

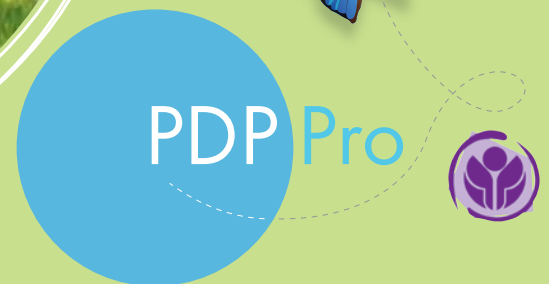
The 31st Symposium

Intervention for Persons with Special Needs

Thursday, Feb 24 – Sunday, Feb 27, 2011

Minneapolis Airport Marriott Hotel

Bloomington, MN



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31ST SYMPOSIUM SESSION SCHEDULE

• Please refer to our website for ASHA & MBPT approval updates •

THURSDAY, FEBRUARY 24

FRIDAY, FEBRUARY 25

SATURDAY, FEBRUARY 26

SUNDAY, FEBRUARY 27

Session A: Children with Challenges: Research on Neurosensorimotor Reflex Integration and Neuro-deficits (2 days/16 hours)
Svetlana Masgutova, PhD.
Audience: OT, PT, SLP, Teachers, & COTA
1.6 AOTA CEUs
ASHA & MBPT applied for **Multilevel**

Session B: Kinesio Taping 1 & Kinesio Taping 2 (2 days/16 hours)
Deanna Wanzek, PT, PCS, CKTI, CLT
Audience: OT, PT, SLP, OTA, & PTA
1.6 AOTA CEUs
ASHA & MBPT applied for **Multilevel**

Session E: MORE: Integrating the Mouth with Sensory and Postural Functions (2 days/14 hours)
Patricia Oetter, MA, OTR/L, FAOTA & Eileen W. Richter, MPH, OTR/L, FAOTA
Audience: OT, PT, SLP, Teachers, & COTA
1.4 AOTA CEUs
ASHA & MBPT applied for **Multilevel**

Session C: Low Muscle Tone: Problems and Treatment Strategies (1 day/6 hours)
Judy Freeman, MA, OTR/L
Audience: OT, SLP & Teachers
.6 AOTA CEUs
ASHA & MBPT applied for **Multilevel**

Session D: Introduction to Brain Gym® (1 day/6 hours)
Cindy Goldade, MEd
Audience: OT, PT, SLP, Counselors, & Teachers
.6 AOTA CEUs
ASHA & MBPT applied for **Introductory Level**

Session F: Down Syndrome, A Lifespan Approach (1 day/6 hours)
Judy Freeman, MA, OTR/L
Audience: OT, SLP & Teachers
.6 AOTA CEUs
ASHA & MBPT applied for **Multilevel**

Session G: An Overview of Listening Protocols (1 day/6 hours)
Renée Okoye, MS, OTR/L
Audience: OT, PT, SLP, COTA, Teachers, & Parents
.6 AOTA CEUs
ASHA & MBPT applied for **Multilevel**

All sessions begin at 8:30 and end at varying times. Please refer to the individual course description for details.

Lunch will be served on a staggered schedule each day.

Session I: Applying Effective Sensory Diets for Children with SPD (2 days/14 hours)
Lise Gerard Faulise, MS, OTR/L, BCP
Audience: OT, PT, SLP, COTA, & Teachers
1.4 AOTA CEUs
ASHA & MBPT applied for **Multilevel**

Session J: Infinity Walk® Method from A to Z for School-Based and Pediatric Treatment and Educational Applications (2 days/13 hours)
Deborah Sunbeck, PhD
Audience: OT, PT, SLP, ODS, & Teachers
1.3 AOTA CEUs
ASHA & MBPT applied for **Intermediate Level**

Session H: Beckman Oral Motor Assessment & Intervention (A.M. Session 2 hours) Tube to Oral Transition (P.M. Session 2 hours)
Debra A. Beckman, MS, CCC-SLP
Audience: SLP, OT
.4 AOTA CEUs
ASHA & MBPT applied for **Intermediate**

Session K: Understanding Modulation Disorders: Effective Intervention Strategies (1 day/6 hours)
Renée Okoye, MS, OTR/L
Audience: OT, PT, SLP, COTA, Teachers, & Parents
.6 AOTA CEUs
ASHA & MBPT applied for **Intermediate**

Session L: Treatment of the Head and Neck: A Foundation for Oral Motor Functions, Sensory Motor Processing & Motor Development (1 day/6 hours)
Irene Ingram, OTR/L
Audience: OT, PT, SLP, & COTA
.6 AOTA CEUs
ASHA & MBPT applied for **Intermediate/Advanced Level**

Session M: Beyond Eyesight to Insight: The Advanced Course (1 day/6.5 hours)
Carl Hillier, OD, FCOVD & Mary Kawar, MS, OT/L
Audience: OT, PT & SLP
.65 AOTA CEUs
ASHA & MBPT applied for **Advanced Level**

Session N: Emotion to Motion (1 day/6 hours)
Irene Ingram, OTR/L
Audience: OT, PT, SLP, COTA, & Teachers
.6 AOTA CEUs
ASHA & MBPT applied for **Introductory Level**

SESSION A.

Thursday - Friday, February 24-25

Children with Challenges: Research on Neurosensorimotor Reflex Integration and Neuro-deficits

Svetlana Masgutova, PhD.

16 Contact Hours

This course runs from 8:30 a.m. to 5:50 p.m.

