

### Course Description:

This online certification course has been designed to provide greater access to Interactive Metronome Pediatric Best Practice Certification for providers who may be unable to attend a live workshop. Online Certification is structured over a ten week period and requires a commitment of attendance to each training module in correct sequence in order to receive certification and to be eligible for CEUs/Contact Hours. The Education Department at Interactive Metronome (IM) strives to provide a learning experience that is both broad and unique and enables participants to relate to and cross-reference their own practice models. Participants will be guided through tools and techniques to help analyze and build their current and future applications of Interactive Metronome techniques within the diverse field of pediatrics. Successful course completion leads to the Interactive Metronome Advanced Pediatric Designation (IMAP). Optimal treatment outcomes are more easily attained when there are appropriate accommodations and modifications to account for age, developmental level, group dynamics and environmental factors. The purpose of this training is to advance the clinical application of Interactive Metronome within the field of pediatric practice. This course will cover individualized clinical application of IM systems from infancy through age 18. Participants will learn the skills necessary to adapt to the often fluctuating clinical and educational presentations of the client with innovative treatment approaches that are engaging and motivating to the pediatric client. Course participants should have completed basic IM certification prior to undertaking this intermediate level training.

*\*Contact hours/ASHA and AOTA CEUs are offered pending successful completion of a written exam at the end of the each module. Participants must complete all training modules to be eligible for contact hours/ASHA and AOTA CEUs. Partial credit will not be awarded.*

### Target Audience:

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

- Speech and Language Pathologist
- Speech and Language Pathology Assistant
- Audiologist
- Occupational Therapist
- Occupational Therapy Assistant
- Physical Therapist
- Physical Therapy Assistant
- Athletic Trainer
- Licensed Medical, Rehabilitation or Mental Health Professional
- Music Therapist
- Educator

### Instructional Level:

Intermediate

### Learning Outcomes:

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

- Identify candidates for IM interventions based upon key pediatric diagnostic, educational and performance presentations;
- Create and execute individualized IM treatment plans that take into consideration the unique cognitive-linguistic, sensory, motor, and motivational needs of each child;
- Demonstrate skillful application of IM in group treatment settings;
- Develop modifications and techniques to enable each child to learn auditory association skills;

- Build upon initial certification training and refine data interpretation skills for each child;
- Develop functional and measurable goals for incorporation of IM in a comprehensive treatment and/or academic approach;
- Communicate effectively with parents and other professionals regarding how IM can enhance treatment, academic and performance outcomes for children;
- Develop competence in IM Home Systems sufficient to build supplemental and home based IM training.

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

## **Specific Learning Outcomes for Speech-Language Pathologists & Audiologists:**

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

- Identify candidates for IM intervention based upon pediatric diagnostic presentations seen in SLP clinical practice;
- Create and execute individualized IM treatment plans that take into consideration the unique cognitive-linguistic, sensory, motor, and motivational needs of each child in order to remediate speech, language, cognitive-communicative, and pragmatic language disorders;
- Demonstrate skillful application of IM in group treatment settings for development of cognitive-communicative and pragmatic language skills;
- Develop functional and measurable goals for incorporation of IM in a comprehensive treatment approach;
- And communicate effectively with parents and other professionals regarding the benefits of IM and specific pediatric adaptations for improvement of speech, language, and cognitive-communicative abilities.

**\*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:**

**Mary Jones, OTR/L, LMT, CIMT** graduated from St. Loe's School of Occupational Therapy (UK) in 1986. Has been an Occupational Therapist for 20 (+) years and has been practicing in the USA since 1993. Additional training has included a BS in Healthcare and Social Welfare from Manchester University in 1992, Massage Therapy License in 1996, NDT certification in 1994. Mary has worked in a variety of healthcare settings in both the USA and the UK. These include home health in the inner-city (London), orthopedics, geriatric psychiatry, outpatient rehab, brain injury specialty (adult and pediatric) and pediatric outpatient therapy. Clinical advanced training includes NDT advanced courses, infant massage certification, cranio-sacral therapy, myofascial release techniques, motor control and the development of motor learning, Therapeutic Listening Program, Integrated Listening Systems, Brain Gym, Pilates, Active Isolated Stretching Techniques, Visual-motor Training, Vestibular Training, Beckman Oral Motor Assessment and Intervention, Handwriting Without Tears, ADHD and Nutrition Interventions, Aromatherapy, Aquatic Therapy, Sensory Integration assessment and interventions, Autism assessment and interventions, Interactive Metronome Certification and Development of Best Practice Strategies with IM. Mary owns her own pediatric practice "Sensational Kids LLC", based out of Bradenton, FL. Mary has lectured extensively in her field at a local and national level.

