Committed to the promotion and development of sensory integration theory and practice

Sensory Integration Courses for Schools

www.sensoryintegration.org.uk
SI Courses for Schools

1 — Last update: 2016/08/14

SI Network
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Sensory Integration Courses for Schools

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Sensory Integration Courses for Schools

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What is sensory Integration?
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Specialist Workshops

Contact Us:

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Theale
RG7 5AH
UK

Would you like to download this brochure as a PDF? Scroll down to link.
What is Sensory Integration?

Sensory experiences include touch, movement, body awareness, sight, smell, taste, sound and the pull of gravity. The process by which the brain organises and interprets this information is called sensory integration. Sensory processing difficulties can occur in combination with other diagnoses including: Autism Spectrum Disorders, Attention Deficit, Learning Disabilities, Developmental Coordination Disorder and Regulatory Disorder.

What is Ayres’ Sensory Integration Therapy?

Sensory integration therapy is based on the idea that some children experience “sensory overload” and are oversensitive to certain types of stimulation. When children have sensory overload, their brains have trouble processing or filtering many sensations at once. Meanwhile, other children are under sensitive to some kinds of stimulation. Children who are under sensitive don’t process sensory messages quickly or efficiently. These children may seem disconnected from their environment. In either case, children with sensory integration issues struggle to organise, understand and respond to the information they take in from their surroundings.

Sensory integration therapy exposes children to sensory stimulation in a structured, repetitive manner. The theory behind this treatment approach is that, over time, the brain will adapt and allow them to process and react to sensations more efficiently. See more information.

About the SI Network (UK & Ireland)

The SI Network (UK & Ireland) is a not-for-profit organisation, promoting education, good practice and research into the theory and practice of Ayres’ Sensory Integration.

Sensory Integration Courses

Only qualified occupational therapists, speech & language therapists and physiotherapists, who have completed postgraduate SI training, can practice Ayres’ sensory integration therapy. However teachers, Sencos and other educational professionals can find out why SI is part of everyone’s development and learn strategies to help children and young people participate more effectively in the learning environment.
## Introduction Courses

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<thead>
<tr>
<th>Course</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Introduction to Sensory Integration Difficulties</td>
<td>1 Day</td>
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<tr>
<td>Understanding Sensory Integration Difficulties in Everyday Life</td>
<td>3 Days</td>
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<tr>
<td>School Sensory Strategies for Children with Motor Coordination Difficulties</td>
<td>1 Day</td>
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<td>1 Day</td>
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<tr>
<td>Eating Made Easier the Sensory Way</td>
<td>3 Days</td>
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## Introduction to Sensory Integration Difficulties

### Summary:
This one-day course will provide an introduction to sensory integration difficulties including autism.

### Audience:
Open to all

### Length:
1 day – Registration will open at 9.00 am for a 9.15 am start. The course will finish at 5:00 pm.

### Lecturer:
Experienced SI Network lecturers who are all practising therapists.

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“Content really useful especially where practical exercises used which generated lots of discussion amongst participants. Also found the section on how the brain works (Neuroscience of SP) really fascinating.”
“Really liked the emphasis on considering sensory issues as a possible reason for behaviour. Certainly a useful message to spread to as many people as possible!”
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### Overview

- Find out why sensory integration is part of everyone’s development and learning and how it is critical to help us all to participate in daily life.
- Explore how differences to sensory integration may affect people with autism and those with sensory integration difficulties.
• Through hands on activities, experience how different individuals may be affected and how this links to participation in daily life.
• Consider how sensory differences can affect behaviour, learning, emotions and communication.
• Learn about the evidence from brain science that supports the theory of sensory integration difficulties.
• Hear about sensory strategies for home, school and work.
• See direct interventions and explore environmental adaptations.

Benefits of attending

• Be more knowledgeable about sensory systems and how they underpin daily life, development and learning.
• Understand how the sensory systems are affected in people with autism and those with sensory integration difficulties.
• Increase your understanding of how to use individualised support strategies with people with autism and those with sensory integration difficulties.
• Be more confident in identifying and making changes to home and care routines, classrooms or your practice to be able to positively support the sensory needs of people with autism and those with sensory integration difficulties.
• Have a better understanding of the evidence base sensory difference in people with autism and those with sensory integration difficulties, including relevant intervention approaches to address these differences.

Who should attend?

