

Outline

4 D's of a Digital Generation Distraction, Disorganization, Dysregulation, and Digital Dementia

The speed of digital information verses the speed of neurodevelopment

Growing impact of technology on learning and behavior

Specific challenges for children with learning, processing, and attention deficits

Rebalance the Brain-Body Connection

Role of the senses in self-regulation, perception, and adaptive response patterns

Sensory Imbalances: Overusing vision in a screen-based world

Impact of weak links in sensory triads on learning and behavior

Influence physiology to reduce disorganization and dysregulation

Rebalance through controlled activation of multiple senses

A Powerful New Framework: Body Activated Learning™

3 Phase Approach: Optimize, activate, and regroup

Optimize connection to the body through energizing or calming movement

Activate the brain-body connection using sensory triads and vision exercises

Regroup from screen-based and sedentary learning tasks triggering visual and body fatigue

Experiential learning

Active and Digitally Interactive Treatment Strategies

Determine a child's digital and sensory-learning profile

Building Sensational self-awareness to engage and empower learners

Proactive activities to support regulation and cognition

Embedding regrouping opportunities to recover from dysregulation and overload

Technology as a tool to support the brain-body connection

Case studies, videos, and interactive learning

Influencing Neuroplasticity: Techniques to Balance Technology and Sensory Smart Movement

Vision, auditory, vestibular, and motor considerations for:

ADHD

Autism

Dyslexia and dysgraphia

Non-identified but digitally impacted children

Attacking Digital Dementia and Disorganization from the Inside Out

Educate parents and schools

Play and learning vs "Done for You" Technology

Visualization vs videos and Playstation

Creation vs consumption: Interactive learning in a digital age

Remediation vs accommodation

Contagious Mindsets: Collaborate to Empower a Digital Generation

Integrated support strategies: Use body activated learning within an RTI model

Whole class intervention and universal design

Small group instruction, social groups, and morning movement opportunities

Individualized supports

Teach to learn: Modeling and cross-training for Paraprofessionals

Planning materials and resources for collaborative intervention

Classroom set-up and sensory smart routines

Merging sensory diets, sensory strategies, multisensory learning, and brain breaks

Empowering conversations with children

Live Seminar & Webcast Schedule

(Times listed in Central)

7:30 Registration/Morning Coffee & Tea

8:00 Program begins

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

4:00 Program ends

There will be two 15-min breaks (mid-morning & mid-afternoon). Actual lunch and break start times are at the discretion of the speaker. A more detailed schedule is available upon request.

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Distracted and Disorganized Kids in a Digital Generation:

Techniques to Influence Neuroplasticity, Manage Screen Time & Implement Sensory Smart Movement

St. Cloud, MN • Wednesday, December 11, 2019

Roseville, MN • Thursday, December 12, 2019

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Distracted and Disorganized Kids in a Digital Generation:

Techniques to Influence Neuroplasticity, Manage Screen Time & Implement Sensory Smart Movement

4 D's of a Digital Generation: Disorganization, Distraction, Dysregulation, and Digital Dementia

Determine a child's digital and sensory-learning profile to inform treatment planning

Global implications of Smart Technology on Autism, ADHD, Dyslexia, non-identified populations

Move beyond your sensory toolbox to create a collaborative school-based support plan

St. Cloud, MN
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A NON-PROFIT ORGANIZATION CONNECTING KNOWLEDGE WITH NEED SINCE 1979

Objectives

1. Determine at least 3 generational challenges impacting neurosensory development in a digital generation of learners.
2. Summarize the role of sensory triads in adaptive behavioral and motor responses.
3. Design a treatment plan outline to support state regulation and the brain-body connection while promoting recovery from screen time and skill demands.
4. Apply clinical reasoning to guide treatment-based on neurosensory patterns of children with ADHD, LD, and Autism.
5. Outline 4-5 strategies you can implement immediately to empower this generation of learners while optimizing intervention and support strategies.
6. Implement a school-wide model for empowering a digital generation.

Distracted and Disorganized Kids in a Digital Generation: Techniques to Influence Neuroplasticity, Manage Screen Time & Implement Sensory Smart Movement

Gen Z is the first generation to grow up with smart technology. The use of screens is not just impacting social skills and human interaction, it’s compromising neurosensory development!

As learning and leisure time becomes increasingly screen-based, children are over-using their visual systems at the expense of exploring the environment and activating their senses for learning through movement. *While the impact of screens on social interactions and self-esteem are being increasingly recognized, clinicians and educators need to understand the potential implications as it relates to neurosensory development.*

As clinicians and educators, we are equipped with many programs and interventions based on neurodevelopmental principles. *Now, we need to apply them in the context of an increasingly digital world.*

Treating requires a new framework to ensure we activate the senses for learning and model the habits of success. This is especially true for children with ADHD, Autism, LD, sensory processing, and motor deficits, who, at baseline, require more opportunities for multi-sensory integration to increase attention and enhance brain development for learning than their neurotypical peers.