This 2-day course is based on The Masgutova Method®, which is a set of programs focused on the restoration and maturation of primary movements, reflexes, coordination systems, and skills for optimal performance of natural mechanisms, developmental processes, brain functioning, and sensory-motor integration. The Masgutova Method® is oriented on the stimulation of reflex patterns in order to awaken natural, genetic motor resources, self-regenerating strength of motor memory and sensory-motor coherence. This achievement innately carries the implication of the fulfillment of all potentials within movement abilities and learning skills. Participants will be introduced to holistic knowledge and research concerning reflexes which stimulate the natural self-regulating and brain-body nerve networks. These reflexes will be described with specific exercises given to individualize programs for children and adults with different developmental challenges. The challenges discussed in this course include cerebral palsy, autism, down syndrome, and mental challenges.

Course participants will learn about assessments and reflex integration methods that involve natural, noninvasive movements that can be easily learned by parents of challenged children, adults, and professionals who work with challenged individuals. In this course, participants will be exposed to the concept of how integrating immature reflexes allows the body to access normal movement patterns and enables growth and progression to higher natural development levels which integrate all parts of the brain. Since every individual possesses these natural programs, improvements can be achieved in even the most severe cases. This course will include a group discussion and hands-on supervised practice sessions.

Objectives: Participants will be able to:

1. Investigate and develop an in-depth understanding of:
 - The primary movement system of genetic motor programs.
 - The Psycho-physiological basis of movements and exercises for children and adults with developmental challenges.
 - The Masgutova Method® Neurokinesiology Method of reflex integration process.
 - The importance of the development of movement in infancy.
 - The psychological and physiological basis of movement strategies and stages.
2. Review and increase knowledge of the Masgutova Neuro-motor Reflex Integration (MNRI®) Dynamic and Postural Reflexes classifications as they relate to children and adults with challenges.
3. Apply techniques, exercises, games and dance for the

structural integration of the Dynamic and Postural reflexes for each area of challenge.

4. Receive supervised hands-on-training to:

- Conduct assessments using the MNRI® Method to discover nonintegrated or immature reflex patterns.
 - Develop individual programs using the MNRI® Method to balance, activate and integrate these reflexes
5. Demonstrate the appropriate application of the structural integration of lifelong reflexes in a supervised situation.

SESSION B.

Thursday - Friday, February 24-25

Kinesio Taping 1 - Fundamental Concepts

Kinesio Taping 2 - Advanced Concepts and Corrective Techniques

Deanna (DeDe) Wanzek, PT, PCS, CKTI, CLT

16 Contact Hours

This course runs from 8:30 a.m. to 6:00 p.m.

This 2-day course is designed to provide physical, occupational and speech therapists with information and instruction on Kinesio Taping methods. Kinesio Taping is a method of treatment for musculoskeletal and myofascial disorders and edema control. This method can be used during physical activity and in conjunction with many therapies. Attendees will gain insight into theory and taping techniques for a variety of concerns, including joint instability, muscular weakness, abnormal alignment, pain, and inflammation.

- **2 Full-Color Manuals & Kinesio® Tex Tape for Session B cost \$110.00**

Objectives: Participants will be able to:

1. Describe the concepts of Kinesio Taping.
2. Explain and Apply the concepts of the Kinesio Taping Method.
3. Describe the unique qualities of the Kinesio Tex Tape.
4. Utilize and demonstrate application skills in guided laboratory sessions.
5. Apply Kinesio Taping method to relax and stimulate muscles, for pain, swelling, joint mobility, and stability, and for treatment of various extremity dysfunctions.

SESSION C.

Thursday, February 24

Low Muscle Tone: Problems and Treatment Strategies

Judith Freeman, MA, OTR/L

6 Contact Hours

This course runs from 8:30 a.m. to 5:00 p.m.

Muscle tone, the force within muscle fibers, supports both mobility and stability functions. Muscle tone is also one of the major sources of sensory input. Infants and children with low muscle tone have characteristic problems with development in all areas. As the children age, new problems emerge as new developmental challenges present themselves.

This course will describe the effects of low muscle tone

on function in infants and children, and provide treatment strategies for working with infants and children who have low muscle tone.

Objectives: Participants will be able to:

1. Describe the physical, learning and behavioral characteristics of the infant and child with low muscle tone.
2. Discuss the importance of muscle tone as a source of sensory input.
3. Describe how low muscle tone affects praxis, respiration and communication.
4. Demonstrate treatment strategies to be used with infants and children who have low muscle tone.

SESSION D.

Thursday, February 24
Introduction to Brain Gym®
Cindy Goldade, MEd
6 Contact Hours

This course runs from 8:30 a.m. to 4:30 p.m.

The Brain Gym program is a movement based educational model addressing the physical skills of learning. These simple movements that have been shown to enhance learning as they increase focus, augment creativity, allow one to become grounded and centered, and improve sensorial processing. This six hour workshop will allow each participant to personally experience 'The 26' movements, provide practical tips and tools for immediate implementation, and explore the relationship between intentional moving and learning.

• **The Brain Gym® Teacher Edition book for Session D costs \$30.00**

Objectives: Participants will be able to:

1. Demonstrate a four step warm-up process called PACE to prepare for optimal learning.
2. Describe how the brain and body cooperate together in an integration loop and what can happen to the cooperative process in stress.
3. Discuss 'The 26' Brain Gym movements.
4. Describe a brief overview of Brain Gym including theory and practical application.

SESSION E.

Thursday - Friday, February 24-25
MORE: Integrating the Mouth with Sensory and Postural Functions
Patricia Oetter, MA, OTR/L, FAOTA and
Eileen W. Richter, MPH, OTR/L, FAOTA
14 Contact Hours

This course runs from 8:30 a.m. to 5:30 p.m.

