

REGISTRATION

\$425 fee. (Group rate 3 or more) \$399 each. Deadline for registration is two weeks prior to course. Registration will be accepted after deadline on a space available basis. Cancellation will be accepted until that deadline, minus an administration fee of \$75. **NO REFUNDS AFTER DEADLINE.**

Please make check payable and return to:

Education Resources, Inc.
266 Main St., Suite 12 • Medfield, MA 02052
(508) 359-6533 or 800-487-6530 (outside MA)
FAX (508) 359-2959
www.educationresourcesinc.com

Limited enrollment

Sensory Behavior/Dickson

NAME _____

ADDRESS _____

CITY/STATE/ZIP _____

PHONE (H) _____ PHONE (W) _____

PHONE (C) _____

Needed in the event of an emergency scheduling change

EMAIL _____

Please clearly print your email address for course confirmation

EMPLOYER _____

DISCIPLINE _____ SPECIALTY _____

HOW DID YOU HEAR OF THIS COURSE _____

ERI Rewards. I am registering for my 4th course since September 2002 and applying \$100 credit to the tuition. May not be combined with any other credit. Must be applied at time of registration. Subject to availability.

Please indicate course location:

Apr/NY

Apr/NH

I hereby authorize you to charge my: VISA MC DISCOVER

Exp. Date _____ Signature _____

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

Cardholder's name & billing address with zip code if different from above.

I have read your refund policy above and understand.

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.

CREDITS

This course meets the criteria for 13 contact hours (1.3 CEU's). Application has been made to the New Jersey Board of Physical Therapy Examiners.

NY - Approved provider of 15.6 contact hours by the New York State Board of Physical Therapy.



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 PDU's.



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

TESTIMONIALS

"Ms. Dickson did an awesome job of clarifying so many things we see in our children and giving us a clearer understanding of why. After this course, I really feel inspired to implement many of the ideas and strategies into my school programs as well as my home routines. I would definitely recommend this course to other professionals and parents." - Andrea Calabro

"Debra's course was well organized, packed with valuable information for assessment, goal setting and treatment. She has tapped into one of the missing links. I highly recommend this course." - Debbie Wilkinson

"I learned to look at familiar things through new lenses." - Joan Marnelock

LOCATION & ACCOMMODATIONS

Please visit our website for a listing of suggested hotels

April 5-6, 2013 - New York

St. Mary's Hospital for Children
29-01 216th Street
Bayside, NY

April 26-27, 2013 - New Hampshire

Portsmouth Regional Hospital
333 Borthwick Avenue
Portsmouth, NH

Is it Sensory ?

Or Is it Behavior?

Assessment and Intervention Tools for OT's, PT's and SLP's

Evidence based approach to:

Autism • Anxiety • ADHD

Mood Swings • NVLD



Debra Dickson

April 5-6, 2013 - Bayside, NY

April 26-27, 2013 - Portsmouth, NH

Sponsored by



Education Resources, Inc.

Relevant Continuing Education for Therapists by Therapists

www.educationresourcesinc.com

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COURSE DESCRIPTION

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.

Through extensive video case analysis of infants, toddlers, school age children and adults, this course examines sensory-motor development and its role in the development of attention, learning 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, motor and behavioral challenges, and most importantly, will learn concrete strategies and treatment techniques to apply immediately.

Patient Population: Autism, PDD, Developmental Delays, Sensory Processing Disorders and ADHD Infancy through Adult.

AUDIENCE

Occupational Therapists, Physical Therapists, Assistants and Speech-Language Pathologists who work with developmentally delayed individuals toddlers through adult.

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 the sale of Bear Hug, Sensory Snakes and Blankets. **Non-Financial:** She has no relevant non-financial relationships to disclose.

SCHEDULE - DAY ONE

- 8:30-9:00 Registration/Continental Breakfast
- 9:00-10:30
- Sensory Systems Development Birth-to-Adult
 - The Integrated Visual/Vestibular System: Its role in Attention and Modulation
 - Visual/Vestibular/Auditory/Triad
 - Vestibulo-Postural Connections
 - Cerebellum, Bilateral Integration and Fluency
- 10:45-12:00
- Motor Development as it relates to visual attention, learning and behavior
 - Bilateral integration, Core tone/strength and Visual Motor Skills
 - Role of the Visual/Vestibular system in Motor Development
 - Sensory-Motor Connections to Attention/Arousal/Movement and Space/Time
 - With challenges such as impulsivity & difficulty with transitions.
 - 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
 - Identifying Sensory-motor and visual-motor challenges impacting function
 - Working with Behavioral Optometrists for improved functional outcomes
 - Visual/Vestibular/Auditory triad and therapies such as AIT and Therapeutic Listening
- 3:00-5:00
- Biochemical issues that impact Sensory Processing dysfunction in:
 - ADHD, Autism, PDD, LD, Dyspraxia, Developmental Delays and Sensory Processing Disorders
 - Nutritional issues that impact Sensory Processing, learning and behavior
 - Strategies for sharing this information appropriately with parents and caregivers.
 - Video case studies of Sensory-Behavioral Connections

SCHEDULE - DAY TWO

- 7:30-8:00 Continental Breakfast
- 8:00-9:30
- Assessment:
 - Observations: What to look for?
 - Not just, 'can' he do it? But "how" does he do it? More on observation
 - History: Questions to ask.
 - Identifying the subtle motor issues (videos)
 - Visual Motor Assessments
 - Sensory-Motor Assessments
 - S.A.N.E. Assessment
- 9:30-11:00
- Assessment continued:
 - Developing measurable goals for:
 - Sensory/motor challenges
 - Visual/Vestibular challenges
 - Behavioral challenges
 - Sharing information and teaching others
 - Gaining compliance from family, schools and vocational programs
- 11:00-12:00
- Developing Comprehensive Treatment Plans: School/Home/Clinic (with videos)
 - Activities for the classroom
 - Activities for home programs
 - Choosing the right activities for the right outcomes
 - Techniques to improve the VOR for improved School and Social Function
 - Developing S.A.N.E. Strategies for Success
 - AIT (Auditory Integration Training) Attention and Behavior
 - Designing environments for Success
- 12:00-1:00 Lunch (on your own)
- 1:00-2:00 Developing Comprehensive Treatment Plans (continued)
- 2:00-4:00
- Comprehensive Treatment plans continued...(with videos)
 - Tracking methods for monitoring progress
 - Sharing information with others to create a paradigm shift and gain 'buy in' and create a team approach
 - Our role as teachers can provide the best 'therapy' for the client
 - It's not 'either-or'...Sensory or Behavior: Working with Behaviorists to design effective programs.

Two 15 minute breaks will be scheduled each day