### **Disclosures:**

**Instructor Financial Disclosure(s):** Mary is an active member of Interactive Metronome's Clinical Advisory Board and is Interactive Metronome's Occupational Therapy Consultant for the American Occupational Therapy Association (AOTA), for which she receives an annual honorarium from Interactive Metronome, Inc. She is the author/co-author of numerous courses & publications that focus on the clinical application of Interactive Metronome technology, for which she has received honoraria from Interactive Metronome, Inc. Mary does not receive royalties or any other form of compensation for the continued publication and use of educational materials she has authored/coauthored. Mary is an instructor for Interactive Metronome. She receives a fee for teaching each course and reimbursement of travel expenses from Interactive Metronome, Inc. Mary does not sell or receive compensation for the sale of Interactive Metronome products.

**Instructor Nonfinancial Disclosure(s):** Mary periodically contributes blog posts to [www.interactivemetronome.com](http://www.interactivemetronome.com) that are clinical in nature, although she does not receive compensation for this. Mary also owns a private practice in Bradenton, FL where Interactive Metronome is used with a variety of clients ranging in age from infancy to the elderly.

**Course Content Disclosure:**

The Interactive Metronome, Inc. has developed and patented a licensed technology trademarked as the Interactive Metronome®. (U.S. Patents #4,919,030; #5,529,498; #5,743,744; #6,719,690; other U.S. and foreign patents pending) Interactive Metronome, Inc. is the sole source of the following products: Interactive Metronome®, Gait Mate® and IM Home®. 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.

**Course Origination Date\*:** 4/30/2014

\*Course content is reviewed annually to make sure it remains current and relevant to the practice of Interactive Metronome.

**Agenda:****Module 1 – Overview and Foundations**

**Duration: 85 minutes**

- Developing the art of ‘thinking outside the box’ with IM
- Overview of IM use with the diversity that is pediatrics
- Getting started – Setting up of equipment/ environments
- The Key to IM success – Learning to Modify!
- Examples of positioning that can be used with IM
- IM is used as a training tool across multiple domains and disciplines within pediatrics.
- Professional judgment and creativity is required to provide optimum pediatric IM programs.
- Modification is key to provide a customized approach to each individual.
- Pediatrics is diverse – so too is the application of IM to this population!
- Q & A

Post-test for Module 1 & homework assignment

**Module 2 – Modifying IM to Pediatric Populations**

**Duration: 85 minutes**

- Quick review of homework from previous module
- Modification tools for setting up physical environments and sensory environments during IM training
- Examples of sensory modifications
- Examples of setting up physical environment
- Critical thinking – Preferences of the child
- Useful items to stock your modification kit
- Sensory modulation and sensory modifiers
- Signs of distress/fatigue/overload during IM
- Q & A

Post-test for Module 2 & homework assignment

**Module 3 – Motivational Strategies**

**Duration: 85 minutes**

- Quick review of homework assignment from previous module
- Motivational strategies – tools and techniques for success
- Examples of motivational strategies “Bringing IM to the activity, not the activity to IM”
- The influences of motivational strategies on neuroplasticity
- Q & A

Post-test for Module 3 & homework assignment

**Module 4 – Teaching Auditory Association Skills**

**Duration: 85 minutes**

- Quick review of homework assignment from previous module
- The role of auditory guide sounds
- Development of Temporal Processing Skills
- Development of Selective Attention
- Examples of strategies to help teach auditory association skills using IM.
- Developing a treatment plan with IM to help children to associate to a rhythmic beat.
- Tools and techniques to help teach IM with guide sounds

