

How do I register?



By Phone:
Call **800-791-0262** and provide the information requested on the registration form.



By Mail:
Complete the registration form and mail it to **Motivations, Inc.**



On the Web:
Visit www.motivationsceu.com to register!

Motivations, Inc.
Or fax: (815) 371-1499, Questions? (800) 791-0262

Updated: 3-5-2025

Prices	Web	Onsite
Group Discount – Five or more registrations	\$300	\$395
Individual Registration	\$350	\$495

Course # Course Title

Date(s) Location

Name On Card Discipline

Facility

Home Mailing Address

City State Zip

Daytime Phone Fax

E-mail Address for Confirmation (will not be shared or sold)

Cancellation Policy: Motivations, Inc. reserves the right to cancel a course up to 14 days prior to the course, with full refund, if insufficient numbers of participants have registered for the course. Registrants may cancel up to 14 days prior to the course and transfer their tuition to any Motivations, Inc. course, or receive a full refund. Any cancellations within two weeks prior to the course will receive a refund less \$100 for administrative costs.

Circle One: VISA MASTERCARD AMEX

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Motivations CEU

Accredited Courses for Rehabilitation Professionals

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ASHA CE
APPROVED PROVIDER

Motivations, Inc.

Intermediate Level
1.4 ASHA CEUs

ONSITE

THE PEDIATRIC BRAIN:

Functional Neurobiology and the Sensory Systems: Application to Creative Treatment and Functional Gains

Instructor:

Janine Wiskind, MS, OTR/L

A Workshop for Physical Therapist and Occupational Therapist and Assistant and Speech Therapist

9:00 AM – 5:30 PM Local Time

Motivations, Inc.

SUMMARY: This course provides pediatric therapists with a deeper understanding of neurobiology's role in behavior, emotions, movement, development, and daily functioning in children. On Day 1, therapists will explore brain development, the neurobiology of individual brain structures, and neurotransmitters, with a focus on the limbic system, autonomic nervous system, polyvagal theory, and primitive reflex integration, particularly in relation to head control and the postural system. Therapists will also learn how to incorporate these concepts into functional treatment activities, using play-based strategies to promote emotional regulation, social skills, and motor development in a natural, engaging context. On Day 2, the course shifts to the somatosensory, vestibular, and visual systems, examining how sensory processing affects movement and behavior. Therapists will learn how to assess and treat sensory challenges, applying these insights through play-based interventions that help children develop coordination, sensory integration, and visual-motor skills. Throughout the course, therapists will gain practical knowledge to immediately enhance their practice with creative, functional play activities that support development and therapeutic goals. Course methods include Lecture, videos, demonstration, group discussion, lab practice and question/answers.

PRESENTER: Janine Wiskind MS, OTR/L engages her audience with her dynamic teaching style and makes intense information easy to understand and apply. For more than 20 years, she has worked as a pediatric occupational therapist. Beginning her career in brain injury, then moving into the school systems, she now operates her own pediatric clinic. Janine has always been fascinated with the “why” behind children’s behavior and the families that we treat. It is this curiosity and passion that inspires Janine to learn continuously herself: she continues to take classes and reads a plethora of books. She strives to share this knowledge through her classes and give therapists the tools, creativity, and curiosity to keep growing and becoming their best therapeutic selves for their clients. Janine has also ventured into parent coaching with an online platform to support the many parents who can benefit from understanding their children through the OT lens. www.janinewiskind.com *Financial*— Received a teaching honorarium and reimbursement for travel expenses from Motivations Inc. *Nonfinancial*— No relevant nonfinancial relationship exists.

OBJECTIVES: Upon completion of this course, participants will be able to:

1. Describe the stages of development of the central nervous system in utero and how early neural development impacts behavior, movement, and sensory processing.
2. Explain the functions of the brainstem, cerebral cortices, thalamus, and insula, and understand how these structures influence motor control, emotional regulation, and cognition in pediatric development
3. Recognize the role of the cerebellum and basal ganglia in sensory processing and motor control, and explore how play-based therapeutic activities can support these systems in developing children
4. Explain the role of neurotransmitters in regulating the nervous system and their impact on emotional regulation and behavior, particularly in pediatric populations
5. Summarize the autonomic nervous system's role in regulating emotion and behavior and learn how play interventions can help modulate autonomic responses to promote emotional regulation.
6. Describe polyvagal theory and its correlation to sensory processing and apply these concepts in treatment strategies using play to enhance sensory integration and emotional regulation.
7. Identify the primitive reflexes associated with developing head control and emotional regulation and integrate functional play-based activities to assess and treat these reflexes.
8. Assess and treat primitive reflexes (including Moro Reflex, Fear Paralysis Reflex, Hands Pulling Reflex, Tonic Labyrinthine Reflex, Landau Reflex, and Symmetric Tonic Neck Reflex) through engaging, developmentally appropriate play-based interventions.
9. Recognize the role of the somatosensory system, visual, and vestibular systems in motor control, emotional regulation, and behavior, and incorporate sensory-rich play activities to address these systems in therapy.
10. Demonstrate five specific play-based treatment activities that integrate neurobiological concepts to enhance motor skills, sensory processing, emotional regulation, and cognitive development in pediatric therapy.

FORMAT: This is a 14-hour lecture/discussion course equivalent to 14 or 1.4 CEUs. Motivations Inc is an approved provider by **The Texas Chapter of the APTA** and meets the guidelines for numerous other states. See our website for the listing of PT approved states. **ASHA:** This course is offered for 1.4 ASHA CEUs. (Intermediate level, Professional area).



