MNRI® IPET NeuroTactile Integration

32 Contact Hours

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Introduction:

Skin, our largest organ, forms the boundary between our physical being and the outside world. It also houses the NeuroTactile system, which allows the body to access NeuroTactile sensations from the outside world. The skin possesses eleven different NeuroTactile receptors to distinguish the broad array of NeuroTactile stimuli input encountered by the body. This set of NeuroTactile receptors helps to inform and prioritize incoming sensory information for the central nervous system to process. Once processed, the central nervous system directs the body's actions in response to ever-changing NeuroTactile conditions. Due to congenital issues or trauma (in utero, at birth, or anytime after birth), NeuroTactile system challenges can result, causing any one of the following conditions.

- *Hyper*-sensitive NeuroTactile System – Also referred to as NeuroTactile defensiveness, this results in a negative, over-reaction to touch that typically would not be a problem. A person with a hyper-sensitive NeuroTactile system will often respond negatively to hugs, having their hair brushed or nails clipped, and complain about various textures, seams, tags and avoid wearing any form fitting clothes. A simple skin scrape can elicit a reaction expected for a far more debilitating wound.

- *Hypo*-sensitive NeuroTactile System – A person with a hypo-sensitive NeuroTactile system often does not respond to NeuroTactile input that would cause most people to act. A deep cut, a hard push, or other forms of physical harm lead to little or no reaction. NeuroTactile input important to taking action and avoiding harm, is often missed by a person with a hypo-sensitive NeuroTactile system, leaving them at risk for great harm. People with hypo-sensitive NeuroTactile systems often seeking more intense sensory stimulation in an effort to register sensation.

- Non-Functioning NeuroTactile System – A non-functioning NeuroTactile system is simply not working.

The reactions of a person with either a hyper- or hypo-sensitive NeuroTactile systems, often seem bigger or smaller than normal conditions would dictate. Such disproportionate reactions are often an indication that an individual's NeuroTactile system is not appropriately engaged and integrated. The MNRI NeuroTactile Integration program uses neuro-tactile techniques to stimulate different receptors in the skin, working to appropriately engage and integrate the NeuroTactile sensory system within the complete mind/body system. When the NeuroTactile system is integrated, the brain stem relaxes defensive reflexes and opens the entire system to an experience of safety in which emotion and behavioral regulation improve and healthy motor, communication, and cognitive development can proceed.

The IPET MNRI® NeuroTactile Reflex Integration(IPET MNRI® NTI) continues the basis and principles of the previous program the MNRI® NeuroTactile Reflex Integration (Level 1) and continues many advances in concepts of the integration of the tactile system, practical procedures, and techniques. This program consists

of theoretical background and practical procedures. It is interactive and includes exams to assure the quality of both theoretical knowledge and practical experience.

Learner Objectives:

1. Explore and explain in depth the Masgutova Neurosensorimotor Reflex Integration SM (MNRI) Method

a. The innate nature of the motor reflex system

b. The role of a reflex and its sensory, motor, and central nervous system mechanisms

c. When, why, and how the brain engages in protection versus learning and development

d. The role NeuroTactile integration plays in motor reflex integration and advanced learning

2. Explore and explain the neuro-physiological and psychological dynamics of the NeuroTactile sensory system

a. Learn to identify, explain and classify

• Types of neurons and divisions found within the skin, while exploring how the nervous system functions

as a whole to control and coodinate the body systems

• The seven types of sensory cells found in the peripheral and central nervous systems and the role each

plays in processing sensory stimuli and establishing an individual's relationship to self, others and the

general environment

b. Discuss, compare, contrast and differentiate between

• Conscious and subconscious somatic and specialized senses and how each impacts learning in various settings and social situations

• Subconscious somatic and visceral stimuli and gain an understanding of how stimuli variation influences learning, social/emotional and NeuroTactile development in challenged individuals

c. Review and discuss research regarding the relationship between individuals with challenges and NeuroTactile integration

d. Learn and explain in depth the impact NeuroTactile integration can have on (1) emotional and behavioral regulation,

(2) advancing maturational reflexes, (3) motor, communication and cognitive development, and (4) growth, learning and

academic functioning throughout the lifespan

3. Demonstrate and implement the MNRI neuro-stimulation techniques designed to assess, activate and integrate challenged

NeuroTactile systems

a. Review, discuss, and gain an understanding of the four general MNRI NEuroTactile technique variations

• How each activates, re-educates and integrates NeuroTactile receptors and the proprioceptive system

• The impact integration can have on improving function and learning

b. Demonstrate and apply each of the four NeuroTactile technique variations, including lengthening and stretching, rotation,

compression and traction, and deep pressure touch to:

• Activate physiological and structural connections between skin, muscles, tendons and bones

•Alleviate the negative physical and psychological effects of sensory stimuli

• Reduce stress at the physiological level, alleviating stress responses that would otherwise inhibit reflex integration

required for core stabilization, improvement in joint mobility, range of motion and motor coordination

c. Demonstrate and apply additional NeuroTactile program techniques to:

• Provide a kinesthetic sense of appendage length, size, and boundaries

• Provide an awareness of the sagital, axial and coronal planes of body coordination, coronal planes of body

coordination and core integration

• Develop the clinical skills necessary to generate body awareness and enhance spatial skill development

d. Demonstrate for course instructor an excellent ability to apply all NeuroTactile integration techniques presented in class

4. Create and apply with ease an individual MNRI program for clients with various challenges

a. Develop an individual MNRI program based on assessment results and targeted individual challenges

b. Explore with client family the potential impact the individualized program can have on

• Supporting the integration of archetype motor movements, prmary motor reflex patterns and other motor reflexes

and body systems

• Body structure, posture, and motor maturation

• Motor, communication and cognitive learning abilities and emotional and behavioral regulation

5. Explore, evaluate and develop strategies to incorporate the use of the MNRI NeuroTactile Integration course content into

daily client and home practice.

6. Succussfully pass the final hands on exam

Credit Hours: 32

All IPETS include:

1. Written test before class
2. Hands-On Exam during iPET class
3. Practical Hands-On Graded Exam following 64 conference hours

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Financial Disclosure: Sharon Heller receives a stipend based upon an enrollment percentage.

Non-financial Disclosure: No relevant relationship exists.

Course Disclosure:*The Svetlana Masgutova Educational Institute has developed and patented a licensed technology trademarked as MNRI®. Because there are no other like-kind products available, course offerings will only cover information that pertains to the effective and safe use of the above-named products. This presentation will focus exclusively on MNRI® and will not include information on other similar or related products or services.*

Special Needs Requests: If you require special accommodations, please notify SMEI at events@masgutovamethod.com at the time of registration so that needed accommodations can be made prior to the course.

Course Completion Requirements: Full attendance is required to receive a certificate of completion and any available credit hours or CEUs.

Target audience:
Speech Language Pathologists, Speech Language Pathologist Assistants, Occupational Therapists, Certified Occupational Therapy Assistants, Nurses, Physical Therapists, Physical Therapist Assistants, Educators, Psychologists, Physicians, Massage Therapists, Mental Health Counselors, Other Health Care Providers, Parents.