

## Outline

### Neurological Foundations of Sensory Integration

Primary sensory systems in SI

Receptors, neurological tracts and brain locations of sensory systems

How is each system stimulated?

Types of sensory integration dysfunction associated with each system

### Clinical Observation and Interviews for Assessment

Analyze case studies using a sensory integration frame of reference vs developmental or motor

Distinguish between sensory-based and nonsensory-based behaviors

Clustering observations of behavior into sensory processing categories

### Develop Interview Questions

Formulate questions for parents/teachers to gain sensory information

Formulate questions related to participation in everyday life

Clustering responses into "diagnostic groups"

### Documentation for Maximum Reimbursement and Access to Services

Write goals and objectives which enable access to services in schools and clinics

Document progress in functional terms

Write appropriate evaluation, progress and discharge reports

### Design treatment sessions based on Ayres SI principles

Analyze sensory aspects of therapy equipment

Modify activities to match needs of the child

Sensory diets for use at home and school

Sensory stories - enhance child's participation in daily activities

### Live Seminar Schedule

**7:30** Registration/Morning Coffee & Tea

**8:00** Program begins

**11:50-1:00** Lunch (*on your own*)

**4:00** Program ends

For locations and maps, go to [www.pesirehab.com](http://www.pesirehab.com), find your event, and click on the seminar title.

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# Sensory Integration

Assessing and Treating Kids  
When Formal Testing Isn't Possible

Featuring **Gretchen Dahl Reeves, PhD, OTL, FAOTA**

**TOWSON, MD**  
Wednesday  
December 6, 2017

**ELLCOTT CITY, MD**  
Thursday  
December 7, 2017

**FAIRFAX, VA**  
Friday  
December 8, 2017



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## Objectives

1. Chart the characteristics of sensory modulation, sensory-based motor and sensory discrimination disorders.
2. Choose questions for parent interviews which will help you distinguish the presence and type of sensory processing disorder.
3. Discriminate between the 3 major sensory systems in order to apply the appropriate sensory experience for the children.
4. Assess the primary characteristics of Ayres SI and contrast those with other sensory-based interventions.
5. Propose appropriate treatment goals based on analysis of deficits.
6. Produce appropriate treatment activities and equipment which will improve sensory processing.
7. Plan sensory-based intervention strategies for parents and teachers.
8. Measure progress to justify third party reimbursement.

**Hassle-Free Cancellation Policy:** If you contact us before the event date, you can exchange for a DVD or CD/digital manual package on the subject (self-study continuing education credit maybe available), a certificate to attend another seminar, or receive a tuition refund less a \$30 cancel fee. Substitutions are permitted at any time.

# Sensory Integration

Assessing and Treating Kids  
When Formal Testing Isn't Possible

Presented by **Gretchen Dahl Reeves, PhD, OTL, FAOTA**

*Videos of sensory-based behaviors to problem solve cases*

*Write goals and objectives to enable appropriate access to services*

*Distinguish between the 3 major sensory systems to apply most appropriate sensory activity*

*Treatment plans for children who are difficult to assess and treat*

*Discover what sensory integration equipment to use for treatment tools*

*Practice documentation for maximum reimbursement*

**TOWSON, MD**  
Wednesday, December 6, 2017

**ELLCOTT CITY, MD**  
Thursday, December 7, 2017

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Friday, December 8, 2017



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# Sensory Integration

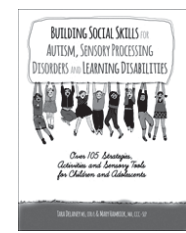
## Assessing and Treating Kids When Formal Testing Isn't Possible

Many of the children we work with are unable to take tests which require a good attention span and the ability to follow directions. These children may have ADD, ADHD or ASD. However, **we need to be able to identify those deficits which are interfering with their ability to learn at school, participate in family activities and promote friendships.**

Today you will expand your knowledge of sensory processing activities, and enhance your effectiveness to work with these children!

