Autism Spectrum Disorders (ASD): Intervention Strategies and Is It Sensory or Is It Behaviour?


Is It Sensory or Is It Behaviour? Changing Behaviours to Improve Functional Performance and Participation

Summary:

This 4 day workshop gives participants an in-depth knowledge of: ASD and other sensory based diagnosis; Intervention strategies and the tools to analyse if it is Sensory or Behaviour; strategies to intervene and develop programs that will change behaviours and improve functional performance and participation. The first two days are designed to help participants understand the individual with Autistic Spectrum Disorder and other diagnosis with sensory based components; design appropriate treatment plans and to learn many treatment techniques that are effective for hands on intervention or consultation. Both courses are designed for therapists, however, parents, teachers, carers, social workers, psychologists and other professionals have found the material very valuable. Carolyn Murray-Slutsky and Betty Paris skilfully use a layering system to guide participants to a deep understanding of the complexities of sensory integrative and behaviours seen in individuals with autism spectrum disorders.

Audience:

This workshop is designed for occupational, physical and speech therapists, psychologists, other professionals and parents.
Length:

4 days - Registration will commence at 9.00 am with a course start time of 9.15 am. The course will finish at 5.00 pm.

Fee:

Fee: £740 - Includes FREE SI Network 2 Year Membership (worth up to £70)
Instalment plan option available

A light lunch is included. Accommodation is not included.

Lecturers:

Betty Paris, PT, M.Ed., C/NDT and Carolyn Murray-Slutsky, MS., OTR, C/NDT.

Overview:

This 4 day workshop gives participants an in-depth knowledge of: ASD and other sensory based diagnosis; Intervention strategies and the tools to analyse if it is Sensory or Behaviour; strategies to intervene and develop programs that will change behaviours and improve functional performance and participation.

The first two days are designed to help participants understand the individual with Autistic Spectrum Disorder and other diagnosis with sensory based components; design appropriate treatment plans and to learn many treatment techniques that are effective for hands on intervention or consultation. Both courses are designed for therapists, however, parents, teachers, carers, social workers, psychologists and other professionals have found the material very valuable. Carolyn Murray-Slutsky and Betty Paris skilfully use a layering system to guide participants to a deep understanding of the complexities of sensory integrative and behaviours seen in individuals with autism spectrum disorders.

Participant’s knowledge of the characteristics and current theories that relate to Autism Spectrum Disorders and other diagnosis with sensory based components will be expanded. We will look in- depth at many of the sensory, motor, functional and learning difficulties encountered by our clients. We will draw from theories of sensory integration, neuro-developmental treatment, behavioural intervention, medical models, learning strategies and traditional functional therapy in order to identify the underlying problems and most effective intervention strategies for various environments across the lifespan. Emphasis will be placed on both identifying the underlying problem as well as the most effective intervention strategies to improve participation.
Videos and case presentations will be used to identify the underlying sensory integrative problems; drive home the inter-relationships between sensory, behavioural, communication and neurodevelopmental issues and help participants prioritize the underlying and primary problem(s). Case studies offered by participants will also be utilized. Specific intervention strategies will clearly be identified for use at home, group homes, school, day cares, clinics, work, sheltered workshops or other environments.

Day 3 and 4 will delve into the confusing and challenging behaviours that children and adults often demonstrate; addressing the question Is it sensory or is it behaviour? This course is designed for therapists, however, parents, teachers, carers, social workers, psychologists and other professionals have found the material very valuable. Carolyn Murray-Slutsky and Betty Paris skilfully use a layering system to guide participants to a deep understanding of the complexities of sensory and communication based behaviours.

Videos, instructor case presentations and Case studies offered by participants will be used to analyse why individuals behave the way they do, sort out sensory based problems from other causes, and design intervention strategies to address the underlying problems. Participants will learn to use sensory based interventions and positive behavioural strategies to reduce undesirable behaviours and facilitate effective coping strategies in the individual. Focus will be on remediating the individual’s core problem while identifying the most effective strategies to meet the individual’s emotional, sensory and behavioural needs. A flow chart and the behavioural analysis worksheet will be used to guide the analysis process and objectify clinical observations.

