

Beyond Whole-Body Listening: Building a Toolbox for Learning, Regulation, Executive Function, and Connection



PRESENTER

**Elizabeth A. Sautter,
MA, CCC-SLP**

Nationally known speaker



WHEN

Thursday

February 11, 2027

8:00 AM—3:00 PM EST

Target Audience:

OTs, OTAs, SLPs, educators,
special educators, social workers

Instruction Methods: Lecture,
case studies, demonstration, guided
reflection, practical application

Level: Beginner/ Introductory



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- Theramoves offers credits listed for full attendance.
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COURSE DESCRIPTION

This interactive training reframes listening beyond observable behaviors, compliance, and performance. Participants will explore listening as an internal, relational process shaped by nervous system readiness, sensory access, emotional safety, executive functioning, and meaningful engagement. The training will trace the evolution of Whole Body Listening, including neurodivergent perspectives that have helped shift practice away from eye contact, stillness, quiet hands, and other compliance-based expectations. Participants will examine how traditional listening demands can increase cognitive load, contribute to masking or shame, and interfere with true listening, processing, participation, and connection. Participants will explore regulation and executive functioning as developmental capacities supported through relationships, co-regulation, sensory access, accommodations, and adult self-awareness. Through practical examples, case studies, and guided reflection, participants will learn neurodiversity-affirming strategies to support listening, learning, engagement, self-advocacy, and shared participation across classrooms, therapy sessions, home routines, and group settings.

Participants will leave with practical strategies to support regulation, executive function, connection, and meaningful participation in everyday learning environments.

LEARNING OBJECTIVES

At the end of this seminar, the participants will be able to:

1. Describe genuine listening beyond observable behaviors, compliance, and performance.
2. Describe how Whole-Body Listening has evolved through neurodivergent perspectives toward regulation, participation, and self-advocacy.
3. Identify regulation and executive function skills that support listening, engagement, and follow-through.
4. Explain how sensory needs, cognitive load, and co-regulation impact participation, connection, and learning.
5. Apply the C.A.R.E. over Compliance framework to select neurodiversity-affirming strategies that support regulation, executive function, and shared participation.



TERAMOVES SERVICES, LLC

Introductory Level
0.6 ASCEUs



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



-Approved by NYSED for Continuing Teacher and Leader Education (CTLE hours)
Provider # 23490. This webinar will qualify for 6 approved (CTLE) Hour(s)
-Approved for Social Workers by the NY State ED Dept. #SW-0499
-TeraMoves Services, LLC is Approved for sponsor of continued competency for speech-language pathologists (SLPs) by The State Education Department

AGENDA

8:00–8:45 AM: Welcome and Reframing Listening

Introductions, disclosures, traditional listening demands, hearing versus listening, listening as access, cognitive load, and behavior as communication.

8:45–9:45 AM: Whole Body Listening, Neurodiversity, and Unlearning Compliance

History and evolution of Whole Body Listening, neurodivergent perspectives, ableism, masking, compliance, Whole Body Regulation, and neurodiversity-affirming practice.

9:45–10:00 AM Break

10:00–11:00 AM: Regulationships, Co-Regulation, and Shared Access

Regulation and executive functioning as developmental capacities, adult self-awareness, co-regulation, emotional safety, belonging, sensory access, and shared participation.

11:00–11:30 AM: Sensory Regulation and Tools That FIT

Sensory modulation, movement, interoception, environmental supports, tool selection, shared agreements, and matching supports to the learner, task, timing, and setting.

11:30 AM–12:00 PM Lunch

12:00–1:00 PM: Executive Function: From Listening to Doing

Attention, working memory, flexible thinking, planning, task initiation, self-monitoring, visual supports, and strategies that help learners move from listening to follow-through.

1:00–1:15 PM Break

1:15–2:15 PM: C.A.R.E. Over Compliance: Case Application

Application of the C.A.R.E. framework (Curious, Attune, Regulate, Execute) through case examples focused on listening, regulation, executive functioning, participation, and shared access.

2:15–3:00 PM: Building a Neurodiversity-Affirming Toolbox

Practical strategies, guided reflection, resources, key takeaways, and next steps for supporting regulation, engagement, connection, and participation.

PRESENTER'S BIO

Elizabeth A. Sautter, MA, CCC-SLP, is a licensed speech-language pathologist, author, speaker, and social-emotional learning specialist with extensive experience supporting neurodivergent children, teens, families, educators, and professionals. She specializes in social communication, emotional regulation, executive functioning, and neurodiversity-affirming practices.

Elizabeth is the author of *Make Social and Emotional Learning Stick!* and the co-author of the updated *Whole Body Listening Larry* resources, including *Listen, Learn, and Grow: A Whole Body Listening Larry Story to Help Kids Regulate, Listen, and Engage*. She is also a collaborative trainer for *The Zones of Regulation* and a co-author of the *Zones* storybooks, tools, and games.

Elizabeth is the founder of *The Connected Family Community*, where she supports families through practical regulation, executive function, and connection-based strategies. As a neurodivergent professional and the parent of neurodivergent sons, Elizabeth brings both professional expertise and lived experience to her work. She helps adults move beyond compliance-based expectations toward regulation, relationship, self-advocacy, and meaningful participation.

DISCLOSURE

Elizabeth A. Sautter will receive a speaker honorarium from TeraMoves Services for this presentation. She may receive royalties or income from books, resources, courses, and products referenced during the training. Non-Financial: Elizabeth A. Sautter has professional and lived experience related to neurodiversity, regulation, executive functioning, and family support. She has no additional relevant non-financial relationships to disclose.