This course is suitable for those wishing to increase their understanding of the potential sensory differences experienced by children and adults with autism and those with sensory integration difficulties. See how this may alter participation in everyday life including differences in behaviour, learning, emotion regulation, communication and social interaction. This course is suitable for those with a basic understanding of autism and sensory integration difficulties.

Course booking options

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<tr>
<th>Option 1: Course held at customer’s site</th>
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<td>Up to 60 attendees: £5,200</td>
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How to book: Complete our on-site training request form

Fee includes on-line course manual
Attendance certificate template for CPD
Course feedback from your delegates
FREE Gold or Silver 2 Year membership valued up to £70.00 per person.
The customer will provide a suitable venue and catering, plus any marketing for the course. The course is delivered by 1 lecturer for up to 50 attendees and 2 lecturers for over 50 attendees. Lecturer travel/accommodation costs are included within the fee.

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<tr>
<th>Option 2: Scheduled course dates at SI Network venues</th>
<th>Scheduled course fee: £155 per person (includes Bronze membership)</th>
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<td>See more information and book online here</td>
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<td>No VAT payable as the SI Network is not VAT registered.</td>
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Understanding Sensory Integration Difficulties in Everyday Life

Summary:
Therapists, teachers and parents consistently report that sensory integration issues are a key feature of problems such as Autism spectrum conditions and empirical evidence is now emerging in strong support of this. Sensory integration difficulties may effect a person’s ability to:

- attend and learn
- move about and do things in a coordinated and well organised way
- manage emotions and interpersonal relationships
- respond to and behave in a way that others expect.
- Includes Strategies for Home and School.

Audience:
Parents, teachers and others caring for those with autism and sensory integration difficulties.

Length:
3 days – Registration will open at 9.00 am for a 9.15 am start. The course will finish at 5:00 pm.

Lecturer:
Experienced SI Network lecturers who are all practising therapists.

“Clear delivery of information with good resource material and opportunity for sharing ideas and experience.”
“I now have a deeper understanding of sensory needs, how these affect children and families on a day to day basis and realistic strategies to try in various environments.”
Overview

This course will provide a deeper understanding of sensory integration and Autism, exploring how sensory integration difficulties impact development, learning and participation in daily life. Over 3 days you will learn how to spot possible indicators of sensory integration difficulties, exploring ways to adapt the environment around the person and strategies to use at home, school or in the workplace.

Objectives

The objectives of the course are:

- You will learn about Ayres’ Theory of Sensory Integration and how sensory integration is critical to early learning and development.
- You will explore the brain science and research that now supports and underpins this theory. This includes new research about the strong links between Autism and sensory integration.
- Personal stories and case study from children, adolescents and adults who have Autism and difficulty integrating sensory information will support your learning.
- You will learn about strategies to use at home, school and work to support people with Autism and sensory integration difficulties.
- Working in small groups you will use personal experience of supporting or working with individuals to consider their sensory integration difficulties and consider and plan ways to implement simple strategies to improve their health and well-being and ability to engage in activities of everyday life.
- You will learn about Ayres’ Sensory Integration Therapy and how to support and enhance the work done by therapists trained in Ayres’ Sensory Integration Therapy. This will include case study where you will see therapists work with individuals with sensory integration difficulties to improve attention and focus, coordination difficulties, emotional and behavioural challenges in specialist sensory integration clinics.

Who should attend?

Parents, teachers and other caring for those with autism and sensory integration difficulties.

Please Note:

This course will offer early career therapists an introduction to sensory processing until they undertake formal post graduate training to be able to deliver Ayres Sensory Integration Therapy including specialist assessment. These intensive post graduate modules are offered as three Master’s level modules, and this course is not a substitute for these.
## Course Booking Options

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Fee includes on-line course manual
Attendance certificate template for CPD
Course feedback from your delegates
FREE Gold or Silver 2 Year membership valued up to £70.00 per person.

The customer will provide a suitable venue and catering, plus any marketing for the course. The course is delivered by 1 lecturer for up to 40 attendees and 2 lecturers for over 40 attendees. Lecturer travel/accommodation costs are included within the fee.