- Q & A

Post-test for Module 4 & homework assignment

### **Module 5 - Building Relationships – Allowing Control, Switch Choices and Access**

**Duration: 85 minutes**

- Quick review of homework from previous module
- Building relationships – allowing control
- Developing client centered relationships
- Collaboration during IM training
- Discovering switch choices with IM for hands, feet, mouth
- Allowing switch choices
- Allowing novel access to triggers
- Achieving Goal Directed Behaviors Through Creative Access to and Choices of IM Triggers
- Q & A

Post-test for Module 5 & homework assignment

### **Module 6- Interpreting IM Data**

**Duration: 85 minutes**

- Quick review of homework from previous module
- Interpreting data specific to pediatric populations
- Review of norms reference list
- Review of how to locate data lists, results view
- Review of how to print, copy, save as pdf for records
- How to locate and use clinical data sheets
- Case example: interpreting data to best plan IM training for a child
- Q & A

Post-test for Module 6 & homework assignment

### **Module 7- Case Examples: Setting Up Individualized Pediatric Treatment Plans with IM**

**Duration: 85 minutes**

- Quick review of homework from previous module
- Case study 1 – Chris: Auditory Processing; SI
- Case study 2 – Greg: Hyperactivity and Anxiety
- Review pre and post IM testing - where do you start in treatment planning? How do you revise child relevant IM activities? How do you measure IM progress?
- Case study 1 – Chris: Auditory Processing; SI
- Case study 2 – Greg: Hyperactivity and Anxiety
- Q & A

Post-test for Module 7 & homework assignment

### **Module 8 - Special Considerations: IM Training Plans with Infants-Toddlers or clients with decreased cognitive capabilities**

**Duration: 85 minutes**

- Quick review of homework from previous module
- Age considerations for use of IM.
- Review of case examples: Emma; Reyna; Betsy
- Considerations from a parents perspective
- The importance of modifying IM with this client group.
- Review of levels of training needed when working with children with low cognitive capacity.
- Case example: Katie
- Q & A

Post-test for Module 8 & homework assignment

### **Module 9 -Use of Interactive Metronome Systems in a Group Setting**

**Duration: 85 minutes**

- Quick review of homework from previous module
- The Business of Running Groups
- Provider competency in preparation for running IM Groups
- Group considerations for use of IM
- Media examples

- Q & A

Post-test for Module 9 & homework assignment

**Module 10 - Moving Forward - Incorporating IM Home into PBP**

**Duration: 75 minutes**

- Quick review of homework from previous module
- Setting up IM-Home for pediatric clients
- Navigating custom messaging and treatment planning
- Accessing established templates
- Creating customized exercises and templates
- How to produce graph progress certificates in PDF format
- Case examples: 2nd grader and pre-k
- Q & A

Post-test for Module 10 & course evaluation

**Instructional Methods:**

LECTURE, PPT, PHOTOS, VIDEOS, CASE STUDIES, REVIEW, PRACTICAL HOMEWORK ASSIGNMENTS FOR HANDS-ON PRACTICE IN YOU PRACTICE SETTING

**Contact Hours/ASHA and AOTA CEUs:**

1.4 ASHA (14 contact hours)

1.4 AOTA / 17.5 NBCOT PDUs (14 contact hours)

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 AOTA CEUs.



Effective July 1, 2011, individuals must meet at least one of the following conditions in order to be eligible to earn ASHA CEUs.

- ASHA Member (includes Life member and International affiliates)
- ASHA Certificate of Clinical Competence (CCC) Holder
- Licensed by a state or provincial regulatory agency to practice speech-language pathology (SLP) or audiology
- Credentialed by a state regulatory agency to practice SLP or audiology
- Credentialed by a national regulatory agency to practice SLP or audiology
- Currently enrolled in a masters or doctoral program in SLP or audiology



Interactive Metronome, Inc is an AOTA Approved Provider (#4683). This introductory course is offered for 14 contact hours/ 1.4 AOTA CEUs (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.