

IM Best Practices: An Educator's Approach



Course Description:

Have you asked yourself how you should adapt IM with patients who have Autism, ADHD, Sensory Processing Disorder, or certain academic challenges? Learn the importance of setting individual goals for patients, regardless of their diagnoses, based upon the desired outcomes. Learn examples of best practices that can be used in conjunction with basic Interactive Metronome training to enhance outcomes for goals related to active working memory/mental manipulation, auditory skills, visual skills, sequencing, inhibiting initial responses, anxiety and hemispheric integration. ***Contact hours are offered pending successful completion of a written exam at the end of the course.**

Target Audience:

This webinar welcomes the following professionals who have completed the Interactive Metronome Certification Course.

- Speech and Language Pathologist
- Speech and Language Pathology Asst
- Audiologist
- Occupational Therapist
- Certified Occupational Therapy Asst
- Psychologist
- Licensed Medical, Rehabilitation or Mental Health Professional
- Music Therapist
- Educator

Instructional Level:

Advanced

Learning Outcomes:

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

- Describe the importance of setting individual goals for patients regardless of diagnosis in order to improve age-appropriate cognitive-communicative skills;
- Demonstrate use of clinical best practices during the administration of IM training in order to enhance outcomes for goals such as: active working memory/mental manipulation, auditory skills, visual skills, sequencing, inhibiting initial responses, anxiety and hemispheric integration.

***Note: This course covers information that pertains to licensed therapists and therapy assistants. COTA and PTA professionals must practice IM under the supervision of a licensed OT or PT.**

Specific Learning Outcomes for Speech-Language Pathologists & Audiologists:

- Describe the importance of setting individual goals for patients regardless of diagnosis in order to improve age-appropriate cognitive-communicative skills;
- Demonstrate use of clinical best practices during the administration of IM training in order to enhance outcomes for goals such as: active working memory/mental manipulation, auditory skills, visual skills, sequencing, inhibiting initial responses, anxiety and hemispheric integration.

***Note: This course covers information that pertains to licensed therapists and therapy assistants. SLPA professionals must practice IM under the supervision of a licensed SLP.**

Instructor:

Kandy Dicken, MAT holds a Masters in Teaching from Pacific University and a Bachelors of Science in Human Development. She is a Licensed Teacher and Owner and Director of Early Learning Matters Child Development Center in Hillsboro, OR. Early Learning Matters (ELM) offers a learning environment designed to facilitate the development of executive function skills in all children ages 3-6. In addition, she works individually with children of all ages as a learning specialist and serves as an educational consultant for schools and community programs. Kandy is a certified instructor for Franklin Covey's Seven Habits of Highly Effective Teens. She continues her research and study in the area of Early Childhood Education, Brain-Based Learning, and Executive Function and Leadership.

Disclosures:

Instructor Financial Disclosure(s): Kandy received an honorarium for the development and presentation of this course from Interactive Metronome, Inc. She does not receive royalties or any other form of compensation for the continued

publication and use of educational materials she has authored. Kandy does not sell or receive compensation for the sale of Interactive Metronome products.

Instructor Nonfinancial Disclosure(s): Kandy is a Licensed Teacher and the Owner and Director of Early Learning Matters Child Development Center & uses the Interactive Metronome in her practice.

Course Content Disclosure:

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Agenda (60 minutes):

- Speaker introduction & disclosure
- The Importance of Establishing Individual Goals for IM Training – No Two Clients are Alike Despite Having the Same Diagnosis
- Identifying What is Challenging for Each Client
- What is in Your IM Best Practices Toolbox?
 - Tools to Develop Active Working Memory
 - Tools to Develop Auditory Skills
 - Tools to Develop Visual Skills
 - Tools to Develop Sequencing Skills
 - Tools to Develop Response Inhibition & Executive Function
 - Tools to Reduce Anxiety
 - Tools for Hemispheric Integration
- Case Studies to Illustration Individual Goals, Training & Outcomes
- Online post-test & course evaluation

Instructional Methods:

LECTURE, PPT, PHOTOS

CEUs Offered for:

0.1 ASHA (SLP)

0.1 AOTA, 1.25 NBCOT PDUs (OT/COTA)

PT/PTA & Other Disciplines Not Listed Above: If your discipline or state is not listed above, you may submit paperwork to your state board or association for CEUs if they allow you to do so. Please check with your state board/association prior to registering for this course.

This is not a co-sponsored or cooperative course offering. Interactive Metronome, Inc. is the organization responsible for creating the content & awarding ASHA & AOTA CEUs.



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This course is offered for 0.1 ASHA CEU (Advanced level, Professional area).



APPROVED PROVIDER of CONTINUING EDUCATION
by The American Occupational Therapy Association, Inc.

Interactive Metronome is approved by the Continuing Education board of AOTA to provide continuing education activities in occupational therapy. This program is offered for 1 contact hour/0.1 CEU (Advanced Level). (Classification Codes - Domain of OT-ACTIVITY DEMANDS, Domain of OT - PERFORMANCE SKILLS, OT Process-INTERVENTION). The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.