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<tr>
<th>Option 2: Scheduled course dates at SI Network venues</th>
<th>Scheduled course fee: £555 per person plus £30 Silver or £70 Gold 2 Year membership fee</th>
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School Sensory Strategies for Children with Motor Coordination Difficulties

Summary:
Therapists, teachers and parents consistently report that sensory integration issues are a key feature of problems such as Autism spectrum conditions and empirical evidence is now emerging in strong support of this. Sensory integration difficulties may effect a person’s ability to:

- attend and learn
- move about and do things in a coordinated and well organised way
- manage emotions and interpersonal relationships
- respond to and behave in a way that others expect.
- Includes Strategies for Home and School.

Audience:
This course is open to all and is particularly suitable for teachers, SENCOs, specialist teachers, resource teachers, teaching assistants, tutors, after-school club leaders.

Length:
1 day – Registration will open at 9.00 am for a 9.15 am start. The course will finish at 5:00 pm.

Lecturer:
Experienced SI Network lecturers who are all practising therapists.

“Lin Horgan has worked in multi-disciplinary clinics, private practice, nurseries, special schools and mainstream schools, utilising her sensory integration knowledge to support
Overview

• Find out why sensory processing is part of everyone’s development and learning and how it is critical to help us all to participate in daily life.
• Explore how children with motor coordination difficulties may have differences in sensory processing.
• Through hands on activities, explore how different individuals may be affected and how this links to participation in daily life.
• Consider how sensory difficulties can affect attention, behaviour, organisation, learning and activities of daily living for children with motor coordination difficulties.
• Explore ways to adapt the environment around the child and devise strategies to support the child at school and in after-school activities.
• Learn about the evidence from brain science that supports the theory of sensory integration and sensory processing difficulties.

Benefits of attending

• Be more knowledgeable about the link between sensory processing and motor coordination difficulties.
• Be more confident in devising strategies to support children you work with.

Who should attend?

This course is open to all and is particularly suitable for teachers, SENCOs, specialist teachers, resource teachers, teaching assistants, tutors, after-school club leaders.
Please note, as this is an introduction level course, it is suitable for early career therapists only.

Course Booking Options

Option 1: Course held at customer’s site

How to book: Complete our on-site training request form

Save up to 54% off scheduled course fees
Up to 20 attendees: £2,000
Up to 30 attendees: £2,900
Up to 40 attendees: £3,800
Up to 50 attendees: £4,400
Up to 60 attendees: £5,200

Fee includes on-line course manual
Attendance certificate template for CPD
Course feedback from your delegates
FREE Gold or Silver 2 Year membership valued up to £70.00 per person.

The customer will provide a suitable venue and catering, plus any marketing for the
course. The course is delivered by 1 lecturer for up to 50 attendees and 2 lecturers for over 50 attendees. Lecturer travel/accommodation costs are included within the fee.

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Scheduled course fee: £155 per person plus free Bronze membership

No VAT payable as the SI Network is not VAT registered.
Sensory Integration for Mental Health and Well-being

Summary:
Promoting Participation in Daily Life – Adolescents, Adults & Older Adults in Mental Health and Learning Disability Services including forensic and secure settings. From 16 to 60 and beyond. The application and practice of Ayres' Sensory Integration with adolescents, adults and older adults.

Audience:
Open to all

Length:
2 days – Registration will open at 9.00 am for a 9.15 am start. The course will finish at 5:00 pm.

Lecturer:
Experienced SI Network lecturers who are all practising therapists.

“IT was inspiring and met the needs of those attending perfectly – it’s always a pleasure to be trained by an expert in what they do and know.”
“The enthusiasm of the tutor really helped and I really enjoyed the training. The feedback I received from staff that have recently completed their SI Module 1 was that it had helped them to complete their understanding and knowledge of the practical application.”

Overview
The wrong sensory input or problems with integration disrupts function. It is like being tortured, which is a form of imposed sensory input to deliberately disrupt function. Conversely, creating the right sensory
environments and supporting people to get their sensory needs met appropriately means that they are able to think, learn, remember and communicate more easily. Come and find out more about the clinical application of sensory integration theory and sensory approaches in acute and secure settings for those working with adolescents, adults and older adults.

