaginative play. Children on the autistic spectrum may have difficulties with posture, coordination, and motor planning. Recent studies show that movement difficulties are common in children on the autistic spectrum, and poor motor skills are associated with greater difficulties with social communication. Participation in activities, building relationships, and reciprocal communication require neurological systems to coordinate and synchronize the processing, organization, and regulation of sensory information and movement. Differences in body awareness and motor planning can result in avoidance of, or poor response to, many activities that support motor development. Anxiety, self-regulatory and sensory processing challenges often respond to movement activities which enhance brain-body feedback for successful and organized engagement.

Objectives

- Identify at least three common motor challenges in children with ASD
- Describe the relationship between sensory processing, body awareness, and atypical motor performance
- Identify and apply two motor activities (based on research) to support engagement and motor skills development
- Describe the movement feedback challenges in ASD
- Identify and apply at least two preparatory routines to address fear and withdrawal from motor activities

Audience

This course is relevant for Physical Therapists, Physical Therapist Assistants, Occupational Therapists, Occupational Therapy Assistants and Speech Therapist working with children on the autism spectrum from pre-school to school age.

Help your patients achieve better outcomes.

Schedule – Day 1

- 8:00-8:30** Registration/Continental Breakfast
- 8:30-12:00** ASD Defined
- DSM criteria/ history/ autism spectrum disorders
- Brain-Body Challenges for Children on the Spectrum
- Neurological and motor development variations in ASD - the cerebellum and beyond
- Developmental Foundations for Motor Skills:
- Missing connections in ASD
 - Early developmental - ASD clues in Infancy and toddler years
 - Clinical observations - from atypical engagement and exploration to limited motor schemes
- 12:00-1:00** Lunch (on your own)
- 1:00-4:00** Sensory Motor System in ASD
- Visual and auditory processing
 - The tactile, vestibular and proprioceptive pathways
 - Interoceptors
 - Body awareness and sensory system foundations
 - **LAB:** body awareness and body scheme: developing the “Map of Me” in ASD basic body awareness activities
- Stress/ Emotions and Motor Skills
- Self stimulatory behaviors - when, and why
 - Anxiety and fear in ASD
- Common Gross Motor Challenges in Autism
- Including immaturity, hypermobility, muscle tension, muscle weakness, toe walking, perseverative movement - motor “Stims”
 - Movement seeking and avoiding

Schedule – Day 2

- 8:00-8:30** Continental Breakfast
- 8:30-12:00** Evidence Based Physical Activity Interventions
- Praxis/ motor planning
 - The single channel processor
 - Learning in steps
 - Modelling and mirroring
 - The power of repetition
 - Ideation- strategies and supports- using visuals- the when, where, how and why
 - Initiation- getting started
 - Therapeutic use of music to facilitate movement organization
 - Frequency, intensity and duration of interventions to “rewire” and enhance the body-brain connection
- 12:00-1:00** Lunch (on your own)
- 1:00- 4:00** Expanding Motor Schemes/Building Skills
- Sequencing - one step at a time
 - Timing and rhythm - using sound and music to organize movement and breath
 - Feedback - enhancing awareness- what do I feel?
 - Feed-forward- anticipating next steps accessing motor memory
 - **LAB:** Expanding movement and motor skills in the classroom, the home and the community
 - Perceptual motor/ fine motor skill development

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Credits

This course meets the criteria for 12 contact hours (1.2 CEUs). Application has been made to the **NJ** Board of Physical Therapy Examiners. The **PA** State Boards of Physical Therapy recognize other state board approvals. **TX** Physical Therapy Association approved provider. This workshop meets accepted standards for continuing competence as outlined by the **CT** General Statutes.

Approved Provider for 14.4 contact hours by the **NY** State Board of Physical Therapy and the **NY** State Education Department.



Approved provider of continuing education by the American Occupational Therapy Association #3043, for 12 contact hours (1.2 CEUs) 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 NBCOT professional development provider- 12 PDU's

Approved by the **TX** Board of Occupational Therapy Examiners.

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

Locations and Dates - 2020

August 22-23	Houston, TX	Texas Children's Hospital
August 28-29	New Brunswick, NJ	Children's Specialized Hospital
November 6-7	Hamden, CT	ETS-ACES



\$435 fee. Group Rate, 3 or more, \$410 must register together. 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.

Please make check payable and return to: Education Resources, Inc. 266 Main St., Suite 12 • Medfield, MA 02052
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Limited enrollment. We encourage you to register online!

Motor Issues in Autism – Buckley-Reen

☐ Aug/TX ☐ Aug/NJ ☐ Nov/CT

Course Registration Form

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Address: _____

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Needed in the event of an emergency scheduling change

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How did you learn of this course? _____

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