

REGISTRATION

\$435 fee. Group rate (3 or more) must be mailed/faxed together \$410. Deadline for registration is two weeks prior to course. Registration will be accepted after deadline on a space available basis. Cancellation will be accepted until that deadline, minus an administration fee of \$75. **NO REFUNDS AFTER DEADLINE.**

Please make check payable and return to:

Education Resources, Inc.

266 Main St., Suite 12 • Medfield, MA 02052
(508) 359-6533 or 800-487-6530 (outside MA)
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Limited enrollment

Children's Brains/Montgomery

NAME _____

ADDRESS _____

CITY/STATE/ZIP _____

PHONE (H) _____ PHONE (W) _____

CELL _____

Needed in the event of an emergency scheduling change

EMAIL _____

Please clearly print your email address for course confirmation

EMPLOYER _____

DISCIPLINE _____ SPECIALTY _____

HOW DID YOU HEAR OF THIS COURSE _____

QERI Rewards. I am registering for my 4th course since September 2002 and applying \$100 credit to the tuition. May not be combined with any other credit. Must be applied at time of registration. Subject to availability.

Please indicate course location:

Feb/MA Apr/NY Jun/WA

Aug/NJ Nov/NY

I hereby authorize you to charge my: VISA MC DISCOVER

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I have read your refund policy above and understand.

Education Resources reserves the right to cancel any course due to insufficient registration or extenuating circumstances. Please do not make non-refundable travel arrangements until you have called us and received confirmation that the course will be held. We are not responsible for any expenses incurred by participants if the course must be cancelled.

FACULTY

Patricia C. Montgomery, PhD, PT, FAPTA received a B.S. degree in physical therapy from the University of Oklahoma and a M.S. in educational psychology and PhD in child psychology from the University of Minnesota. Dr. Montgomery is an NDT trained therapist and Faculty Emeritus of Sensory Integration International. She has taught in several physical therapy programs and is the author of several books and articles. Dr. Montgomery has worked in a hospital setting, an NICU, a public school, and had a pediatric private practice. She is a past president of the MN Chapter, served on the Board of Directors of the American Physical Therapy Association, and is a Fellow of APTA.

SUGGESTED READINGS

Therapeutic Exercise in Developmental Disabilities, Third Edition; Barbara H. Connolly, EdD, PT, Patricia C. Montgomery PhD, PT, Slack Incorporated.

LOCATION & ACCOMMODATIONS

Please visit our website for a listing of suggested hotels

February 28-March 1, 2014 - Massachusetts

Massachusetts Hospital School
3 Randolph St., Canton, MA

April 5-6, 2014 - New York

Staten Island University Hospital
475 Seaview Ave., Staten Island, NY

June 20-21, 2014 - Washington

Good Samaritan Hospital of Multicare Systems
Children Therapy Unit
402 15th Ave., SE, Puyallup, WA

August 8-9, 2014 - New Jersey

Children's Specialized Hospital
200 Somerset St., New Brunswick, NJ

November 15-16, 2014 - Middletown, NY

SUNY Orange County Community College
115 South St., Middletown, NY

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Children's Brains, Neuroplasticity and Pediatric Intervention:

What's the Evidence?



Patricia Montgomery, PT, PhD, FAPTA

February 28-March 1, 2014 - Boston Area, MA

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COURSE DESCRIPTION

This course is designed to present the most recent empirical evidence regarding efficacy of specific therapy-related interventions. Emphasis will be on strategies for children with cerebral palsy and other neurologic-based diagnoses. Videotapes of treatment sessions will be used to illustrate major points and to present longitudinal case studies. Recent information on neuroplasticity and motor learning principles as related to the developing child is included and implications for the most effective clinical interventions are suggested. Treatment strategies based on current knowledge of neuroplasticity, such as constraint-induced therapy, mirror therapy and treadmill training, are emphasized. The information presented should be immediately applicable to the organization of clinical treatment sessions and home, school, and community-based programs for children with a variety of developmental disabilities.