You will learn to identify which deficits have a sensory integration foundation, and thus be able to use treatment techniques to improve the quality of life for the kids you work with every day! In this workshop, I will teach you: **how to identify behaviors which are sensory, determine underlying sensory systems** which may be contributing to these behaviors, plan treatment strategies to help them more fully participate in school, community and home activities, and **practice documenting your services.**

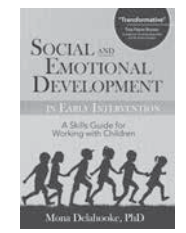
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**Building Social Skills for Autism, Sensory Processing Disorders and Learning Disabilities**  
*Over 105 Strategies, Activities and Sensory Tools for Children and Adolescents*

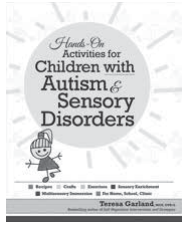
By Tara Delaney, MS, OTR/L & Mary C. Hamrick, MA, CCC-SLP

Nationally recognized experts Tara Delaney, OTR/L and Mary Hamrick, CCC-SLP have designed this revolutionary workbook to help professionals use the sensory system to teach complex social skills and build self-awareness in children with autism, sensory processing disorder and learning disabilities.



**Social and Emotional Development in Early Intervention**  
By Mona M. Delahooke, PhD

A groundbreaking resource for the field of early intervention. Illustrated with worksheets, charts and handouts, this reader-friendly book will provide valuable tools to nurture relationships, measure progress, reduce child stress, address challenging behaviors and promote self-regulation.



**Hands-on Activities for Children with Autism & Sensory Disorders**  
By Teresa Garland, MOT, OTR/L

Innovative, practical and fun activities for children with autism and sensory disorders.

Following a step-by-step recipe format, Teresa Garland, MOT, OTR/L provides nearly 200 activities and interventions to help children with their sensory needs. This highly detailed, illustrated and accessible guide is a rich resource for any therapist, teacher or parent.

**Target Audience:** Occupational Therapists • Occupational Therapy Assistants • Educators  
Speech-Language Pathologists • Counselors • Psychologists • Social Workers • Physical Therapists  
Physical Therapist Assistants • Play Therapists

**Seminar on CD or DVD Package:**  
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## Speaker

**Gretchen Dahl Reeves, PhD, OTL, FAOTA**, has served as an associate professor of occupational therapy at Eastern Michigan University, teaching courses in pediatric programming, neuroscience and research for 16 years. She has over 40 years of experience as a practitioner, educator and mentor, focused on services for children and adolescents with a variety of developmental disabilities, including learning, behavior and attention disorders, autism, cerebral palsy and other neurological conditions.

Her research interests span a variety of topics that address sensory processing, play, attention, arousal and behavior regulation. Dr. Reeves has lectured across the U.S. and around the world on topics related to sensory integration. She served as an instructor of SI certification courses offered by University of Southern California and Western Psychological Services for 30 years and lectures for the SI Network of the United Kingdom.

Gretchen received B.S. and M.A. degrees from Michigan State University, the Master of OT degree from Western Michigan University and a doctorate in Biopsychology from the University of Michigan.

Speaker Disclosures:

Financial: Gretchen Reeves is in private practice. She is an associate professor at Eastern Michigan University. Dr. Reeves receives a speaking honorarium from PESI, Inc.

Non-financial: Gretchen Reeves is a member of state, local and national associations of occupational therapy.

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## LIVE SEMINAR CONTINUING EDUCATION CREDIT INFORMATION

**Credits listed below are for full attendance at the live event only.** Certificates of Completion are distributed at the conclusion of the live seminar for those who register prior to the event date and attend the full day. A letter of attendance will be issued to participants who register at the event, arrive late, or leave early. For those who registered day of (walk-ins), and are in full attendance, a certificate of completion for full CE credit will be sent within 30 days following the event. For those in partial attendance (arrived late or left early), an adjusted certificate of completion reflecting partial credit will be issued within 30 days (if your board allows). Please see "live seminar schedule" for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch.

If your profession is not listed, please contact your licensing board to determine your continuing education requirements and check for reciprocal approval. For other credit inquiries not specified below, or questions on home study credit availability, please contact [cepesi@pesi.com](mailto:cepesi@pesi.com) or 800-844-8260 before the event.

Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of mental health professionals. As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your professions standards.

PESI, Inc. offers continuing education programs and products under the brand names PESI, PESI Healthcare, PESI Rehab and Psychotherapy Networker.

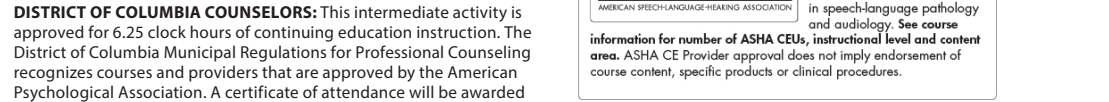
**COUNSELORS:** This intermediate activity consists of 6.25 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

**DISTRICT OF COLUMBIA COUNSELORS:** This intermediate activity is approved for 6.25 clock hours of continuing education instruction. The District of Columbia Municipal Regulations for Professional Counseling recognizes courses and providers that are approved by the American Psychological Association. A certificate of attendance will be awarded at the end of the program to counselors who complete the program evaluation, to submit to their state board.

**VIRGINIA COUNSELORS:** This intermediate activity is approved for 6.25 clock hours of continuing education instruction. The Virginia Board of Counseling recognizes courses and providers that are approved by the American Psychological Association. A certificate of attendance will be awarded at the end of the program to counselors who complete the program evaluation, to submit to their state board.

**EDUCATORS/TEACHERS:** This course is designed to qualify toward your professional development requirement. The program is 6.25 clock hours in length.

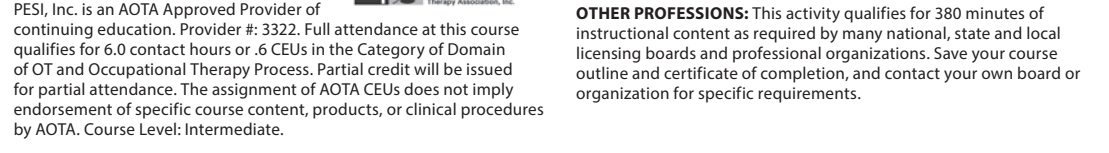
**OCCUPATIONAL THERAPISTS & OCCUPATIONAL THERAPY ASSISTANTS:** PESI, Inc. is an AOTA Approved Provider of continuing education. Provider #: 3322. Full attendance at this course qualifies for 6.0 contact hours or .6 CEUs in the Category of Domain of OT and Occupational Therapy Process. Partial credit will be issued for partial attendance. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. Course Level: Intermediate.



**SPEECH-LANGUAGE PATHOLOGISTS:** This course is offered for .6 ASHA CEUs (Intermediate level, Professional area).

**SOCIAL WORKERS:** PESI, Inc. Provider #:1062, is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB), [www.aswb.org](http://www.aswb.org) through the Approved Continuing Education (ACE) Program. PESI, Inc. maintains responsibility for the program. ASWB Approval Period: January 27, 2017 - January 27, 2020. Social workers should contact their regulatory board to determine course approval for continuing education credits. Social workers participating in this course will receive 6.25 (Clinical) continuing education clock hours for this intermediate course. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation.

**OTHER PROFESSIONS:** This activity qualifies for 380 minutes of instructional content as required by many national, state and local licensing boards and professional organizations. Save your course outline and certificate of completion, and contact your own board or organization for specific requirements.



## How to Register

SENSORY INTEGRATION: ASSESSING AND TREATING KIDS WHEN FORMAL TESTING ISN'T POSSIBLE

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We would be happy to accommodate your ADA needs; please call at least two weeks prior to the seminar date.

Walk-ins are welcome but admission cannot be guaranteed. Call M-F 7:00-6:00 Central Time for space availability if registering within one week of seminar.

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\$30 Tuition: If you are interested in being our registration coordinator for the day, go to: [www.pesirehab.com/coord](http://www.pesirehab.com/coord) for availability and job description, or call our Customer Service Dept. at 800-844-8260.

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