**

 **Moving Mountains Foundation Education**

*Introduction to Skilled Therapy in a Care Provider Facility and Red Flag Warnings*

This course outlines the benefits of early intervention on vulnerable populations while providing a guide to understanding resources and services available in the community. It identifies the positive impact that support in a child’s natural environment has on their development. It was created to assist care providers in gaining a strong understanding of child development and to assist with identification of red flags that may warrant need for additional services for the child and their family.

Training Objectives:

1. Identify key components and benefits of early intervention (EI)
2. Understand benefits of EI in a child’s natural environment
3. Knowledge of specific skilled therapeutic services available in the community and areas of development they address
4. Identify age specific developmental red flags that warrant skilled intervention

*Sensory Processing vs Communication*

Sensory processing refers to how our brain receives information from the environment and how our bodies organize and interpret the information to form a meaningful response. For example, when an individual hears a noise (auditory), he or she will turn their head toward the noise (body position sense) and locate the source (visual scanning). Having a regulated sensory system makes it possible for kids to be able to learn, play, and generalize information around them. When a child’s sensory system is regulated, he or she is calm and comfortable and able to, communicate, engage, listen, attend, adapt and respond appropriately to information around them. It is important to understand signs of when a child is not processing information appropriately, help them regulate and communicate their wants and needs.

Training Objectives:

1. Participants will be able to understand sensory processing, sensory systems and sensory modulation responses.
2. Participants will be able to identify the differences between sensory vs communication.
3. Participants will be able to support sensory regulation within a classroom setting.

*Environmental Design and Modifications: Creating a space for all to learn*

This training will cover guidelines for classroom space design to support children's’ learning and independence across developmental levels. It will offer suggestions on evaluating classroom spaces to determine supportive solutions for children with special needs. It will also offer recommendations on modifications to support various sensory processing, visual and hearing impairments and physical mobility needs.

Training Objectives:

1. Participants will be able to identify specific areas in the classroom environment that might be modified to support a child’s unique learning and participation in the classroom.
2. Participants will be able to identify sensory components in the classroom and potential barriers to learning.
3. Participants will be able to identify barriers to physical access in the classroom and implement strategies to support and child with mobility support needs.

*Picky Eater vs Problem Feeder*

Eating is the most complex physical task human beings engage in. It is the only human task which requires every one of our organ systems and requires all of those systems to work correctly. In addition, every muscle in the body is involved (one swallow takes 26 muscles and 6 cranial nerves to coordinate.) Plus, eating is the only task children do which requires simultaneous coordination of all 8 of our sensory systems. This training will provide tools and strategies to identify feeding delays and address them in the classroom.

Training Objectives:

1. Participants will be able to identify red flags of problem feeders and provide appropriate referral.
2. Participants will be able to identify the differences between picky eaters vs problem feeders.
3. Participants will be able to use tools and strategies to address feeding concerns within a classroom setting.

*Gender Affirming Communication*

This course provides information on gender-congruent voice and communication skills in individuals across the transgender continuum. Culturally sensitive terminology to use when working with an individual who is exploring or unsure of their gender identity. Will explain speech therapists role in the treatment techniques to feminize or masculinize vocal/speech/language/nonverbal characteristics, generalization, and promotion of good vocal hygiene.

Training Objectives:

1. After this course, participants will be able to identify tools, strategies and techniques that can be used to facilitate gender-congruent voice and communication, and to assess change.
2. After this course, participants will be able to explain the importance of cultural awareness and the use of culturally sensitive terminology.
3. Identify cultural and social barriers to gender identity.

*Trauma Informed Care*

Children are increasingly experiencing or witnessing traumatic and stressful events. The latest evidence-based research shows that developing brains are significantly impacted by this trauma, which affects behaviors, emotional regulation, learning, and social interactions to name a few. Trauma- informed care and communication is necessary when caring for children of all ages. This training will provide tools and strategies to use when working with vulnerable populations.

Training Objectives:

1. Define basic principles of trauma and trauma-informed approaches.
2. Recognize how trauma affects brain function and development and impacts behavior, learning, and health throughout the lifespan.
3. Provide strategies to practice trauma- informed care in your setting.

**\*Custom education available for sites at additional charge. Please contact Moving Mountains Foundation to speak with a representative regarding the needs and wants of your organization.**