Day 1

Setting the Scene

- Explore and consider Ayres’ sensory integration and its application with adolescents, adults and older adults
- Consider evidence from Ayres’ sensory integration and neuroscience.
- We will do this using clients stories and case study.
- What’s different? What’s the same? – Working across the ages with Ayres SI
- Consider and explore different presentations:
  - Stages of presentation
  - Referral reasons
  - Commissioning service drivers
  - Assessment
- Using video and case study, we will present a range of assessment methods used within these different clinical populations including:
  - Use of standardised and norm referenced assessment tools from SI and beyond
  - Clinical observations from Ayres’ SI
  - Unstructured observations
  - Importance of interview and narrative alongside client psycho-education.
  - Whilst emphasising clinical reasoning based in Ayres’ SI, we will present and explore how to combine and use Ayres’ SI alongside other psychological approaches exploring the supporting neuroscience – defining the differences and similarities.

Day 2

Why SI and how do we know it can make a difference?

Outcomes

We will make clear links to occupation, function and participation, in considering how to measure the impact of Ayres’ SI interventions within this client population.

Using case study and research we will explore the selection of outcome measures and how to use the results to:

- Motivate clients and maintain therapeutic engagement
- Educate and influence others in the multidisciplinary team
- Drive service delivery and design SI.
• This will be done with reference to WHO, European Healthcare Delivery Directives and Fidelity to Ayres’ SI.

**Intervention approaches**
Using case studies and video we will consider environmental affordances across a range of treatment settings – from hospital or home (secure/forensic/community/clinic).
We will present and explore equipment restrictions and opportunities with these settings, and across the ages from adolescents to adults and older adults, considering possibilities to be found in community resources.
You will consider and plan how to action and implement your learning over the last 2 day into clinical practice.

**Who should attend?**
This course is aimed at therapists working with adolescents, adults and older adults.

**Sensory Integration: It’s not just for children**

_“Because humans are sensory beings and sensation is inherent in all occupations, the sensory integration framework is relevant to occupational therapy practice beyond pediatrics.”_ Sensory Integration: It’s Not Just for Children – AOTA -SIS Quarterly – December 2006_

_“Sensations are ‘food’ or nourishment for the nervous system, the brain needs continuous variety of sensory nourishment to develop and then to function.”_ Ayres 1979_

_“The essence of being human is embedded in the sensory events of our everyday lives.”_ Dunn 2001_

**Course Booking Options**

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<td><strong>Save up to 57% off scheduled course fees</strong></td>
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<td>FREE Gold or Silver 2 Year membership valued up to £70.00 per person.</td>
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The customer will provide a suitable venue and catering, plus any marketing for the course. The course is delivered by 1 lecturer for up to 40 attendees and 2 lecturers for over 40 attendees. Lecturer travel/accommodation costs are included within the fee.
**Option 2:**
**Scheduled course dates at SI Network venues**

| Scheduled course fee: £370 per person plus £30 Silver or £70 Gold 2 Year membership fee |
| No VAT payable as the SI Network is not VAT registered. |
Sensory Strategies for Everyone – The Magic of Muscle Stretch and Heavy Work

Summary:
This course will explore the sense of proprioception – the sense that comes from moving our muscles. Often forgotten, ignored and definitely under-rated, proprioception makes daily life possible.

Audience:
This one-day course is designed for Occupational Therapists, Physiotherapists and Speech and Language Therapists, students, parents, teachers and classroom staff, nurses/medics and anybody interested in learning more about this subject.

Length:
1 day – Registration will open at 9.00 am for a 9.15 am start. The course will finish at 5:00 pm.

Lecturer:
Experienced SI Network lecturers who are all practising therapists.

“I found Kath’s content a heady mix -the integration of expert SI knowledge, combined with a depth of clinical experience and a breadth of understanding of different occupational therapy frameworks. Superb!...This respect of the client and upholding the essence of the person as a unique and valued person was woven through the content of Kath Smith’s tutorial.”

Overview

This first in our short courses lecture series will explore the sense of proprioception – the sense that comes from moving our muscles. Often forgotten, ignored and definitely under-rated, proprioception
makes daily life possible.
A most magical sense, if we are sleepy and low, proprioception can help to us feel more alert and grounded, ready for work or play. When we feel stressed, fidgety or headed for a meltdown proprioception can assist us to get back to a state of being calm and alert.
While starting with exploring this magical sense in more detail, the day will also include practical participation in short tasks to help highlight the sensory challenges daily life can pose to those with sensory challenges.
The focus will be on what can be done to support those struggling with self-regulation. Examples will consider and address opportunities to understand and support children, teens, adults and older adults.

Who should attend?
This one-day course is designed for Occupational Therapists, Physiotherapists and Speech and Language Therapists, students, parents, teachers and classroom staff, nurses/medics and anybody interested in learning more about this subject.

