move · play · thrive
Brain and Sensory Foundations, First Level

American Occupational Therapy Association
Approved Provider

Agenda

Day 1, February 18, 2023

8:30 to 9:15

I. Welcome/Introduction
   A. Instructor intro and course overview—goals and objectives for the class/adapt movement to your ability
   B. What is neurodevelopmental movement? How does it differ from other forms of movement? The brain and sensory systems require movements to develop and mature.
   C. Note about Case studies, Evidence Based Practice—Sackett's Heirarchy of Evidence.
   D. Lab—2 Minute Brain Tune Up

9:15 to 10:15

II. Introduction to Innate Rhythmic Movements—Use and History, Harald Blomberg, MD, Moira Dempsey
   A. Babies make spontaneous rhythmic movements to develop:
      a. Neural networks, Myelination of nerves
      b. Head control, core and limb strength
      c. Linking up of various brain centers
      d. Sensory Integration
      e. Reflex Integration
   B. Stimulation of vestibular, tactile and proprioceptive senses.
   C. Maturing Affects on Brainstem, Cerebellum, Basal Ganglia
   D. Supporting research and rationale for using rhythmic sensory input and innate infant rhythmic movements; case studies

III. What to do if someone is physically or emotionally triggered by movement

IV. Innate Rhythmic Movements Lab—Demo and Experiential Lab Practice

10:15 to 10:30 BREAK

10:30 to 10:45

V. Heart Coherence
   A. Heart coherence determines brain coherence; intro to Heart Coherence while doing Brain Tune up

10:45 to 12:00

VI. Introduction to Primitive Reflexes and Tonic Labyrinthine Reflex
   A. Definition and function of reflexes
   B. Lifecycle of a reflex—primitive reflexes & postural reflexes
   C. Typical causes of un-integrated reflexes
   D. Main challenges of un-integrated; video of 'before and after' reflex integration
   E. Tonic Labyrinthine Reflex (TLR)
      a. TLR Description & function
      b. TLR—how to recognize lack of integration

c. Lab—Activities for assessment and integration of TLR
d. Discussion; case study

VII. Hand out open book exam

Noon to 1:00 pm LUNCH

1:00 to 2:15 VIII. Key Reflexes for Balance, Sensory Processing, Coordination, and Learning—TLR, ATNR and STNR—description and function, relation to learning, sensory, motor, social and emotional skills

A. Symmetrical Tonic Neck Reflex (STNR)
a. STNR description & function
b. STNR—how to recognize lack of integration
c. Lab—Activities for assessment and integration of STNR
d. Discussion; case study

2:15 to 2:45 IX. Brain Tune up with Goal context, Lab Practice

2:45to 3:00 Break

3:00 to 4:00 X. Key Reflexes for Balance, Sensory Processing, Coordination, and Learning, continued

A. Asymmetrical Tonic Neck Reflex
a. ATNR description & function
b. ATNR—how to recognize lack of integration
c. Lab—Activities for assessment and integration of ATNR
d. Discussion; case study

Day 2, February 19, 2023

8:30 to 9:15 I. Hand Reflexes—Grasp and Palmar/Babkin Reflexes

A. Grasp Reflex—description and function
a. How to recognize lack of integration
b. Lab—Activities for integrating Grasp reflex
c. Discussion

B. Palmar/Babkin—description and function
a. How to recognize lack of integration—case study
b. Lab—Activities for integrating Palmar/Babkin Reflex
c. Discussion; case study

9:15 to 10:00 II. Rhythmic Movements—application in-depth, Lab demo and practice continued

A. The Go-Slow protocol
B. Experiential practice review of key rhythmic movements and connection to reflex integration

10:00 to 10:15 BREAK

10:15 to 11:00 III. . Feet Reflexes—Plantar and Babinski

A. Plantar Reflex—description and function
   a. How to recognize lack of integration
   b. Lab—Activities for integrating Plantar reflex
   c. Discussion

B. Babinski Reflex—description and function
   a. How to recognize lack of integration
   b. Lab—Activities for integrating Babinski Reflex
   c. Discussion; case study

11:00 to 12:00 IV. Review of reflexes; 5 Step balance process and Support Repatterning Sequence

A. Experiential review of reflex stimulation
B. Group lab, Instructor led, 5 Step balance process &Support Repatterning Sequence
C. Q and A

12:00 to 1:00 LUNCH BREAK

1:00 to 1:15 V. Review

A. What to do if someone is triggered by movement
B. Importance of Reflex integration
C. Importance of Infant Rhythmic Movement

1:15 to 2:30 VI. 2 Key Reflexes for Emotional, Social, Physical Health & Sensory Processing —Fear Paralysis Reflex (FPR) and Moro reflex

A. Fear Paralysis Reflex (FPR) description & function
   a. FPR—how to recognize lack of integration
   b. Lab—Activities for integrating FPR
   c. Discussion; case study

2:30 to 2:45 BREAK

2:45 to 4:00 I. 2 Key Reflexes for Emotional, Social, Physical Health & Sensory Processing —FPR and Moro

A. Moro Reflex, description and function
   a. How to recognize lack of integration
   b. The Critical Role of Moro Reflex for Sensory Integration
   c. Lab—Activities for integrating Moro Reflex
      Group Support Repatterning Sequence
   d. Discussion; case study
   e. Q & A

Day 3, February 20, 2023

8:30 to 10:00 I. Spinal Galant Reflex

A. Spinal Galant Reflex—description and function, relation to learning, sensory, motor, social and emotional skills
    a. How to recognize lack of integration
    b. Lab—Activities for integrating Spinal Galant reflex
    c. Discussion; case study

10:00 to 10:15 BREAK

10:15 to 11:30 II. Head Righting Reflexes
- A. Checking for proper Head Righting reflexes
- B. Lab—Activities for Integrating Head Righting reflexes
- C. Discussion: Head righting check as a method for early detection of Autism
    a. Osnat and Philip Teitelbaum research study

11:30 to 12:00 III. 5-Step Balance Process for reflex integration and goal achievement
- A. Balance Process—Creating goals for children and adults
- B. How to Facilitate a 5-Step Balance Process for Reflex Integration and Goals
- C. .Discussion; case study

12:00 to 1:00 LUNCH

1:00 to 1:15 IV. Moro Video, Maya Balance video

1:15 to 2:15 V. Lab—Partners practice facilitating 5-Step Balance for reflex integration and goal achievement
A. Discussion of experiences, Q & A

2:15 to 2:45 VI. Review of Reflexes—stimulation, assessment, movement patters
VII. Discussion
- A. Practical Application of Tools
- B. Exam questions

2:45 to 3:00 BREAK

3:00 to 4:00 VIII. Course Ending Requirements
- A. Written Assessment (open book test), discuss and correct
- B. Q & A
- C. Evaluations
- D. Certificates