

REGISTRATION

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Exp. Date 3 digit sec. code
Course Location
I am aware of the cancellation policy Signature X

TUITION \$140.00*

1 day seminar: Lecture & Demo

Payable by Check, Visa or MasterCard

Make Checks Payable to:

Mobility Research

PO Box 3141

Tempe, AZ 85280

For questions please contact:

800-332-9255 ext. 7103

education@litegait.com

*Late registration begins 10 days prior to the scheduled date of the course.
Registrations received less than 10 days prior to the course will be charged
a \$30 late fee.

ABOUT THE INSTRUCTOR

Debra Widmer-Reyes MSPT received a Bachelor of Arts degree in Psychology in 1977 and a Masters of Science in Physical Therapy in 1978 from the University of Southern California. Her focus of study USC was pediatric development and neurology. Her clinical experiences were at Rancho Los Amigos Hospital in Downey California, San Diego Children's Hospital in San Diego, California, Robert Breck Brigham and Boston Children's Hospital in Boston, Massachusetts. Her NDT-8 week Pediatric Course was completed in 1984. Her certification/study in Ayers Sensory Integration was from 1980-83. She has participated extensively in a wide range of pediatric and educational training seminar and conferences.

Debra's early work experience was at the Easter Seals Society of Connecticut and Newington Children's Hospital. In 1981, she opened a private practice in pediatrics that focused on providing consultation and direct service to school systems in the state of Connecticut. In 1996, she joined Stonington Public Schools. Currently, in addition to her work at Stonington, she consults to other schools and privately provides direct therapy for children in their homes.

Debra's experience has centered on studying and treating neurological conditions of Cerebral Palsy, Apraxia and Autism in the public education system. Her focus is to develop efficacy of treatment programs as they affect learning ability. Her recent study of the visual and gross motor systems as they affect posture, gait pattern and learning has combined current brain research on sensory-motor learning visual and gross motor skills acquisition. The treadmill protocol, TAAP, is an outcome of this study.

ABOUT OUR COMPANY

Mobility Research is a company of rehabilitation professionals dedicated to the transfer of the latest technology and research knowledge to the rehabilitation arena. We are a team of clinicians, researchers, educators, and engineers dedicated to providing products, education, and rehabilitation solutions for pediatric and adult populations with motor control related disabilities. Visit our website at www.LiteGait.com.

Mobility Research Education Department
is pleased to present:

Treadmill for Children with Autism and Apraxia Protocol

Debra Widmer-Reyes MSPT

October 02, 2010

Connecticut Children's Medical Center
Hartford, CT

Eligible for .65 ceus or 6.5 ce contact hours

COURSE DESCRIPTION

TAAP has powerful potential to provide an avenue for neurological development in the areas of gross, fine and visual motor skills. In general, treadmill walking increases visual processing speed that lasts after the exercise is completed. TAAP combines therapeutic gait development with visual spatial training to develop oculomotor visual skills that relate specifically to learning.

Walking and gross motor skill coordination is the end product of accurate visual spatial and focal vision development. During the ages of 1 through 5 years old, children refine their visual and motor systems simultaneously. The concurrent movement through space with visual guidance during walking and play leads to mature visual skills that prepare children for learning.

Children who present with atypical walking and delayed gross motor patterns struggle in the classroom with sitting still, visually attending, independent work productivity, transitions and endurance throughout the school day. Children with Autism and Apraxia have focused deficits of language and social communication, emotional regulation and ability to transition from activities. Their relative strengths in the visual and motor systems can be targeted for refinement, then utilized to support deficit training. TAAP walking patterns occur at a fitness training level of each child so that sitting posture, walking, running and endurance increase. As physical skills increase, pre-reading visual skills of fixation, saccades, tracking, attention and memory are promoted. Improved visual gross motor skills allow an automaticity of early learning behaviors that are essential for independence on the classroom.

THE PURPOSE OF TAAP

Students who have sitting, visual attention and self-organization difficulties can use TAAP to increase learning. Treadmill training will develop postural strength and visual-gross motor skills as students have fun using TAAP as motor breaks throughout the school day or during therapy sessions. TAAP consists of 6 Developmental Sequences that promote visual-gross motor learning through directional walking patterns. Improving visual processing through the gross motor system allows the student to succeed in the learning environment. Students can sit longer in a chair, accept transitions and enjoy P.E. class.

Benefits of TAAP:

- Promotes Fun and Independence
- Easily Accessible with Small Space Requirements
- Socially Age Appropriate Activity
- Morphs into Community Fitness Activity
- PT can Extend Programs to Paraprofessional and Family
- Creates Outlet for Motor Breaks to Increase Classroom Endurance
- Highly Effective Therapy Time of Ten Minute Sessions
- Trains Child to Adapt to Community Mobility Barriers

COURSE OBJECTIVES

- Identify and Understand the Sequences and Patterns of the Protocol. To identify equipment needs and Use.
- Identify the Learning Challenges of the Child with Neurological Difficulties in the visual-gross motor areas.
- Identify the postural, gross motor skills that promote Learning.
- Review Information in the Following Areas: Body-Brain Connections and Processes, Visual Processing Development with Motor Learning, Right-Left Cortical Development, Mirror Neuron Theory, White Myelination with Pre-Reading Skills.
- Review other Therapy Applications.
- Analyze Case Studies.
- Discuss to Return to Work with Immediate Functional Skills and Information.

COURSE SCHEDULE

8:00	Sign In
8:15	Introduction, Overview of TAAP
10:00	Break
10:15	Instruction of TAAP
12:00	BREAK (LUNCH – 45 minutes)
12:45	Rationale, Case Studies, Applications
3:00	Break
3:15	Meaningful Feedback
4:00	End of Seminar