COURSE OBJECTIVES

Following this course, participants will be able to:

- Describe critical elements that support brain plasticity
- Summarize major processes in normal brain development
- Link developmental disabilities associated with impaired brain development
- Compare generalized intervention strategies to specific function-based activities
- Apply principles of motor learning to treatment sessions
- Compare differing viewpoints on the role of muscle tone in motor control
- Discuss "critical periods" for CNS sensory system development in children
- Review research regarding perceptual-motor development in typically developing children
- Discuss rationale for early gait training
- Analyze varying environments in relation to "affordances" for motor behavior

AUDIENCE

Principles discussed in this course are applicable to children of all ages as well as adults. Treatment strategies presented are designed for the pediatric population. Course is designed primarily for Physical Therapists, Occupational Therapists, Physical Therapist Assistants and Certified Occupational Therapist Assistants but also may be of interest to speech clinicians and other health-care and education professionals.

SCHEDULE DAY ONE

7:30-8:00	Registration/Continental Breakfast
8:00-9:30	Evidence-Based Practice: What We Do and How We Do It Predict and Manage Care? Video: •Spastic Diplegia
9:30-9:45	Break
9:45-10:45	Update: Neuroplasticity How can therapy affect the brain? Video: •Longitudinal Case Study (Ataxia)
10:45-11:45	Constraint-Induced Therapy and Mirror Therapy
11:45-12:45	Lunch (on your own)
12:45-1:30	Motor Control and "Affordances" Is "hands off" therapy effective? Video: •Community treatment session Spastic Diplegia
1:30-2:30	Motor Learning: Clinical Issues in Treatment Sessions: What's best practice? Video: •Home-based treatment sessions Traumatic Brain Injury (TBI)
2:30-2:45	Break
2:45-3:15	Role of Cognition and Perception How does cognition impact motor behavior?
3:15-5:00	Perceptual-Motor Development Can we help children develop Perceptual-Motor Skills?

CREDITS

This course meets the criteria for 14 contact hours (1.4 CEU's). Application has been made to the **NJ** Board of Physical Therapy Examiners, and the **PA** State Board of Physical Therapy.

NY: Approved provider by the **NY** State Board of Physical Therapy for 16.8 contact hours



Approved provider of continuing education by the American Occupational Therapy Association #3043 for 14 contact hours (1.4 CEU's) - Intermediate level. Occupational Therapy Process: Evaluation, Intervention. The assignment of AOTA CEU's does not imply endorsement of specific course content, products or clinical procedures by AOTA.

NBCOT professional development provider - 17.5 PDU's

SCHEDULE DAY TWO

7:30-8:00	Continental Breakfast
8:00-8:45	Neurogenesis: Normal and Abnormal development
8:45-9:30	Developmental Coordination Disorder Videos: •Treatment Session of Child with DCD •Evaluation: Non-Verbal Child
9:30-9:45	Break
9:45-10:45	The "Smart" Spinal Cord Can we "train" the spinal cord? Videos: •Idiopathic Toe Walkers •Case Study-Child with Spastic Quadripareisis •Developing Ambulation Skills
10:45-11:45	Review: Treadmill Intervention
11:45-12:45	Lunch (on your own)
12:45-1:45	Postural Control How do we evaluate and promote postural control? Video: •Longitudinal study of child with Spastic Quadripareisis Cerebral Palsy
1:45-2:30	"Muscle Tone" What is it? Can we alter muscle tone? Video: •Hypotonia
2:30-2:45	Break
2:45-4.00	Empirical Evidence Regarding Effects of Intervention: Issues of frequency and duration. Where Do We Go From Here?

TESTIMONIALS

This was an extremely informational course that was well organized and helpful for evaluating and treating children. It helped me to realize different components of movements that I should look for in an evaluation.
N. DiNicola

Patricia is an outstanding speaker and does a wonderful job portraying and explaining new and complicated concepts. I have benefited greatly from this course, especially because it forces you to reevaluate the thought process of PT and how you look at each patient. - *J. Ward*

Excellent opportunity for comprehensive review of current research and its relevance to clinical practice. - *S. Robitaille*

