***A selection of short courses / workshops presented by***

***Lezlie Adler, MA, OTR, C/NDT***

*NB: These descriptions are a guide only. Each workshop can be run as a one day, two day or three day option, with content varied to suit the workshop length.*

**Linking Play to Function....Utilizing Neurodevelopmental and Sensory Integration Strategies to Facilitate Functional Skills Through Play**

**COURSE DESCRIPTION**

This new workshop, developed and taught by Lezlie Adler, internationally renowned clinician and teacher will focus on play as a vehicle for learning for children with developmental challenges. Current information on Neuro Developmental Treatment and Sensory Integration will provide the foundation for analyzing and applying play to assessment and intervention with children of all ages to attain functional skills.

**COURSE OBJECTIVES**

The participant will be able to:

1. create developmentally appropriate play activities for children with neuro - motor, (oral motor, fine motor and gross motor) sensory, and developmental challenges as a preparation for functional tasks.
2. analyze the essential elements of a functional skill, and identify playful interventions to facilitate specific goals in the areas of mobility, daily living skills, tool usage and oral motor function and respiration.
3. identify and apply critical elements in the theoretical frameworks of NDT, SI, and Motor Learning that facilitate play and ultimately the acquisition of a functional skill in children.
4. consider different methods for teaching, managing the environment, selecting equipment, and handling the child that will be playful and optimize function.

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**NDT/SI and Play**

Suitable for Occupational, Physical and Speech Therapists, this workshop will focus on play as a vehicle for learning for children with developmental challenges. Are the goals you are setting for the children you treat, realistic? Is the treatment approach the most effective to achieve the outcome you want? This workshop will enhance critical thinking skills to enable therapists to use a systematic approach to treating children with developmental challenges. Focus will be on problem solving to gain function for children with motor control, sensory processing and behavioral compromise. The unique approach will help therapists set realistic measurable goals, set priorities and determine frequency of treatment and exit criteria.

**Integrating NDT, SI and Motor Learning Perspectives in Pediatrics...Treating for Measurable Outcomes: *A Task Analysis and Problem -Solving Approach***

COURSE DESCRIPTION

This workshop will enhance critical thinking skills to enable therapists to use a systematic approach to treating children with developmental challenges. Focus will be on problem solving to gain function for children with motor control, sensory processing and behavioral compromise. The unique approach will help therapists set realistic measurable goals, set priorities and determine frequency of treatment and exit criteria.

COURSE OBJECTIVES

Participants will be able to:

1. Discuss developmental processes in the context of motor learning, neurodevelopmental treatment, and sensory integration theories of intervention.
2. Use Critical thinking skills to apply current concepts of motor learning, NDT and SI to achieve functional outcomes
3. Identify behaviors indicating motor and sensory difficulties in children that compromise function through observation.
4. Use a new systematic approach to plan and execute treatment in a clinic, home, and school environment.
5. List a minimum of five new intervention techniques.

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**Implementing Therapy In and Out of the Classroom: Practical Solutions to Everyday Challenges in School.  I just updated this.**

COURSE DESCRIPTION

This three-day course will focus on functional assessment of performance in school environments, focusing on the preschool and school age child. There will be a thorough examination of school-based routines essential for school success in lecture and laboratory format. Postural control and movement, sensory processing, and environmental adaptation will be used as the foundation for applying “practical principles” to therapeutic intervention. Participants are welcome to bring videotapes of children for problem solving discussions.

COURSE OBJECTIVES

1. Identify and prioritize therapist vs. educator roles, core functional routines basic to all educational environments, and therapist deliverables
2. To learn critical thinking skills necessary in identifying foundations for function
3. To present a “top down” functionally based model of therapeutic intervention that removes barriers and improves the classroom performance of children
4. To identify effective consultation, direct treatment, and infusion tactics to bring therapy into the classroom
5. To demonstrate how to extend the impact of therapy in the daily routines of an educational environment
6. Learn strategies for evaluating and impacting seating, mobility, feeding, dressing, tool usage, playground and gym activities

