

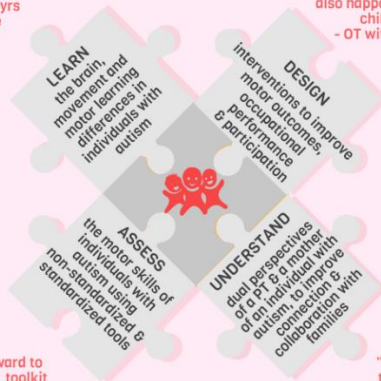
# Motor Matters!

Evidence-based Interventions for Children and Youth with Autism with Karen Tartick, PT

November 22, 2019  
Assabet Valley Collaborative  
Marlborough, MA

"Perfect blend of evidence & practice!"  
- PT with 40+ yrs experience

"Inspiring to hear perspective of a skilled professional who also happens to be a parent of a child with autism"  
- OT with 2 yrs experience



"Looking forward to accessing her toolkit [online & laminated sheet]"  
- OT with 35 yr experience

"Presented great treatment ideas. Thank you."  
- PT with 37 yrs experience



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## Motor Matters!

Evidence-based Interventions for Children and Youth with Autism

November 22, 2019, 8:30 am – 4:00 pm

Assabet Valley Collaborative  
28 Lord Road, Marlborough, MA 01752

With Karen Tartick, PT

Karen has been practicing for over 30 years in a variety of settings, including outpatient orthopedics, early intervention, acute care, NICU, & schools. She currently practices in the Durham, NC Public Schools. Karen served as a member of the Autism subcommittee of the APTA's School Based Special Interest Group, & co-authored the ASD Guide for parents on Move Forward PT. She is an APTA Advanced Clinical Instructor & an adjunct faculty member at UNC, Chapel Hill. As a mother of an individual with autism, she provides a unique perspective into meaningful services for children and youth with autism.

Who Should Attend: PTs, PTAs, OTs & COTAs

Register at [www.ApplyEBP.com](http://www.ApplyEBP.com)

Full Price: \$239 Early Bird: \$209 Early Bird-Group: \$189

### Course Description

Autism is a whole-body condition! While sensory challenges have long been recognized, current research sheds light to the presence and impact of fine and gross motor difficulties in children and youth with Autism Spectrum Disorder (ASD). OTs and PTs can make a difference!

*Motor Matters!* will discuss the movement challenges faced by children and youth with ASD, and how an interdisciplinary collaborative approach can result in increased participation and occupational performance in meaningful activities in schools, homes, and communities. Karen will describe the brain characteristics of children with ASD as they relate to motor abilities. Participants will learn the fine and gross motor delays in individuals with ASD, and their effects on participation and occupational performance in activities of daily living, recreation, and social activities, as well as the relationship between sensory processing and motor skills. With a focus on evidence-based practices, participants will be involved in hands-on activities. They will explore tools to assess the fine and gross motor needs of children and youth with ASD, and the use of appropriate modification. They will learn to incorporate research-based interventions to improve functional motor outcomes, address sensory regulation, and increase levels of social participation. Case studies of children with ASD (from those requiring minimal support, to those requiring substantial support) will highlight the application of the knowledge gained through this presentation into practice.

Finally, attendees will understand the perspective of a parent as it relates to experience with motor learning, inclusion and participation, as well as selection of goals and intervention strategies. As a parent of a son with autism, Karen is acutely aware of the challenges families face in dealing with the chronic stress of having a child with a disability, and how collaboration with medical and educational teams can be very rewarding, though also frustrating at times. In addition to developing better empathy for families, attendees will learn to collaborate and establish a family-centered care approach.

### Motor Matters!

Massachusetts is presented via a partnership with



### Learning Objectives

At the completion of this course, attendees will be able to:

1. List 3 motor deficits common in children with Autism Spectrum Disorder (ASD)
2. Demonstrate the use of 2 visual supports when assessing motor skills of children with ASD
3. List 3 evidence-based interventions from current research on children with ASD
4. Design a motor program for a case study of a child with ASD that includes 3 evidence-based interventions

This course qualifies for 6 hours of continuing education. For more info about this course, registration, and cancellation policy, visit or contact:  
[www.ApplyEBP.com](http://www.ApplyEBP.com)  
[applyebp@gmail.com](mailto:applyebp@gmail.com)  
646-269-9039



### Agenda

- |  |  |
|--|--|
| 8:30 am Motor Deficits (ASD)   | 1:00 pm Support for Motor Interventions  |
| <ul style="list-style-type: none"> <li>o Prevalence of ASD</li> <li>o Brain Characteristics in ASD</li> <li>o Motor Deficits</li> <li>o Role of OT &amp; PT</li> </ul>   | <ul style="list-style-type: none"> <li>o Verbal Instruction and Demonstration</li> <li>o Visual and Communication Supports</li> </ul>  |
| 9:00 am Assessing Motor Needs (ASD)  | 1:45 pm Motor Interventions  |
| <ul style="list-style-type: none"> <li>o Goal of Assessment of Motor Skills</li> <li>o Participation/Occupation Level Tests</li> <li>o Activity, Body Function &amp; Structure &amp; Occupational Performance Level Tests</li> <li>o Strategies for Testing Motor Skills of Children &amp; Youth with ASD</li> </ul> | <ul style="list-style-type: none"> <li>o Proprioceptive Feedback</li> <li>o Play Skills</li> <li>o Teaching Motor Skills</li> <li>o Structured Play Group</li> </ul>                               |
| 10:30 am Break   | 2:15 pm Break  |
| 10:45 am Self-regulation, Sensory Processing & Motor Skills  | 2:30 pm Motor Interventions, cont.   |
| <ul style="list-style-type: none"> <li>o Sensory &amp; Motor Processing</li> <li>o Assessment Tools</li> <li>o Effectiveness of Interventions</li> <li>o Tools for Self-Regulation</li> </ul>  | <ul style="list-style-type: none"> <li>o Peer-Mediated Interventions</li> <li>o Physical Activity &amp; Participation</li> <li>o Evidence-based Exercise Programs for Children with ASD</li> </ul> |
| 12:00 Lunch (on your own)  | 3:15 pm Case Studies   |
|  | <ul style="list-style-type: none"> <li>o Assessment</li> <li>o Goal Writing</li> <li>o Intervention Planning</li> </ul>  |
|  | 4:00 pm Adjourn  |