While oral-motor treatment approaches for neurologically impaired children have focused on severe feeding dysfunction, recent clinical work with children who have sensory processing/developmental dysfunction has revealed a strong association between subtle oral-motor and respiratory dysfunction and many sensory integrative and sensory

motor problems.

A theoretical framework for understanding how and why many aspects of development are significantly influenced by oral functions will be presented. This discussion will include the relationship of the suck/swallow/breathe synchrony to behavior, learning, postural development, feeding, communication, arousal, self-regulation, psychosocial development, and even common health issues in children. The relevance of this information to treatment principles with children who have sensory processing/developmental dysfunction will then be shared using slides, case examples and participant lab activities. Documentation strategies for identifying abnormal function and demonstrating change through treatment will be provided. This information is particularly useful for occupational and physical therapists and speech pathologists working with children, but may be applied across the age span.

- **The MORE book for Session E cost \$42.00 (reg. \$48)**
- **Optional Materials for Session E: "Out of the Mouths of Babes" \$6.00 (reg. \$8) and MORE The DVD \$37.00 (reg. \$42)**

Objectives: Participants will be able to:

1. Outline and discuss the relationship of the suck/swallow/breathe synchrony to critical aspects of development.
2. Identify and document subtle, abnormal SSB processes in children who have sensory processing/developmental dysfunction.
3. Implement treatment strategies designed to improve respiration patterns, self-regulation, postural control, visual motor skills, feeding, and communication skills.
4. Demonstrate and apply techniques designed to enhance oral/respiratory function.

SESSION F.

Friday, February 25
Down Syndrome, A Lifespan Approach
Judith Freeman, MA, OTR/L
6 Contact Hours

This course runs from 8:30 a.m. to 5:30 p.m.

Down Syndrome represents the second most common cause of developmental disability, affecting all of a child's development, and resulting in problems with health, learning, and communication. Since the syndrome is pervasive in its effects, therapists need a broad but thorough understanding of these effects in order to treat this population with success.

This course will present information about the biomedical effects of Down Syndrome, and discuss how those biomedical problems affect development. Therapy strategies and techniques will be presented for infants, toddlers, and the school age child.

Objectives: Participants will be able to:

1. Describe the medical problems presented by infants and children with Down Syndrome (DS), and how those medical problems affect development.

2. Demonstrate strategies to assist development in the areas of oral function, postural stability, respiration, fine motor skills, perception, motor planning, and communication.
3. Identify what is currently best medical practice for individuals with DS.
4. Explain the sensory processing challenges of infants and children with DS.

SESSION G.

Friday, February 25
An Overview of Listening Protocols
 Renée Okoye, MS, OTR/L
 6 Contact Hours

This course runs from 8:30 a.m. to 4:30 p.m.

Listening protocols are a noninvasive way to impact many developmental skills including components of sensory modulation (such as attention, task organization, and adaptive behaviors) and components of motor skills (such as motor planning and sequencing, oral motor control, bilateral motor integration, and fine motor skill development). This workshop will provide the participant with an overview of the major listening approaches that incorporate listening with therapeutic intent. Differences in equipment, start up costs, and certification requirements will be presented. Neurophysiological foundation for use of music as a therapeutic modality will be reviewed. Videotapes and case studies will be presented to show how easily listening can be integrated into sensory diets at home and at school.

Objectives: Participants will be able to:

1. Select appropriate music to impact the central nervous system state.
2. Discuss music that impacts social relatedness and sensory defensiveness.
3. Give examples of music to impact motor planning and motor sequencing skills, attention to task and fine motor control.

SESSION H.

Saturday, February 26
Beckman Oral Motor Assessment & Intervention: Current Research
 Debra A. Beckman, MS, CCC-SLP
 2 Contact Hours

This course runs from 8:30 a.m. to 11:00 a.m.

Wondering what peer reviewed research is available for oral motor treatment? In this presentation, Debra Beckman, the developer of Beckman Oral Motor Assessment and Intervention, will review the research currently available as well as research underway around the world using Beckman Oral Motor. For those interested in participating in clinically applied research, Ms. Beckman will offer information for future research projects. **Prerequisite:** Attendees need to have prior experience assessing and treating individuals with oral motor impairments.

Objectives: Participants will be able to:

1. Describe key elements of Beckman Oral Motor Intervention.
2. List published research using Beckman Oral Motor Intervention.

Tube to Oral Transition: An Oral Motor Perspective

Debra A. Beckman, MS, CCC-SLP
 2 Contact Hours

This course runs from 12:30 p.m. to 3:00 p.m.

Many more children are entering clinic and school settings with significant health concerns, including non-oral intake via tube feeding. There are many factors which play a part in the return to oral intake and many options for treatment strategies. This presentation will focus on a sensory motor approach based on quantified assessment of oral skills and criteria for movement toward safe oral intake.

Prerequisite: Participants are assumed to have experience with oral motor interventions and individuals with health challenges.

Objectives: Participants will be able to:

1. List health factors impacting tube to oral transition.
2. List minimal oral competencies for initiation of oral intake.
3. List sensory motor components for introduction of food and fluid.

SESSION I.

Saturday - Sunday, February 26-27
Applying Effective Sensory Diets for Children with SPD
 Lise Gerard Faulise, MS, OTR/L, BCP
Protégé of Patricia Wilbarger
 14 Contact Hours

This course runs from 8:30 a.m. to 5:45 p.m.