**Getting the Most from the Early Years “NDT: a Multi System Approach to Assessment and Intervention’**

**COURSE DESCRIPTION**

The current theoretical framework of Neuro Developmental Treatment (NDT) will be

presented emphasizing a multi systemic approach to assessment, intervention and skill

acquisition for infants and preschool age children with neuro motor challenges. Critical sequences of motor development and sensory processing will be presented and related to the acquisition of motor control for functional tasks. Content will focus on identifying attainable goals, observational skills for assessment, critical thinking and setting priorities for intervention. The principles of intervention including application of handling techniques use of the environment, and use of self in treatment will be illustrated. This three-day course will combine lecture, live demonstrations, handling laboratories, and participant patient practicum.

**COURSE OBJECTIVES**

Upon completion of this course, participants will be able to:

* Describe the current theoretical framework that drives NDT clinical treatment for children
* Create functional goals and a road map for intervention and achievement for a broad spectrum of children with neuro motor challenges.
* Develop observational skills to identify the essential sensory, motor and cognitive elements of a functional task.
* Develop observational skills to evaluate the strengths and barriers to performance that woul dlimit skill attainment.
* Outline unique motor and sensory characteristics of children with hypertonicity, spasticity, hypotonicity, athetosis, and or ataxia and identify appropriate intervention strategies.
* Articulate and select a minimum of five new handling strategies and demonstrate their application in functional treatment upon return to the clinic.
* Prioritizeand apply strategy options for intervention including handling, manipulating the environment, altering sensation, choosing equipment, and developing practice parameters.

**EXAMPLE SCHEDULE**

**Day One**

08:00 am **Registration**

08:30 **Current NDT Practice**

Theoretical Foundations and Application to Clinical Practice

NDT Enablement Model

Principles of Assessment, Creating the Intervention Plan, and Intervention

Using a Systematic Approach to Evaluation and Intervention

Foundations of Facilitation Strategies

(Including goal setting)

12:00 **Lunch**

12:30 Assessment and Treatment **Live Demonstration**

02:30 Variables to maximize effective handling skills and handling laboratory

04:00 Adjourn

**Day Two**

8:30 Questions and Preparation for Participant Practicum

9:00 **Participant Practicum and Mini Demonstration**

Assessment and Goal Setting

10:45 **Diagnostic Specific Assessment, Goal Setting, Problem Solving &**

**Treatment Strategy Selection**

Children with increased stiffness-managing severely to moderately impaired child (didactic material and handling laboratory)

12:00 **Lunch**

12:30 **Diagnostic Specific Multi Systemic Assessment, Problem Solving and Treatment Strategy Selection**

Children with mild, moderate and significantly reduced stiffness: generalized hypotonia, developmental delay, and ataxia (didactic material and handling laboratory)

2:30 **Diagnostic Specific Multi Systemic Assessment, Problem Solving and**

**Treatment Strategy Selection**

Children with fluctuating stiffness: athetosis (didactic material and handling laboratory)

4:00 **Adjourn**

**Day Three**

8:30 **Developing and Orchestrating A Treatment Session (prioritizing mulit systemic impairments)**

9:15 **Participant Planning Treatment Session Strategy Selection**

10:15 **Treatment Patient Practicum and Mini Demonstration**

12:00 **Lunch**

12;30 **Group Feedback and Problem Solving**

2:30 **Participant presentations**

Participants are invited to present video/CD’s/ DVD’s or verbal

descriptions/case studies of specific patients they are currently

4:00 **Adjourn**

**(There will be one 15 minute break each day in the am and pm )**

**Beyond Weight Bearing: Understanding and Developing Hand Function for Children/Adolescents with Neuromotor and Sensory Processing Dysfunction**

COURSE DESCRIPTION

This intermediate - advanced level course will combine lecture, laboratory and video presentations. Content will focus on the characteristics of upper extremity use, foundations of function (posture, sensation, cognition and desire) and the use of the arms and hands in transitions, reach, grasp and manipulation. Participants will gain skills in assessment, setting priorities for intervention and

intervention strategies applied to real life challenges for children with developmental neuromotor and sensory processing deficits.