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No VAT payable as the SI Network is not VAT registered.
Complex Trauma in Children: Translation into practice when supporting adoptive, foster and other permanent placement families

Summary: This one-day course will provide an introduction to the concept of ‘complex trauma in children’ including the affected domains of Attachment, Self-regulation and Competencies.

Audience: Therapists, social workers and other professionals working in adoption and permanency.

Length: 1 day – Registration will open at 9.00 am for a 9.15 am start. The course will finish at 5:00 pm.


*Lecturer, Franca Brenninkmeyer, has over 20 years of professional adoption experience and has worked at PAC-UK since 1996. She has Master degrees in Pedagogical Sciences and Counselling Psychology from Belgium and the UK and is registered as a graduate member with the BPS. Franca was instrumental in developing PAC-UK’s assessments and intensive therapeutic interventions for adoptive families.*
Overview

Many adopted, fostered and other permanently placed children have suffered chronic, interpersonal and trauma in the first years of their lives. The concept of ‘complex trauma in children’ helps to understand the overall presentation of these children: their capacity for Attachment, Self-regulation and age appropriate Competencies are more often than not affected by their early life traumas.

The concept of ‘complex trauma in children’, also called ‘developmental trauma’, will be presented in a way that allows translation into practice, both with regard to assessments and interventions for these children and their families.

The training will include handouts, illustrative video clips, practical exercises in small groups and time to process and exchange with fellow course attenders.

Participants will:

- Gain a good understanding of the concept of ‘complex trauma in children’ including the affected domains of Attachment, Self-regulation and Competencies (the ARC model);
- Make a link between ‘developmental trauma’ and the type of support adoptive/long term foster families need;
- Receive practical ideas with regard to the everyday therapeutic parenting of children with complex trauma histories;
- Gain insight into the strengths social workers need to look for out for in prospective as well as existing adoptive/long term carers
- Have the opportunity to meet other professionals with whom to share their good practice!

Who should attend?

Therapists, social workers and other professionals working in adoption and permanency.

Course Booking Options

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<th>Scheduled course dates at SI Network venues</th>
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Eating Made Easier the Sensory Way

Summary: As a parent or therapist new to sensory integration this course will introduce you to sensory integration and how it links to development, learning and participation in everyday life, with a particular focus on eating while considering related oral motor difficulties.

Audience: The course is aimed at therapists and parents who are new to sensory integration and eating difficulties.

Length: 3 days – Registration will open at 9.00 am for a 9.15 am start. The course will finish at 5:00 pm.

Lecturer: Experienced SI Network lecturers who are all practising therapists.

Overview

As a parent or therapist new to sensory integration this course will introduce you to sensory integration and how it links to development, learning and participation in everyday life, with a particular focus on eating while considering related oral motor difficulties.

You will learn to identify sensory, organic and behavioural causes of eating difficulties in children and adolescents. You will explore tools for early assessment and develop a better understanding of the possible underlying causes for sensory eating difficulties. Group work and practical exercise will allow you to learn about strategies to use at home and school to support young people who have sensory related eating difficulties.
Therapists attending the course will be encouraged to build upon professional knowledge and current practice to consider how to integrate this learning in their current practice. This will include basic tools to help educate and support families of children with eating difficulties and those that care for them. You will discover and experience practical strategies to share with families, carers and other professionals and consider intervention approaches and relevant care pathways for complex cases.

For Health Care Professionals

• Why do some children struggle to eat?
• Why this is not always a behavioural problem?
• What are sensory processing difficulties and how might they impact on eating?
• How to support a child at school?
• A new way to think about the canteen and eating environment in school and how this might impact on a child
• The impact of a child with eating difficulties on the parent’s mental health and the wellbeing of the whole family
• How to support a family in crisis, strategies to give to families to reduce stress at mealtimes, division of responsibility in eating, pressure free meal times
• Cultural and religious considerations in relation to food and eating

For Parents

• Understand why your child is struggling with eating
• What are sensory processing difficulties and how might they be interfering with your child’s ability to eating
• Ideas and simple practical ways to support your child in learning to eat
• How to communicate with your child about food in a positive way
• How to have happy fun mealtimes again
• When and where to fight your battles
• Ideas for how to take care of yourself and the wellbeing of other family members
• What are sensory strategies, how these will help prepare your child to eat and why this works
• How to communicate with school and other healthcare professionals about your child’s difficulties, and how to deal with criticism of family and friends
• Where to find help and support from other parents