This evidence-based course introduces the latest intervention techniques to improve functional outcomes for children with sensory processing disorders. Through lecture, case analysis, and group work, participants will learn to design a sensory supportive classroom, collaborate with families for greater effectiveness with sleeping /eating behaviors and apply sensory diet strategies to create innovative community models of practice. A special emphasis is on comprehensive individualized sensory diet techniques for improving outcomes in those with sensory modulation and discrimination disorders. **While children are a key focal point, this course is intended to teach a clinical reasoning model for all ages and populations.**

Objectives: Participants will be able to:

1. Apply the latest research on sensory integration and sensory processing to improve attention, coordination, social participation, behavior, and self esteem.
2. Analyze activity for optimizing intervention effectiveness and maximizing outcomes.

3. Implement sensory diets across the curriculum to create a sensory-friendly and learning supportive environment.
4. Develop sensory diet strategies through home programming and community activities.
5. Collaborate effectively using innovative sensory strategies and tools for clinic, home, and school based services.

SESSION J.

Saturday - Sunday, February 26-27

Infinity Walk® Method from A to Z for School-based and Pediatric Treatment and Educational Applications

Deborah Sunbeck, PhD

13 Contact Hours

This course runs from 8:30 a.m. to 5:15 p.m.

This 2-day workshop, taught by the creator of Infinity Walk®, provides the professional healthcare provider and special educator with all the tools needed to implement this powerful time and cost effective intervention in their school district or pediatric clinic setting. This developmentally progressive intervention systematically reinforces and integrates core attention, sensory-motor, and sensory modulation skills with communication/relational, language, cognition, and memory skills. Participants will be fully prepared to apply Infinity Walk within their pre-established specialty area of expertise. They will learn treatment strategies that rapidly progress the method's capacity to assimilate, integrate and positively affect performance skill outcomes. **Focus will be on the school-aged student from Pre-K to Grade 6, but knowledge gained is directly applicable to the older student and adult client as well.**

Demonstrations and hands-on labs will provide ample opportunities for comprehensive professional skill development. The professional with current clinical experience in Infinity Walk will gain additional skills and may bring case studies for group discussion. The professional newcomer to Infinity Walk is encouraged to browse the infinitywalk.org website and view the required DVD before or on day one, and, read from the course text before day two.

Participants will return to their school-based or pediatric clinic work setting with a presentation CD, which includes a ready-made, 1-hour PowerPoint in-service that introduces Infinity Walk as a useful multi-disciplinary professional teaming approach to intervention, and printable handouts for staff.

- **The Infinity Walk® Book and DVD for Session J cost \$45.00 (reg. \$50)**

Objectives: Participants will be able to:

1. Describe powerful Infinity Walk treatment strategies based on student/client factors and academic/treatment goals.
2. Demonstrate just-right inclusion of higher-order perceptual and cognitive training into Infinity Walk training for attention, sensory-motor, and sensory modulation skills.

3. Describe gaiting contraindications for the basic Infinity Walk Method and plan effective modifications that accommodate special needs.
4. Demonstrate knowledge of methodology at participant's school-based or pediatric clinic workplace using the provided 1-hour in-service presentation.

SESSION K.

Saturday, February 26

Understanding Modulation Disorders: Effective Intervention Strategies

Renée Okoye, MS, OTR/L

6 Contact Hours

This course runs from 8:30 a.m. to 4:30 p.m.

This one day workshop will provide a functional review of brain stem modulatory systems and their impact upon self-regulation. Topics included will cover issues of attention, arousal, sensory hypersensitivities, major neurotransmitter systems involved along with their 2nd messenger systems. Hands-on manipulatives will be used to enhance appreciation of interrelatedness of these centers with physiological, affective, cognitive, and motor responses. Signs and symptoms of neuromodulation deficits will be presented through videotape analysis. Specific equipment and methods of therapeutic intervention suitable for school based, center based, and itinerate therapists will be demonstrated. This workshop will correlate neurochemically driven behaviors with their clinical manifestations and provide the learner with opportunities to practice effective intervention strategies. Case studies, videotapes, and practice with clinic equipment will be included.

Objectives: Participants will be able to:

1. Define types of disorders of sensory modulation, describe their symptoms and functional implications.
2. Match various types of modulation deficits with appropriate caregiver styles.
3. Select appropriate corresponding strategies for intervention.

SESSION L.

Saturday, February 26

Treatment of the Head and Neck: A Foundation for Oral Motor Functions, Sensory Motor Processing and Motor Development

Irene Ingram, OTR/L

6 Contact Hours

This course runs from 8:30 a.m. to 4:15 p.m.

This course is presented to establish a protocol for evaluating and treating head and neck problems as a first step in viewing children with oral motor, developmental, and sensory processing problems. Evaluation and treatment of a child's head and neck is essential for resolving structural problems that impair information from the cranial nerves. These issues are often seen as a central nervous system problem when the location of the issue is peripheral in nature and can block normal information to the mouth,

sensory systems, motor system, and the entire developmental process. These issues often occur with difficult births, falls, low tone, excessive positioning on the back, low vision, stress, and other developmental problems that put excessive stress on the head and neck. This problem will be linked to other related issues in areas of development so the participant will be able to establish a solid foundation on which to build skills.

Objectives: Participants will be able to:

1. Describe the anatomical structures related to common head and neck/cranial nerve problems.
2. Diagnose and treat oral motor, sensory motor, and developmental problems related to head and neck/cranial nerve issues.
3. Learn oral motor techniques for efficient treatment of nerve, soft tissue, muscle, and joints for tongue, lip, and jaw coordination as needed for suck, swallow, chewing, and speech.
4. Design habilitation programs for oral motor, sensory motor and developmental problems related to head & neck/cranial nerve issues.