COURSE OBJECTIVES

Participants will learn:

1. To set goals, plan treatment and select strategies to optimize strengths and minimize the barriers to performance.
2. Specific application of upper extremity-fine motor content to daily routine including task analysis, assessment, treatment planning and intervention strategies.
3. Generate a resource of treatment strategies and activities for use with children at home, school and in the community.
4. Engage in the practice of critical thinking.

**Advanced Course:**

**Combining NDT and SI for Optimal Function in Children with Neuro motor Challenges**

**Course Description**

This course is designed for experienced clinicians who want to maximize their assessment, treatment planning, and intervention skills to achieve more efficient and effective outcomes when working with children with neurological challenges confounded by sensory processing, orthopedic and often behavior issues. This lab intensive course will focus on integrating handling skills along with using the most up to date evidence to guide clinical decisions and treatment.

**Course Objectives**

Participants will:

1. Analyze the functional challenges of children with neuromotor challenges in the context of the frameworks of sensory integration, neurodevelopmental treatment and motor learning
2. Apply a task analysis model to identify the essential system requirements for performance of functional skills
3. Integrate current knowledge of the central nervous system mechanisms for registration, regulation, and attention as they relate to motor performance and functional tasks
4. Identify behaviors, indicating motor and sensory challenges in children that compromise function and articulate treatment strategies for management
5. Enhance handling skills utilizing the synergy of sensation and movement in treatment intervention to gain functional outcomes

**Day One Content**

**8:00 am - 8:30 am Registration**

**8:30 am – 12:30 pm**

* Identifying functional skills and participation opportunities in children in home, school, and community
* Task Analysis Model Applied to Functional Skills
* Multi - Systemic Model of Assessment
* Case Presentation – merging task analysis, emergent developmental experiences, and a multi system assessment

**12:30 am - 1:30 pm LUNCH**

**1:30 pm – 3:30**

* Theoretical Foundations of NDT, Sensory Integration and Motor Learning Frames of Reference
* Combine, Compare, Contrast: system emphasis, theoretical framework, emphasis of intervention principles, treatment strategies, participation, reinforcement, environment, bench mark, and reinforcement
* Video demonstration: Assessment, Goal Setting and Treatment Development

**3;30 – 6:00 pm**

* Laboratory Experience

Handling+ Sensation + Integrated Practice

**Day Two Content**

**8:00 am - 12:00 pm**

* Case Presentations – Laboratory Experiences
* Applying a Systematic Approach to Treatment from Task Analysis to Gain Functional Skills
* Exploring Treatment Strategy Options from a Neurodevelopmental Treatment, Sensory Integrations and Motor Learning Frameworks to attain function
* Choosing and Manipulating Treatment Variables
  + Handling
  + Managing Sensation
  + Use of Equipment
  + Manipulating the Environment
  + Practice

**12:00 am – 1:00 pm LUNCH**

**1:00 pm – 4:00 pm**

* Small Group Work
  + Assessment, Goal Development, and Treatment Intervention
  + Group Presentations and Problem Solving
  + Questions and Unfinished Business

**Two 15 minute breaks one in the am and one in the pm on each day**

**Audience**

Occupational Therapists, Physical Therapists, and Speech Pathologists who have a basic understanding of the Frameworks of Neurodevelopmental Treatment, Sensory Integration, and/or Motor Learning and are working with children with neuro motor challenges ages 2 to 16.

**Note for potential co-hosts: Equipment and Space Requirements:**

1. mats for pairs of two
2. balls so people can work in pairs of two for small balls and pairs of four for large balls
3. benches and bolsters of a variety of sizes
4. access to suspensions with a variety, not necessarily all, of the following equipment: bolster swing, tire swing, trapeze, platform swing, etc……….net swings are OK but not essential
5. scooter boards
6. any other equipment that the facility may have like a ball pit, climbing structure is great but not essential
7. toys typically available in clinics, schools, or home
8. space for standing, walking, and moving
9. the facility has to have available computers, or participants should be asked to bring computers for use during the second day of the class to work in small groups on case studies