

“What’s in your Sensory Intervention Toolbox?” Agenda

Program Description:

The course, "What’s in your Sensory Intervention Toolbox?" is based on occupation-based interventions to support the health and participation of children ages 3-21 years to participate in their educational, home, and community environments successfully and independently. The focus is on providing evidence-based, clinically sound, and client-centered interventions to promote optimal independence and success in the occupational performance of children with a focus on integrating sensory input to learn, attend, and socially engage in their environments. From the analysis of occupation performance skills and skill patterns, necessary for children to engage in their everyday activities, goals and an intervention plan will be described to direct occupational therapy service in the context in which those activities and occupations occur. The content will focus on developing an intervention plan to address sensory challenges. Interventions may include:

1. Therapeutic use of occupations, exercises, and activities.
2. Development, remediation, or compensation of physical, cognitive, neuromuscular, sensory functions, and behavioral skills.
3. Therapeutic use of self-including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process.
4. Consultation, education, and, training of individuals, including family members, caregivers, and others.
5. Modification of environments (home, work, school, or community) and adaptation of activities and roles of the child.

Learning Objectives:

1. Define sensory integration and neurologic components such as the senses, the sensory-motor loop, basic neuroanatomy, and central nervous system functioning to apply sensory integration theory to occupational performance.
2. Describe how attention and learning are dependent on sensory functioning. (Typical Sensory Functioning)
3. Identify sensory dysfunction and its effects on academic, social-emotional, behavioral, and motor performance during occupations.
4. Identify evidence-based interventions to address specific sensory dysfunctions with successful outcomes.
5. Define intervention plans to address specific sensory dysfunction in a child’s occupation at home, school, and in the community.
6. Discuss appropriate environmental and occupation modifications to effectively address sensory functioning at home, school, and in the community.
7. Identify progress monitoring tools to effectively measure outcomes for sensory functioning.

Program Schedule:

Day 1 (3:00 pm-6:00 pm EST)

3:00 pm-4:00 pm Theory and Neurological Foundations

4:00 pm-5:00 pm Typical Sensory Functioning: Attention and Learning is dependent on sensory functioning.

5:00 pm-6:00 pm Sensory Processing Dysfunction and Interventions (Modulation/ Reactivity)

Day 2 (3:00-6:00 pm EST)

3:00 pm-3:45 pm Sensory Processing Dysfunction and Interventions (Discrimination)

3:45-4:30 pm Sensory Processing Dysfunction and Interventions (Dyspraxia)

4:30- 5:15 pm Sensory Processing Dysfunction and Interventions (Postural, Oculomotor and Bilateral Integration)

5:15:pm- 6:00 pm Progress Monitoring and Documentation