SESSION M.

Saturday, February 26

Beyond Eyesight to Insight: The Advanced Course
Carl Hillier, OD, FCOVD and Mary Kavar, MS, OT/L

6.5 Contact Hours

This course runs from 8:30 a.m. to 5:00 p.m.

This experiential workshop invites experienced therapists to explore vestibular-visual processing in greater depth utilizing case studies from various diagnostic populations. Because visual function is so dynamically interwoven with movement, postural control, and functional task performance, the primary objective is to help participants hone problem solving skills for clinical practice. Videos, discussions, and practice labs will help to insure that visual and vestibular deficits can be comprehensively evaluated and ameliorated through collaborative assessment, critical clinical analysis, and optimal intervention strategies. Recent central nervous system research will be cited to support the information provided in this workshop as well as suggested readings for further study.

Participants MUST have taken the two-day course: From Eyesight to Insight: Visual/Vestibular Assessment and Treatment, as this course will build on information presented in the earlier course. Participants are encouraged to review their previous course handouts and notes prior to attending this workshop.

Objectives: Participants will be able to:

1. Demonstrate four vestibular-ocular reflex tests and describe the contribution of each of these reflexes to functional performance.
2. Demonstrate three balance tests.
3. Give two specific examples of how VT and OT, PT, or Speech can collaborate on a given client so as to optimize therapeutic outcomes.

4. Describe a visually guided sensory integrative activity to address each of the following issues: poor saccadic fixations, lack of peripheral awareness, and inability to sustain focus on a task requiring near-far focal attention.

SESSION N.

Sunday, February 27

Emotion to Motion

Irene Ingram, OTR/L

6 Contact Hours

This course runs from 8:30 a.m. to 4:30 p.m.

Autonomic nervous system function and subsequent emotional overlay is a frequent component of the children in our care. Emotion to Motion was developed to bring new, innovative concepts of treating the emotional system as a primary avenue to develop the postural and motor skills of an individual. It uses recent research findings with a new twist to establish motor efficiency in all planes of movement. This program presents evaluation of movement components and their tie to the autonomic nervous system and primitive reflex system.

Course content includes:

- Program development for clinic, home, and school which will foster more typical postural and motor patterns.
- Reinforcement of basic systems of sensory awareness tied with autonomy of sensory and motor control.
- Promotion of moving through fear into safety and to support the child's autonomic system into knowing and growing in a feeling of safety.
 - Establishment of new treatment protocols for children with arousal issues, developmental problems, learning difficulties, sensory and control issues.

This course will definitely broaden clinical reasoning skills in assessment and treatment of issues related to arousal, processing, learning, and sensori-motor efficiency.

Objectives: Participants will be able to:

1. Present a background of the autonomic nervous system's effect on the muscular skeletal system and sensory systems in reference to recruited patterns.
2. Develop clinical reasoning skills for evaluation of patterns of movement and progression of more mature patterns with reference to reflex development and emotion.
3. Develop treatment skills in using movement to effect change in emotion, reflex maturity, postural development, motor skills, and sensory processing.
4. Develop diagnosis-specific movement programs to support the child's development in clinic sessions, home programs, and the classroom.

Debra A. Beckman, MS, CCC-SLP

has worked in the field of communicative disorders since 1975, specializing in motor speech disorders. She has worked in a variety of settings, including schools, hospitals, universities, trauma centers, home-bound, foster homes, group homes, Intermediate Care Facilities for the Mentally Retarded (ICF-MRs), nursing homes, and large residential facilities. As a self-employed consultant, she has co-authored training materials for the states of Florida, Oklahoma, and Wyoming, which are presently used in a number of states. She has served as a court appointed witness and as a resource content expert for seven federal court cases, regarding services for the developmentally disabled. Ms. Beckman has presented at numerous local, state, national, and international conferences, and has published articles in professional books, journals, monographs, and in *Exceptional Parent* magazine. She has been awarded a United States patent for a therapeutic oral probe. Ms. Beckman has been recognized by her peers and her community for outstanding clinical achievement.

Lise Gerard Faulise, MS, OTR/L, BCP

is renowned nationally for her workshops on sensory processing disorders with Patricia Wilbarger. Ms. Faulise is the founder of Rehab New England, a private sensory integration-oriented practice in Rhode Island, and co-founder of the Wolf School in East Providence, Rhode Island, designed for K-8 children with learning differences. She currently conducts research at the Wolf School and provides private clinical services in the New England area. Ms. Faulise's past experience includes teaching administration/management at Worcester State College and clinical instruction at Saint Louis University, where she was director of the Faculty Practice in the Department of Occupational Science and Occupational Therapy. She received her Advanced Master of Science degree in Occupational Therapy from Boston University.

Judith Freeman, MA, OTR/L

Judith Freeman has been practicing Occupational Therapy for over 30 years, and has specialized in pediatrics for the majority of that time. Ms. Freeman maintains a clinical practice of approximately 30 clients per week, seeing children with a wide variety of challenges. Ms. Freeman has authored several articles and two chapters in publications. Ms. Freeman teaches on the national and state level to peers, both through mentoring and lecturing, and teaches to parent groups throughout her home area of Ventura County, California.

Cindy Goldade, MEd

Cindy Goldade is an Associate International Faculty Member and a Licensed Brain Gym® Instructor. She has a MEd. and BS in Pre-K through Grade 6. Cindy taught 3-6 year olds at her school, Evergreen Montessori, for ten years before homeschooling her own children. Currently she facilitates Brain Gym® 101 (24 hour course), Optimal Brain Organization, Visioncircles, Teacher Practicum, and shorter introductory courses around Minnesota. She teaches graduate level Brain Gym courses at Hamline

University. Cindy is Director of Operations for Brain Gym International and active in the local Minnesota Brain Gym Network.