Specific intervention strategies will clearly be identified for use at home, group homes, school, day cares, clinics, work, sheltered workshops or other environments.

Objectives:

Participants will learn to:

1. Identify how Autism Spectrum Disorder is identified and current thinking about the neurophysiology of Autism Spectrum Disorder according to the DSM V.  
2. Understand sensory-based problems common within the Autism Spectrum Disorder population. Describe common Sensory Integrative dysfunctions and appropriate intervention strategies.
3. Identify learning, communication and sensory characteristics of individuals with autism spectrum disorder;  
4. Describe how sensory integration impacts learning, communication, sensory processing, self-regulation, oral motor, fine motor and gross motor control.
5. Describe a sensory modulation disorder (SMD), its behaviors and characteristics. Describe how it impacts function and appropriate intervention strategies that can be used within the home, classroom, and community.

6. Identify characteristics of a sensory modulation disorder, a discrimination disorder or a motor planning disorder and select several appropriate treatment activities for each disorder.

7. Identify the behaviors associated with and difference between a modulation disorder, discrimination disorder, and motor planning difficulties. Select and differentiate between treatment activities needed to remediate a child with a sensory modulation disorder, discrimination disorder or a motor planning disorder.

8. Discuss how discrimination disorders (e.g. tactile-proprioceptive) impacts oral motor, fine motor, and gross motor control. Identify intervention strategies to improve the functional performance in each area.

9. Identify the sensory base to motor planning difficulties, identify the stage of functional breakdown and intervention strategies.

10. Understand principles of neuroplasticity and how these principles apply to making changes in function in both the very young child and in individuals as they age.

11. Understand how to effectively use exercise to impact neuroplasticity, self-regulation, function and the aging process.

12. Address select and apply treatment techniques from sensory integration, communication, behavioral, neuro-developmental, and developmental theories.


14. Define and analyze a child’s behavior.

15. Determine the primary and secondary reinforcement to the child’s behavior.

16. Identify behaviors that are obtaining in nature, determine the core problems and appropriate intervention strategies.

17. Identify behaviors that are avoidance in nature, determine the core problems, and appropriate intervention strategies.

18. Differentiate sensory-based problems from other related problems.

19. Understand how to use the Intervention for Challenging Behavior Flow Chart and the Behavioral Analysis Worksheet in analyzing the child’s behavior and planning an intervention program.

20. Learn strategies to develop new behaviors, diminish unwanted behaviors, identify appropriate reinforcers, while using positive behavioral strategies.

21. Design treatment strategies that incorporate the child’s sensory, motor, behavioral and communication needs.

22. Describe how therapist collaborates with the client, family, and other service providers to establish meaningful goals, maximize intervention of all services, and to realize dramatic functional improvements.

23. Be able to design and implement holistic, comprehensive, integrated treatment programs through combining treatment techniques from sensory integration, developmental, motor learning, teaching strategies, behavioral intervention and other frames of reference.
24. Appreciate the importance of how to use nonverbal and verbal communication, behavioral intervention strategies, and therapeutic relationships more effectively with clients.

Who should attend?

This workshop is designed for occupational, physical and speech therapists, psychologists, other professionals and parents.

How to book:

Click on the link below for your preferred date/venue and complete the booking form which will open in a new window. **Bookings must be made in the name of the person attending the course including their own email address.** On booking, you will receive an invoice within 2 working days. Payment is required within 30 days or prior to the course start date, whichever is soonest. Please see our booking terms and conditions for more information.

Are there any places left?

Click the course link below to check place availability.

Can I reserve a place?

We are unable to reserve places.

Cancellation insurance

The SI Network strongly advises that participants arrange cancellation insurance to cover unforeseen events such as illness, unfavourable weather, or cancellation of a course for which travel and accommodation costs have been incurred.

How will we contact you?

Following booking, you will receive a confirmation email and an invoice email (within 2 days). **You MUST then log into the website and check the 'My SI' > 'My Courses' page to see important course information, reading lists, resource documents, what to bring etc. This is YOUR responsibility.** You will not receive pre-course information by email.