

# Integrating IM into Interventions for SPD and Dyspraxia



## Course Description:

Sensory processing is how the brain takes in information from the body and the environment, organizes that information and then produces an adaptive response (a motor response, an attentional response, an emotional regulation response) to that information. Dyspraxia, often thought of as motor planning, involves difficulty coordinating cognitive planning and sequencing to execute skilled motor actions. Jean Ayres, PhD, was the occupational therapist who pioneered this theory and developed the formalized evaluation process and child-directed therapeutic intervention to address these areas. Many of the underlying senses involved with sensory processing and praxis problems can be addressed with the Interactive Metronome. Using rhythm and timing inherent to IM activities can serve as a complementary intervention to classical sensory integration therapy. *This course is not offered for contact hours/CEUs.*

## Target Audience:

- Occupational Therapist
- Occupational Therapy Assistant
- Physical Therapist
- Physical Therapy Assistant
- Licensed Medical, Rehabilitation or Mental Health Professional
- Music Therapist
- Educator

## Learning Outcomes:

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

- Individualize IM interventions for children with sensory processing disorder and dyspraxia in order to achieve optimal outcomes;
- Describe several ways to address tactile & proprioceptive processing with IM;
- Discuss the role of timing & rhythm for good praxis skills, & list several ways to adapt IM for individuals with dyspraxia in order to remediate the disorder.

*\*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.*

## Instructor:

**Laura Carnes Kane, MS, OTR/L**, has worked as an Occupational Therapist since 1995 in various settings with children, adolescents and adults with neurological concerns. Her clientele has included people with Traumatic Brain Injury, Parkinson's Disease, Seizure Disorder, ADHD, autism, Downs Syndrome, Williams Syndrome, Dystonia and Cerebral Palsy.

She has worked as the Occupational Therapist at Anchorage Independent School in Louisville, Kentucky, since 1999. In 2006, she became certified as an IM provider with a license at that school. Since 2007, she has also operated Occupational Rhythm, her private practice, out of her home and in the community. She has a separate IM license for her private practice.

After obtaining her BA degree in Communication/Public Relations from the University of Kentucky in 1992, she received her MS degree from Eastern Kentucky University in 1996. She has furthered her study with training in various therapeutic approaches. Her independent study and formal course work includes the Program in Sensory Integration from USC/WPS; Handwriting Without Tears; Brain Gym; Dr. Stanley Greenspan's DIR/Floortime model of social, emotional and intellectual development; and Mary Benbow's Neurokinesthetic Approach to Handwriting/the Loops and Other Groups cursive program. Additionally, she has provided numerous other presentations to educators and therapists. The topics have included fine motor skills and handwriting, sensory processing and incorporating rhythmic strategies into everyday life.

## Disclosures:

**Instructor Financial Disclosure(s):** Laura received an honorarium for the development and presentation of this course from Interactive Metronome, Inc. She does not receive royalties or any other form of compensation for the continued publication and use of educational materials she has authored. Laura does not sell or receive compensation for the sale of Interactive Metronome products.

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**Instructor Nonfinancial Disclosure(s):** Laura is the owner/director of Occupational Rhythm and uses Interactive Metronome in her practice.

**Course Content Disclosure:**

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**Agenda (60 minutes):**

- Speaker introduction & disclosure
- Overview of sensory processing
  - Tactile processing
  - Proprioceptive processing
  - Vestibular processing
  - Visual processing
  - Auditory processing
- Overview of dyspraxia
- How rhythm and timing relate to sensory processing and praxis difficulties
- Discussion of how IM can help with improving adaptive responses
- Sample activities to address sensory processing and praxis

**Instructional Methods:**

LECTURE, PPT, VIDEOS

**Contact Hours/CEUs:**

This course is not offered for contact hours/CEUs.