Carl Hillier, OD, FCOVD

graduated from the University of California San Diego in 1977 with a B.A. in Psychology. He received a B.S. at Pacific University in 1980 and then graduated as a Doctor of Optometry in 1982. He is a Fellow in the College of Optometrists in Vision Department. Dr. Hillier is an adjunct clinical professor at the Southern California College of Optometry and Illinois College of Optometry. In 1992 Dr. Hillier helped found the Vision Rehabilitation Clinic at the San Diego Rehabilitation Institute at Alvarado Hospital. He has lectured at every major neuro-rehabilitation hospital in San Diego County. He also lectures in Spain, England, Mexico, and Canada on topics related to vision and development in children and adults. Dr. Hillier has been honored by the American Optometric Association as Sports Optometrist of the Year, and by the College of Optometrists in Vision Development by receiving the Getman Award, the College's highest award for clinical excellence.

Irene Ingram, OT/L

is a graduate of the Medical University of South Carolina. She was certified in the treatment and testing of sensory integrative dysfunction in 1981. She uses Therapeutic Listening, Samonas sound therapy, CranioSacral therapy, lymphatic drainage of the brain, and many other approaches. She has always been interested in learning many different theories and techniques and developing treatment programs that are eclectic and aimed at treating the whole person. Treatment of the neck as a priority has been her specialty for 24 years. Mrs. Ingram has practiced for 30 years in the schools, developmental centers, and the clinic. She specializes in treatment for children with a variety of needs from mild to severe.

Mary Kawar, MS, OT/L

is a private practitioner in El Cerrito, California. For over 40 years she has specialized in therapeutic programs for children and adults with sensory processing and motor control issues. As a well respected professional, Mary lectures throughout the US and internationally, addressing audiences in Europe, Australia, Africa, and Asia. Her particular expertise pivots around vestibular processing and its support for vision. Mary has a wealth of clinical experience and has been particularly successful at designing precise treatment strategies and therapeutic tools to improve vestibular, visual, and auditory integration for physical, social, and cognitive engagement. She is co-author of two book/CD combinations entitled *Core Concepts in Action* and *Astronaut Training: Sound Activated Vestibular Visual Protocol for Moving, Looking, and Listening*. She has also recently written a chapter in the book *Functional Visual Behavior in Children*. When not with clients or lecturing, you will find Mary leading cycling and hiking tours in Switzerland.

[Svetlana Masgutova, PhD](#)

is a Doctor in Developmental and Educational Psychology. She is currently the Director of the International Dr. Svetlana Masgutova Institute for Movement Development and Reflex Integration and of the International Dr. Svetlana Masgutova Educational Institute® for Neuro-Sensory-Motor and Reflex Integration in the U.S. Dr. Masgutova is the author of over 100 published works on psychology, education, Neurosensorimotor Reflex Integration™, Educational Kinesiology, Art-Kinesiology®, and movement based development. Since 1989, Dr. Masgutova has offered leading research on the Neurosensorimotor Reflex Integration Program - MNRI™, and has studied the influence of primary movements on different aspects of development and overall functioning. The main idea of her work is to use the Developmental Movement and Reflex Integration to facilitate sensory processing, emotional recovery, motor-physical, and sensory-motor rehabilitation, as well as learning and developmental enrichment.

[Patricia Oetter, MA, OTR/L, FAOTA](#)

Ms. Oetter earned her B.S. degree in occupational therapy from the University of Kansas and her master's degree in special education from Kansas State Teachers College. She has clinical experience with individuals of varying disabilities, ages newborn to adult. Her primary emphasis has been infants, toddlers, preschool, and elementary aged children with learning, communication and/or sensory processing disorders. Ms. Oetter provides consultation and in-service education for teachers, parents, and therapists in the US, Asia, and Europe; she has worked extensively in schools, special programs, and private practice. She is a Fellow of the American Occupational Therapy Association. She is currently a private consultant. Ms. Oetter has co-authored a number of books and articles related to treatment of sensory processing disorders.

[Renée Okoye, MS, OTR/L](#)

has over 25 years of experience combined with extensive educational background including a Masters in Health Sciences, SIPT Certification, and Board Certification in Pediatrics. She is a clinical educator for local colleges in New York, a Sensory Integration Resource for AOTA, a professional grant reviewer for the U.S. Department of Education. Renée has been recognized by the New York State OT Association for Excellence in Practice and has published a number of articles in the area of pediatrics. Renée is the founder of Dove Ministries for Children and the Director of Dove Rehab Services on Long Island, NY.

[Eileen Richter, MPH, OTR/L, FAOTA](#)

Ms. Richter has over 30 years experience working with a variety of disability groups in the public schools, hospitals, and private practice. She has her Master of Public Health degree in Maternal & Child Health, is NDT certified, and has published a number of books and articles including: *Sensorimotor Integration for Developmentally Disabled Children, 2nd Ed.* (Western Psychological Services, 1991); *The Sensorimotor Performance Analysis*, (PDP Press, 1989), *MORE: Integrating the Mouth with Sensory and Postural Functions and Out of*

the Mouths of Babes: The Developmental Significance of the Mouth (PDP Press, Inc.). Ms. Richter has lectured extensively throughout the US, Asia, and Europe on topics related to sensory motor dysfunction in children. She is a Fellow of the American Occupational Therapy Association and has directed Avanti-Camp St. Croix, an intensive sensory integration camp using an advanced treatment model. Ms. Richter continues to support development of the camp and other treatment models.