Objectives

Learning outcomes:

• Overview of assessment and intervention approaches related to eating difficulties.
• Anatomy / physiology and neuro physiology with links to early development and ages and stages of feeding and eating skills including; suck, swallow, bite and chew as well as postural and motor co-ordination skills required for finger feeding and tool use eg cutlery.
• Introduction to Ayres’ Sensory Integration theory and how ASI practice relates to eating.
• Introduction to the development of self-regulation and the importance of the use of sensory strategies to support and enhance self-regulation throughout the day supporting the child in learning to eat.
• Explore and practice oral sensory strategies for preparing the mouth and face muscles for eating.
• Explore and practice Ideas for using messy play to introduce new foods and how to make this age appropriate for each developmental stage.
• Learn how and why it is important to categorise food in terms of its sensory properties; taste, texture and smell.
• Practice food chaining and its application with a range of different presentations.
• Learn about posture, positioning and seating options to support positive mealtimes.
• Consider the ‘red flags’ and referral for early intervention.
• Learn to distinguish between a fussy eating, sensory based eating difficulties and links and connections to selective eating disorders, ARFID and other types of eating disorders that may give rise to eating problems.
• The course will present a model for therapeutic change including links to existing practices including; division of responsibility in feeding, pressure free meal times and fun with food.
• The importance of cultural and religious considerations in relation to food and eating will be addressed.

Who should attend?

The 3 day course is aimed at parents and therapists who are new to sensory integration and eating difficulties.
Therapists educated beyond SI Network Module 1 are recommended to consider attending Feeding Difficulties and Sensory Issues course instead.

<table>
<thead>
<tr>
<th>Option 1: Course held at customer’s site</th>
<th>Save up to 60% off scheduled course fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to book: Complete our on-site training request form</td>
<td>Up to 20 attendees: £6,600</td>
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<tr>
<td></td>
<td>Up to 30 attendees: £8,600</td>
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<td></td>
<td>Up to 40 attendees: £10,600</td>
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<tr>
<td></td>
<td>Up to 50 attendees: £13,200</td>
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<td></td>
<td>Up to 60 attendees: £14,200</td>
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</tbody>
</table>

Fee includes on-line course manual
Attendance certificate template for CPD
Course feedback from your delegates
FREE Gold or Silver 2 Year membership valued up to £70.00 per person.

The customer will provide a suitable venue and catering, plus any marketing for the course. The course is delivered by 1 lecturer for up to 40 attendees and 2 lecturers for over 40 attendees. Lecturer travel/accommodation costs are included within the fee.

<p>| Option 2: Scheduled course dates at SI | Scheduled course fee: £555 per person plus £30 Silver or £70 Gold 2 Year membership fee |</p>
<table>
<thead>
<tr>
<th>Network venues</th>
<th></th>
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<tbody>
<tr>
<td>See more information and book online here</td>
<td>No VAT payable as the SI Network is not VAT registered.</td>
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</table>
## Specialist Workshops

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Duration</th>
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<tbody>
<tr>
<td><strong>Autism Spectrum Disorders:</strong> Intervention Strategies for Sensory, Motor and Sensory-based Behavioral Components Across the Lifespan</td>
<td>2 Days</td>
</tr>
<tr>
<td><strong>Is It Sensory or Is It Behaviour?</strong> Changing Behaviours to Improve Functional Performance and Participation</td>
<td>2 Days</td>
</tr>
</tbody>
</table>
## Autism Spectrum Disorders (ASD): Intervention Strategies for Sensory, Motor and Sensory-based Behavioral Components Across the Lifespan

### Summary:
This 2 day workshop is designed to be the first half of a 4 day workshop. Carolyn Murray-Slutsky and Betty Paris skillfully use a layering system to: expand the participant’s knowledge of the characteristics and current theories that relate to Autism Spectrum Disorders and other diagnoses with sensory-based components; look in depth at many of the sensory, motor, functional and learning difficulties encountered by our clients; design appropriate treatment plans; learn many practical treatment techniques that are effective for hands on intervention or consultation; identify the underlying problems and most effective intervention strategies for various environments across the lifespan and select specific intervention strategies for use at home, group homes, school, day cares, clinics, work, sheltered workshops or other environments.