AOTA: Motivations Inc. is an AOTA Approved Provider of professional development. Approved Provider ID# 11692. This Live activity is offered at 1.4 CEUs **Intermediate-Level**, Occupational Therapy Service Delivery/Foundational Knowledge. The assignment of AOTA CEU's does not imply endorsement of specific course content, products or clinical procedures.

Satisfactory Completion: Successful completion of lab practice as confirmed by the instructor’s review at the course.

Course Offerings

Visit our website for information on course dates and times: www.motivationsceu.com

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DAY 1:

9:00 - 9:15 | Welcome and Introduction

- Overview of the course structure, objectives, and learning goals.

9:15 – 10:00 | Growth and Development of the Nervous System

- Explore the stages of brain and nervous system development from infancy through early childhood.
- Understand the critical periods of neuroplasticity and how this affects sensory-motor function.

10:00 – 10:45 | Neurobiology of the Brainstem, Reticular Activating System, Cerebellum, and Basal Ganglia

- Delve into the foundational structures that regulate basic motor function and sensory processing.
- Discuss the application of this neurobiology in treatment, and discuss play based therapeutic intervention to address sensory-motor deficits.

10:45 – 11:00 | Break

11:00 – 12:00 | Neurobiology of the Cerebral Cortex, Thalamus, and Insula

- Review the higher-order brain regions responsible for perception, sensory integration, and emotional processing.
- Application to treatment strategies for enhancing sensory processing, motor coordination, and self-regulation.

12:00 – 12:30 | Neurotransmitters

- Understand the role of neurotransmitters like dopamine, serotonin, and GABA in sensory-motor control.
- Practical tips for managing neurotransmitter imbalances and supporting neurodevelopmental health.

12:30 – 1:30 | LUNCH

1:30 – 2:15 | The Neurobiology of the Limbic System

- Explore the limbic system's role in emotional regulation, social interaction, and behavioral responses.

2:15 – 2:45 | The Autonomic System and Polyvagal Theory

- Examine how the autonomic nervous system (ANS) controls the body's stress response
- Discuss Polyvagal Theory, and its practical application in treating dysregulation through sensory-based interventions.
- Learn how emotional processing systems affect sensory and motor functions, with a focus on therapeutic strategies for emotional regulation.

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2:45 – 3:15 | Primitive Reflexes I: Moro Reflex and Fear Paralysis Reflex

- Introduction to primitive reflexes that affect early movement patterns and emotional regulation.
- Learn therapeutic techniques to address and integrate these reflexes through play-based therapeutic activities

3:15 – 3:30 | Break

3:30 – 5:30 | Primitive Reflexes II: Hands Pulling Reflex, Tonic Labyrinthine Reflex, Landau Reflex, Symmetric Tonic Neck Reflex (Lab Practice)

- In-depth lab session to practice assessing and integrating advanced primitive reflexes.
- Hands-on application of treatment techniques to support reflex integration and sensory-motor development.

DAY 2:

9:00 – 9:45 | Review of Day 1 Neurobiology Content and Primitive Reflexes

- Begin with a review of the key neurobiological concepts from Day 1, focusing on the sensory-motor systems and primitive reflexes.
- Discuss how these foundational principles link to clinical treatment, highlighting any challenges or questions from the previous day's learning.

9:45 – 10:45 | The Somatosensory System: Neurobiology, Assessment, and Treatment

- Dive into the neurobiology of the somatosensory system, which governs touch, proprioception, and pain perception.

Lab Portion: Participants will engage in a hands-on lab to practice assessing and treating sensory challenges using therapeutic activities tailored to the somatosensory system.

10:45 – 11:00 | Break

11:00 – 12:30 | The Vestibular System: Neurobiology, Assessment, and Treatment

- Examine the vestibular system's role in balance, spatial orientation, and coordination, and its direct impact on motor skills, behavior, and emotional regulation.
- Learn assessment methods to evaluate vestibular dysfunctions and treatment strategies to address challenges such as poor balance, low muscle tone, and spatial disorientation.

12:30 – 1:30 | Lunch

1:30 – 1:45 | Neurobiology of the Visual System and Eye Movement Skills

- Explore the neurobiology behind the visual system, including eye movement control, visual processing pathways, and how vision affects sensory-motor integration.
- Understand the connections between visual processing and overall development, including how poor visual-motor skills can impact learning and motor performance.

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1:45 – 3:00 | Assessment of Visual Skills and Lab

- Learn how to assess the key visual skills required for functional performance, including gaze stability, pursuits, saccades, and convergence.
- Discuss how visual impairments often manifest in children with sensory-motor issues, affecting behavior and learning.

Lab Portion: Participants will practice various visual assessment tools and techniques to evaluate and identify visual dysfunctions in children.

3:00 – 3:15 | Break

3:15 – 3:45 | Treatment of the Visual System

- Learn therapeutic approaches to improve visual skills

3:45 – 5:00 | Primitive Reflexes III: Asymmetric Tonic Neck Reflex, Spinal Galant, Babinski

- Deepen your understanding of advanced primitive reflexes and how they affect motor control and behavior.
- Explore the impact of the Asymmetric Tonic Neck Reflex (ATNR), Spinal Galant, and Babinski reflex on movement, posture, and emotional responses.

Assessment and Lab Portion: Engage in practical lab work to assess and treat these reflexes, utilizing specific techniques designed to integrate them and promote normal movement patterns.

5:00 – 5:30 | Wrap-Up

- Q&A session to clarify concepts, reinforce learning, and provide support for integrating these techniques into practice.

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