[Deborah Sunbeck, PhD](#)

is a NY licensed psychologist with over 20 years of multi-disciplinary experience in child and adult psychotherapy; behavioral medicine; developmental and learning delays; sensory-behavioral deficits; psychological factors that inhibit medical treatment efficiency; and in methods that intrinsically motivate adults and children to be full participants in the management of somatic complaints. She is the creator of "Infinity Walk", a versatile therapeutic method that adds treatment, informal assessment, and home-practice value to OT, PT, OD, SLP, and other clinical health care practices. Her 2002 book, *The Complete Infinity Walk - The Physical Self* was written specifically for the health profession. Since the publication of her original 1991 book, *Infinity Walk: Preparing Your Mind to Learn*, early education teachers and special education specialists around the world have been using Infinity Walk as an attention, motivation, learning, and skill building method. Deborah teaches internationally, and maintains a part-time private practice in beautiful upstate New York.

[Deanna M. Wanzek, PT, PCS, CKTI, CLT](#)

is a graduate from the Mayo Foundation School of Physical Therapy. She has specialized in pediatrics for the past thirty years utilizing a holistic approach to evaluation and treatment. DeDe incorporates myofascial release, craniosacral, muscle energy and other complementary skills. She is certified in the use of Universal Exercise Unit/TheraSuit Method. DeDe teaches a Pediatric course at St. Catherine University in St. Paul, MN. She is recognized by the KinesioTaping Association as a Certified Instructor and was named Instructor of the Year for 2007. She is also a Certified Lymphatic Therapist. DeDe is an APTA board certified Pediatric Clinical Specialist.

Authorship Disclosure

Some speakers are authors or developers of some of the recommended materials and as such may receive royalties from the sale of their work.

REGISTRATION INFORMATION

TUITION SCHEDULE

1-day - \$220; 2-days - \$400; 3-days - \$560; 4-days - \$690. Tuition includes morning and afternoon break refreshments, lunch each day and session handouts. Some sessions may recommend or require special materials at an additional cost (see registration form). Parent or student discounts will be considered on an individual basis. NOTE: Tuition schedule applies to each participant; split registrations are not accepted. This brochure may be copied for informational and/or registration purposes.

GROUP DISCOUNT

A group discount of \$10 per person may be taken for groups of 3-5 participants, \$20 for groups of 6-9, and \$30 for 10 or more (discount does not apply to one day registrations). Registrations must be completed for each participant and submitted together before the Feb. 4 deadline. Discounts must be taken with registration. No retroactive discounts will be given. Discounts do not apply after Feb. 4, 2011.

REGISTRATION DEADLINE

Registrations must be received or postmarked by Feb. 4, 2011. After this date a late fee of \$50 will apply.

REGISTRATION PROCEDURES

Session sizes are limited, so early registration is recommended. Register by mail, phone, fax, or on-line. To avoid late fees, mailed registrations must include check, money order or purchase order payable to "Professional Development Programs". If postmarked later than Feb. 4, 2011, include a \$50 late fee per participant.

Mail to:

Professional Development Programs
1675 Greeley Street South, Suite 101
Stillwater, MN 55082
Phone, fax and on-line registrations must include a valid Visa, Mastercard or Discover Card.
Phone: 877-439-8865 (M-F; 9-5 Central Time)
Fax: 877-259-5906 (24 hours)
On-Line: www.pdppro.com

Full tuition payment is required to confirm space. For purchase orders not including payment add a \$50 processing fee.

CANCELLATION POLICY

All cancellations must be in writing, include the reason for cancelling and received at least three weeks prior to the Symposium (by Feb. 3). No refunds will be granted after that date. Eligible refunds will be issued (minus a \$75 processing fee), following the Symposium. No refunds will be granted without written cancellation.

PDP reserves the right to cancel any course with due cause and refund in full. Participants purchasing NON-refundable airfare tickets are encouraged to inquire as to course availability before final purchase. Registrants bear the sole responsibility for their transportation to the course. Weather and/or transportation difficulties are not the responsibility of the workshop sponsor, Professional Development Programs, and failure of a chosen means of transportation is not grounds for tuition refund when the course is held.

LUNCHES

A complimentary lunch will be available for each day of attendance. No discounts will be given should you opt out. Please note: Lunches do not allow for substitutions.

SPECIAL NOTE

The Mall of America is approximately one block away from the Marriott. You may choose to plan extra days and time to visit, explore, shop, and eat!

ACCOMMODATIONS

Minneapolis Airport Marriott
2020 East American Boulevard
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952-854-7441 Toll Free Reservations: 800-228-9290
The Marriott is holding rooms at a special rate for participants (\$109/night for a single up to 4 persons per room). Call the hotel to make reservations by Feb. 9, 2011, and state that you are attending the PDP Symposium to receive this special rate.

NOTE: Due to activity surrounding the Mall of America this hotel is in demand. If reservations are not made by the above deadline, you may have to pay premium rates. For complimentary transportation from the airport, go to the courtesy shuttle area (down through the underground Transportation Center, take the escalator/elevator on the right up one level to the van pick-up area). Van leaves approximately every 30 minutes.

PDP PRODUCTS STORE

Be sure to visit the PDP Products Store featuring our entire product offering. You'll see new items as well as all-time favorites with selected items discounted for this event. If you are unable to attend the symposium, you can still visit the store. We will be open during regular session hours Thursday-Saturday and Sunday through lunch.