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

### Length:
2 days – Registration will open at 9.00 am for a 9.15 am start. The course will finish at 5:00 pm.

### Lecturer:
Betty Paris, PT, M.Ed., C/NDT and Carolyn Murray-Slutsky, MS., OTR, C/NDT
**Overview**

This course will expand the participant’s knowledge of the characteristics and current theories that relate to Autism Spectrum Disorders and other diagnosis with sensory based components. 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 prioritise 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.

**Objectives**

Participants will learn to:

- Identify how Autism Spectrum Disorder is identified and current thinking about the neurophysiology of Autism Spectrum Disorder according to the DSM V.
- Understand sensory-based problems common within the Autism Spectrum Disorder population. Describe common Sensory Integrative dysfunctions and appropriate intervention strategies.
- Identify learning, communication and sensory characteristics of individuals with autism spectrum disorder;
- Describe how sensory integration impacts learning, communication, sensory processing, self regulation, oral motor, fine motor and gross motor control.
- Describe a sensory modulation disorder (SMD), its behaviours and characteristics. Describe how it impacts function and appropriate intervention strategies that can be used within the home, classroom, and community.
- Identify characteristics of a sensory modulation disorder, a discrimination disorder or a motor planning disorder and select several appropriate treatment activities for each disorder.
- Identify the behaviours 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.
• 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.
• Identify the sensory base to motor planning difficulties, identify the stage of functional breakdown and intervention strategies.
• 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.
• Understand how to effectively use exercise to impact neuroplasticity, self-regulation, function and the aging process.
• Address select and apply treatment techniques from sensory integration, communication, behavioural, neuro-developmental, and developmental theories.

Who should attend?

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

Course Booking Option

<table>
<thead>
<tr>
<th>Scheduled course dates at SI Network venues</th>
<th>Scheduled course fee: £370 per person plus £30 Silver or £70 Gold 2 year membership fee</th>
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# Is It Sensory or Is It Behaviour? Changing Behaviours to Improve Functional Performance and Participation

## Summary:
This 2 day workshop is designed to be the second half of a 4 day workshop. Carolyn Murray-Slutsky and Betty Paris skillfully use a layering system to delve into the confusing and challenging behaviors that children and adults often demonstrate; addressing the question Is it sensory or is it behaviour? Videos, instructor case presentations and Case studies offered by participants will be used to 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 behavioral strategies to reduce undesirable behaviors and facilitate effective coping strategies in the individual. Focus will be on the most effective strategies to meet the individual’s emotional, sensory and behavioral needs. A flow chart and the behavioral 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.

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

## Length:
2 days – Registration will open at 9.00 am for a 9.15 am start. The course will finish at 5:00 pm.

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

Answering the question “Is it sensory or Is It behaviour?” requires more than meets the eye.

This 2 day workshop is designed to be the second half of a 4 day workshop. This section will delve into the confusing and challenging behaviors 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 skillfully use a layering system to guide participants to a deep understanding of the complexities of sensory and communication based behaviors.

Videos, instructor case presentations and Case studies offered by participants will be used to analyze 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 behavioral strategies to reduce undesirable behaviors 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 behavioral needs. A flow chart and the behavioral 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:

- Use the Intervention for Challenging Behaviours flow chart.
- Define and analyse a child’s behaviour.
- Determine the primary and secondary reinforcement to the child’s behaviour.
- Identify behaviours that are obtaining in nature, determine the core problems and appropriate intervention strategies.
- Identify behaviours that are avoidance in nature, determine the core problems, and appropriate intervention strategies.
- Differentiate sensory-based problems from other related problems.
- Understand how to use the Intervention for Challenging Behaviour Flow Chart and the Behavioural Analysis Worksheet in analysing the child’s behaviour and planning an intervention program.
• Learn strategies to develop new behaviours, diminish unwanted behaviours, identify appropriate reinforcers, while using positive behavioural strategies.
• Design treatment strategies that incorporate the child’s sensory, motor, behavioural and communication needs.
• 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.
• Be able to design and implement holistic, comprehensive, integrated treatment programs through combining treatment techniques from sensory integration, developmental, motor learning, teaching strategies, behavioural intervention and other frames of reference.
• Appreciate the importance of how to use non-verbal and verbal communication, behavioural 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.

Course Booking Option

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