

# Is it Neurological Reorganization or Sensory Overload?



## Course Description:

This course has been generated by the interest of IM providers concerned with improving their ability to distinguish the effects of the Interactive Metronome program on neurological reorganization. Particularly prominent in the pediatric population, many providers are reporting functional changes during IM that may be interpreted as an expression of the sensory system, or may be due to subtle changes in neurological reorganization. How to identify systems within the central nervous system versus core neurological changes can be quite the challenge, and often a cause for worry. Issues such as perceived functional regression and negative reactions may easily create cause for confusion and concern. This presentation will attempt to clarify key points. Upon completion of this course, providers will demonstrate greater flexibility to create IM programs with more precision & successful outcomes. Providers will learn to guide family members and care staff through the process. Course materials will include easy-to-reference lists and learning tools. Photographic and video examples will be presented to illustrate salient points and reinforce learning. *This course is not offered for contact hours/CEUs.*

## Target Audience:

- Speech and Language Pathologist
- Speech and Language Pathology Assistant
- Audiologist
- Occupational Therapist
- Occupational Therapy Assistant
- Physical Therapist
- Physical Therapy Assistant
- Athletic Trainer
- Educator
- Licensed Medical, Rehabilitation or Mental Health Professional
- Music Therapist

## Learning Outcomes:

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

- Describe the basic components of Sensory Integration and how these may influence client performance;
- Describe the basic components of neurological reorganization and how these may influence client performance;
- Identify common problems associated with sensory integration/neurological reorganization issues;
- Identify special considerations for IM use with clients presenting with neurological organization or sensory integration issues.

*\*Note: This course covers information that pertains to licensed therapists and therapy assistants. OTA and PTA professionals must practice IM under the supervision of a licensed OT or PT.*

Specific Learning Outcomes for SLPs and Audiologists:

- Describe the basic components of Sensory Integration and how these may influence client performance & communicative interactions;
- Describe the basic components of neurological reorganization and how these may influence client performance & communicative interactions;
- Identify common problems associated with sensory integration/neurological reorganization issues & their impact on communication, language, and cognitive-linguistic abilities;
- Identify special considerations for Interactive Metronome use with clients who present with neurological organization or sensory integration issues in order to maximize therapy outcomes.

*\*Note: This course covers information that pertains to licensed therapists and therapy assistants. SLPA professionals must practice IM under the supervision of a licensed SLP.*

## Instructor:

**Mary Jones, OTR/L, LMT, CIMT** graduated from St. Loe's School of Occupational Therapy (UK) in 1986. Has been an Occupational Therapist for 20 (+) years and has been practicing in the USA since 1993. Additional training has included a BS in Healthcare and Social Welfare from Manchester University in 1992, Massage Therapy License in 1996, NDT

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certification in 1994. Mary has worked in a variety of healthcare settings in both the USA and the UK. These include home health in the inner-city (London), orthopedics, geriatric psychiatry, outpatient rehab, brain injury specialty (adult and pediatric) and pediatric outpatient therapy. Clinical advanced training includes NDT advanced courses, infant massage certification, cranio-sacral therapy, myofascial release techniques, motor control and the development of motor learning, Therapeutic Listening Program, Integrated Listening Systems, Brain Gym, Pilates, Active Isolated Stretching Techniques, Visual-motor Training, Vestibular Training, Beckman Oral Motor Assessment and Intervention, Handwriting Without Tears, ADHD and Nutrition Interventions, Aromatherapy, Aquatic Therapy, Sensory Integration assessment and interventions, Autism assessment and interventions, Interactive Metronome Certification and Development of Best Practice Strategies with IM. Mary owns her own pediatric practice "Sensational Kids LLC", based out of Bradenton, FL. Mary has lectured extensively in her field at a local and national level.

**Disclosures:**

**Instructor Financial Disclosure(s):** Mary is an active member of Interactive Metronome's Clinical Advisory Board and is Interactive Metronome's Occupational Therapy Consultant for the American Occupational Therapy Association (AOTA), for which she receives an annual honorarium from Interactive Metronome, Inc. She is the author/co-author of numerous courses & publications that focus on the clinical application of Interactive Metronome technology, for which she has received honoraria from Interactive Metronome, Inc. Mary does not receive royalties or any other form of compensation for the continued publication and use of educational materials she has authored/coauthored. Mary is an instructor for Interactive Metronome. She receives a fee for teaching each course and reimbursement of travel expenses from Interactive Metronome, Inc. Mary does not sell or receive compensation for the sale of Interactive Metronome products.

**Instructor Nonfinancial Disclosure(s):** Mary periodically contributes blog posts to [www.interactivemetronome.com](http://www.interactivemetronome.com) that are clinical in nature, although she does not receive compensation for this. Mary also owns a private practice in Bradenton, FL where Interactive Metronome is used with a variety of clients ranging in age from infancy to the elderly.

**Course Content Disclosure:**

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**Agenda (60 minutes):**

- Speaker introduction & disclosure
- Neurological Organization
- Motor Learning
- Sensory Integration
- Sensory Overload
- Preventing Sensory Overload
- "Funk Period" of Neurological Reorganization
- Family/Caregiver Education
- Distinguishing Neurological Reorganization from Sensory Overload

**Instructional Methods:**

LECTURE, PPT, PHOTOS

**Contact Hours/CEUs:**

This course is not offered for contact hours/CEUs.