In this program, you will enhance your existing therapeutic techniques to:

- Determine a child’s digital and sensory-learning profile to inform treatment planning
- Identify the influence of smart technology and screen time on neuroplasticity in children with ADHD, LD, Autism, and SPD
- Rebalance the brain-body connection through controlled activation of multiple senses
- Optimize connection and cognition while supporting recovery from dysregulation and digital overload
- Instill the habits of success: mindset, state regulation, and movement

Speaker

Aubrey Schmale, OTR/L, SIPT, Certified Tomatis Consultant is an occupational therapist, providing advanced clinical evaluation and intervention in the area of sensory integration and learning. She graduated from Boston University in 2003 with a Bachelors in occupational therapy and continued to advance her clinical knowledge through self-study, mentorship, certification in sensory integration theory and practice, and certification in the Tomatis Method and Tomatis-based auditory interventions. In 2011, she opened a private occupational therapy clinic, providing comprehensive evaluation and treatment of sensory processing disorders and related disabilities such as Autism, ADHD, Dyslexia, Dysgraphia, and Executive Function deficits. She possesses advanced knowledge in visual-vestibular integration treatment techniques, treatment of postural-ocular and functional visual skill deficits, and intervention to address sensory-motor-perceptual factors contributing to dyslexia and dysgraphia. She provides independent educational occupational therapy evaluations across Fairfield County, CT and consults with school teams to optimize school-based intervention strategies and treatment techniques. In spring 2018, she presented a case study utilizing the Tomatis Method and sensory integrative occupational therapy at the Tomatis International Convention in Warsaw, Poland. In 2015, she authored *The Body Activated Learning Handbook* and continues to develop programming, educational supports, and trainings for educators and related service professionals based on the Body Activated Learning™ approach. She presents to educators, therapists, and nurses on the impact of sensory processing on learning and development and helps them optimize classroom and treatment strategies to support a neurologically diverse generation using Body Activated Learning™. Most recently, she presented at the Developmental Disabilities Nursing Association of CT on using Body Activated Learning to enhance programming and facilitate independence when working with adults with Autism and developmental disabilities.

Speaker Disclosure:
Financial: Aubrey Schmale is the owner of Sensational Achievements, LLC. She receives a speaking honorarium from PESI, Inc. Non-financial: Aubrey Schmale is a member of the American Occupational Therapy Association; and the Connecticut Occupational Therapy Association.

Live Webcast Details and Live Webcast Continuing Education Credit Information

Join us on December 12, 2019, for this live, interactive webcast! Invite your entire office and, like a live seminar, “attend” the webcast at its scheduled time. It’s easy and convenient! Webcasts provide everything you need for a premier educational experience including real-time video and audio of the speaker. See and hear the speaker, ask questions via email and have them answered during the webcast, and watch the slides all on your computer screen. Seminar materials are available for download. One CE Certificate is included. Certificates of Completion can be printed after completing and passing the on-line post-test evaluation. Additional certificates are available for \$49.99 USD per participant. Please see “live seminar schedule” for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch. For CE information for the live webcast, please visit: www.pesirehab.com/webcast/75822

Target Audience: Pediatric Psychologists, Neuropsychologists, Social Workers, Counselors, Pediatric Occupational And Physical Therapists, And Pediatric Speech Therapists, Educators

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75+ Worksheets & Activities for Trauma, Anxiety, Depression, Anger & More
By Timothy Gordon, MSW, RSW & Jessica Borushok, Ph.D.
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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 provided 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.
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Minnesota Psychologists: For the most up-to-date credit information, please go to: www.pesi.com/events/detail/75504.

Psychologists/School Psychologists: PESI, Inc. is approved by the National Association of School Psychologists to offer professional development for school psychologists. PESI maintains responsibility for the program. Provider #1140. PESI is offering this activity for 6.25 hours of continuing education credit. Full attendance is required; no partial credits will be offered for partial attendance.

PESI, 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.

Speech-Language Pathologists: This course is offered for .6 ASHA CEUs (Intermediate level, Professional area).

*** Please note that Speech-Language Pathologists must complete the post-test and evaluation within two weeks of attending the live event if they would like their participation submitted to the ASHA CE Registry. Detailed instructions will be provided the day of the program under the Handouts section of the online program.*

Social Workers: PESI, Inc., #1062, is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. PESI, Inc. maintains responsibility for this course. ACE provider approval period: January 27, 2017 - January 27, 2020. Social Workers completing this course receive 6.25 Clinical Practice continuing education credits. Course Level: Intermediate. Full attendance is required; no partial credits will be offered for partial attendance. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation.

Minnesota Social Workers: PESI, Inc. is an approved provider with the State of Minnesota, Board of Social Work. Provider #: CEP-140. This course has been approved for 6.0 continuing education hours.

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.

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