DOCUMENTATION/CREDIT

All participants will receive certification of the number of contact hours attended. If additional information is required for specific credit or CEU purposes, contact Professional Development Programs at least six weeks prior to the Symposium.

The 31st Symposium has applied for approval by the Minnesota Board of Physical Therapy for Category 1 credits. The assigned course approval number will be posted online as it becomes available. Please check the course schedule for individual course hours. If interested in receiving PT credits, please indicate so on the registration form. PDP is approved by the MN Dept of Health to sponsor continuing education activities in speech-language pathology and audiology.



Professional Development Programs is an American Occupational Therapy Association (AOTA) Approved Provider of Continuing Education. This Symposium is offered for up to 3.0 CEUs (Intermediate level; various content focus). The assignment of AOTA CEUs does not imply endorsement of specific course content, products or clinical procedures by AOTA.



Professional Development Programs & Products 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.

31st SYMPOSIUM REGISTRATION FORM

Name: _____ Professional Title _____ Employer _____

Home Address: _____ City: _____ State _____ Zip _____

Work Address: _____ City: _____ State _____ Zip _____

Evening Phone _____ Daytime Phone _____ e-mail _____

IMPORTANT: your registration cannot be processed unless you complete this portion of the form!

Please select only one session each day. Two-day courses and Session H may not be divided.

Please register me for the following session/s:

THURSDAY, FEBRUARY 24, 2011

- ____ A. Children with Challenges (2 days)
Svetlana Masgutova, PhD
- ____ B. Kinesio Taping 1 and Kinesio Taping 2 (2 days)
Deanna (DeDe) Wanzek, PT, PCS, CKTI, CLT
- ____ • 2 Full-color manuals & Kinesio® Tex Tape for Session B
cost \$110.00
- ____ C. Low Muscle Tone (1 day)
Judith Freeman, MA, OTR/L
- ____ D. Introduction to Brain Gym® (1 day)
Cindy Goldade, MEd
- ____ • The Brain Gym® Teacher Edition book for Session D
costs \$30.00
- ____ E. MORE (2 days)
Patti Oetter, MA, OTR/L, FAOTA and
Eileen W. Richter, MPH, OTR/L, FAOTA
- ____ • The MORE Book for Session E costs \$42.00 (reg. \$48)
- ____ • Optional materials for Session E: Out of the Mouth of
Babes \$6.00 (reg. \$8) and MORE DVD \$37.00 (reg.
\$42)

FRIDAY, FEBRUARY 25, 2011

- ____ A. Children with Challenges...continued
- ____ B. Kinesio Taping...continued
- ____ E. MORE...continued
- ____ F. Down Syndrome, A Lifespan Approach (1 day)
Judith Freeman, MA, OTR/L
- ____ G. An Overview of Listening Protocols (1 day)
Renée Okoye, MS, OTR/L

SATURDAY, FEBRUARY 26, 2011

- ____ H. * Beckman Oral Motor Assessment & Intervention
Tube to Oral Transition (4 hours total)
Debra A. Beckman, MS, CCC-SLP
- ____ I. Applying Effective Sensory Diets for Children with SPD
(2 day)
Lise Gerard Faulise, MS, OTR/L, BCP
- ____ J. Infinity Walk® Method from A to Z (2 days)
Deborah Sunbeck, PhD
- ____ • The Infinity Walk® Book and DVD for Session J cost
\$45.00 (reg. \$50)
- ____ K. Understanding Modulation Disorders (1 day)
Renée Okoye, MS, OTR/L
- ____ L. Treatment of the Head and Neck (1 day)
Irene Ingram, OTR/L
- ____ M. Beyond Eyesight to Insight (1 day)
Carl Hillier, OD, FCOVD & Mary Kavar, MS, OT/L
- PREREQUISITE: Participants must have taken
Eyesight to Insight: Visual/Vestibular Assessment &
Treatment**

If mailing in your form,
be sure to make a copy for your records!

SUNDAY, FEBRUARY 27, 2011

- ____ I. Sensory Diets...continued
- ____ J. Infinity Walk®...continued
- ____ N. Emotion to Motion (1 day)
Irene Ingram, OTR/L

GROUP DISCOUNT (FOR 2 DAYS OR MORE ONLY)

- ____ 3-5 people \$10/person
- ____ 6-9 people \$20/person
- ____ 10 or more people \$30/person

HOLIDAY TUITION SPECIAL!!

- ____ \$20 off your tuition if registered before Dec. 31st

DAYS ATTENDING*

- | | |
|-------------------|--------------------------------|
| ____ 1 day \$220 | ____ Session H* \$170 |
| ____ 2 days \$400 | ____ Session H* + 1 day \$350 |
| ____ 3 days \$560 | ____ Session H* + 2 days \$510 |
| ____ 4 days \$690 | ____ Session H* + 3 days \$640 |

TOTALS

- _____ Total Tuition
- _____ Additional Fees (i.e. books, lab materials)
- _____ Total Enclosed

Note: Group discounts must be taken at time of registration;
no credit or refunds will be issued at a later date.

METHOD OF PAYMENT:

- _____ Check or Money Order
- _____ Credit Card (Sorry, we do not accept American Express)
- _____ Purchase Order (Must include \$50 processing fee)

How did you hear about this year's symposium?

CREDIT CARD INFORMATION (VISA/MASTERCARD/DISCOVER)

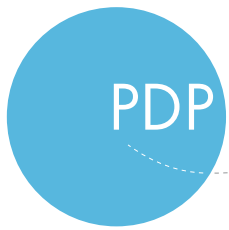
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VT002 Vision Tracking Tube
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