



Helping Horrible Handwriting: Interventions to Improve Graphomotor Skills When Formal Programs Fall Short



PRESENTER

Aubrey Schmale, OTR/L, SIPT

Author and Creator of The Body Activated Learning Handbook



WHEN

Monday, October 24, 2022

8:30 AM —3:30 PM EST

TARGET AUDIENCE, OTs, OTAs

INSTRUCTION METHODS: Lecture, case studies, video

LEVEL: Intermediate



FEES

**\$229 Before October 3
\$249 After October 3**

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WHERE

Live Web Conference

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ACCREDITATION

6.0 Contact Hours

0.6 AOTA CEUs
7.5 NBCOT PDU's

CE Broker Tracking # 20-926346

Certificates will be Awarded

Credits listed are offered by Theramoves for the full webinar attendance, partial credit is awarded to learners who do not complete the entire activity.

Learning outcomes/assessment will be completed via an online survey/post-test. A score of 70% or more is required to receive ones' certificate of completion.

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COURSE DESCRIPTION

While children are commonly referred for occupational therapy in school due to deficits in handwriting, children with multiple diagnoses and delays present a unique challenge for therapists. Each child presents with a variety of barriers to learning how to write that often are not measured by a visual motor test or fine motor assessment. In this course, you will learn how to determine foundational deficits impacting writing and design effective interventions to support neurosensory integration for improved outcomes. You will also learn about specific dysgraphia symptom clusters and strategies for effective treatment planning, taking a whole-body approach to improving legibility and automaticity.

LEARNING OBJECTIVES

At the end of this seminar the participant will be able to:

1. Identify strengths and weaknesses in a child's handwriting foundations
2. Differentiate between delays and dysgraphia subtypes
3. Articulate ways to expand beyond handwriting programs
4. Identify functional presentations of dysgraphia
5. Articulate how and when to apply total body treatment approaches to address foundational sensorimotor deficits in dysgraphia and other handwriting deficits to make faster progress and improve outcomes
6. Organize whole body intervention plans based on dysgraphia subtypes

DISCLOSURES: Financial: Aubrey Schmale, OTR/L, will receive a speaker's honorarium from TheraMoves Services for the presentation. Aubrey has intellectual property rights from her company Sensational Achievements, LLC for products discussed at the course. Aubrey has no non-financial relationships to disclose.

REFUNDS & CANCELLATIONS: A full refund less \$75 dollars administrative fee per course will be given for cancellations received up to 3 days prior to the course. After that, no refunds will be given for cancellations. We reserve the right to cancel any course due to extenuating circumstances. Please do not make non-refundable arrangements until you contact us &/or receive confirmation that the course will be held. We are not responsible for any expenses incurred by participants if the course must be cancelled.



-TheraMoves is an AOTA Approved Provider of professional development. Course approval ID # pending. This distant learning-interactive course is offered at 0.6 CEUs, intermediate educational level, in the area of occupational therapy service delivery. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA

AGENDA

- 8:30-9:30 Why write when computers are the future? Does handwriting matter in a Digital World? Elements of Handwriting, Review of the Developmental Progression of Writing
- 9:30-10:30 Understanding a Writer's Neurosensory Profile Evaluation of Handwriting Skills, Supplemental testing and clinical observations to inform treatment, When to engage other professionals, Case Study Examples
- 10:30-11:30 **Handwriting Programs**
Options and Opportunities, Finding a Good Fit, Thinking outside the box to improve treatment outcomes:
- 11:30-12:00 **Dysgraphia Vs Developmental Delay**
Differentiating between Developmental Delays and dysgraphia symptoms, Case examples (3 types)
- Lunch 12:00-12:30**
- 12:30-1:30 **Motor-Based Dysgraphia Intervention**
Reflexes: Clinical presentation and intervention using functional exercise, facilitating dissociation of body parts to reduce pain and fatigue, Rebuilding coordination and pencil control without writing letters, Addressing letter formation and compensatory strategies
- 1:30-2:15 **Spatial Dysgraphia Intervention**
Visual-vestibular integration to build spatial awareness, Oculomotor retraining for monitoring boundaries and spatial organization, developing spatial awareness in two-dimensional space, Addressing spatial organization of letters/words
- 2:15-3:00 **Dyslexic Dysgraphia**
Improving motion-detection for reading skills, addressing orthographic memory deficits affecting retrieval of letter formation, Reducing visual confusion with writing in the presence of surface dyslexia, Planning, sequencing, and organization of words and sentences (AS photos)
- 3:00-3:30 **Problem Solving for Treatment Planning**
Mixed Dysgraphia, optimizing a 30-minute treatment session, Rethinking Sensory Diet Planning for children with dysgraphia

2 breaks in the morning and afternoon as needed

PRESENTER BIO'S

Aubrey Schmale, OTR/L, SIPT has 20 years' experience working with neurologically diverse children using a sensory integrative approach. She graduated from Boston University in 2003 with a bachelor's in occupational therapy and continued to advance her clinical knowledge through self-study, mentorship, certification in sensory integration theory and practice (C-SIPT), Consultant level certification in the Tomatis Method, and training in Tomatis-based auditory interventions. In 2011, she opened a private occupational therapy clinic, providing comprehensive evaluation and treatment of sensory processing disorders and related disabilities such as Autism, ADHD, Dyslexia, Dysgraphia, and Executive Function deficits. She specializes in comprehensive educational evaluation of a child's sensory-learning profile in order to facilitate collaboration between school-based professionals while developing comprehensive support plans to meet the needs of individual learners. She possesses advanced knowledge in visual-vestibular integration treatment techniques, treatment of postural-ocular and functional visual skill deficits, and intervention to address sensory-motor-perceptual factors contributing to dyslexia and dysgraphia. Aubrey's passion for empowering children, families, and professionals inspired the creation of the Body Activated Learning framework to support the body foundation for attention and learning with the unique needs of a digital generation in mind. In 2015, she authored *The Body Activated Learning™ Handbook* and continues to develop programming, educational supports, resources, and trainings based on the Body Activated Learning™ approach. She maintains her clinical practice in Stamford, CT while guest lecturing, training teachers, nurses, program directors, and parent advocates, providing professional courses, and giving weekly educational live talks in her Parenting Children with Special Needs in a New Reality Facebook group. She recently launched her Level 1 online certification program for parents, paraprofessionals, learning pod proctors, and any other individuals supporting children with diverse sensory and learning needs.