

SYNCRoSI

For Children With Special Needs

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THE CHALLENGE

As an educator, therapist, or caregiver dealing with children with special needs, figuring out the right intervention approach and creating a sustainable program around it is a lifetime's work. In this day and age where one can be inundated with a multitude of intervention approaches, it becomes very challenging to discern what works and what does not. Yet, as a program leader or coordinator one is tasked with the creation of sustainable and integrated programs that will harness the potential of the children you serve. The value of the SYNCroSI method is that it fine-tunes your innate ability to select and uniquely apply the approach that best fits each child and situation.

WHAT IS SYNCroSI?

Synchronized and Sustainable Intervention (for children with special needs) or SYNCroSI for short, is a specialized mentorship program that combines personal growth with clinical development experience for educators, therapists and parents working with children who have special needs. The SYNCroSI method provides a unique blend of integrated, eclectic and enabling interventional approaches that remove cultural blinders that can inhibit healthy relational interactions and stifle a child's potential.

WHAT DOES THE SYNCroSI TRAINING PROGRAM ENCOMPASS?

Under the guidance of master clinicians, participants will develop their own specialized learning plan that will enhance the skill set they wish to improve. As part of this individualized and groundbreaking learning program, participants are purposefully paired with appropriate children to help meet each of the participant's learning objectives. State of the art intervention approaches are incorporated into this intense and full five-day learning experience, including didactic as well as practical experiential learning. There will be demonstrations, lectures and group discussions to complement the hands-on activities, and comprehensive one-on-one feedback will be provided to participants at each step. While SYNCroSI encourages interaction and collaboration with other participants in your field, what makes this program different from any other is how it uniquely offers opportunities for personal and professional reflection throughout.

CURRICULUM

The core curriculum of SYNCroSI integrates and synchronizes the principles of the leading treatment processes of NDT, SPI, RTR and FCI

Neuro-Developmental Treatment (NDT)

Through facilitation of graded sensory input provided by a therapist's hands to a child's body, this form of intervention is designed to improve alignment and movement patterns while inhibiting less effective movements. NDT seeks to build strength, endurance and coordination through the activities of daily living.

Sensory Processing Intervention (SPI)

Analysis modulated sensory information is provided for the child through activities and environmental adaptation. This intervention approach is applicable in all environments and across all human occupations. The aim of this intervention is to develop increased self-regulation, learning and motor integration.

Regulation Through Relationship (RTR)

This is a process of co-regulation through mindful interaction to help the child arrive at the just-right social, emotional and cognitive states of function.

Functional Communication Intervention (FCI)

FCI is a process that shapes the child's natural and comfortable communication ability to the most functional mode of communication.



PRE-REQUISITES FOR PARTICIPATION

For optimum learning, SYNCroSI divides students into three streams: therapists (allied health professionals), teachers, and parents /caregivers. Within these 3 streams, the synchronized and sustainable philosophy of intervention is further contextualized for participants or organizations, based on their unique and specific needs. In order to participate, people in each of the streams need to meet the following pre-requisites:

Participant Streams

1. Therapists (allied health professionals including Occupational Therapists, Physiotherapists, Speech-Language Pathologists, Psychologists, Social Workers and others in the healthcare field working with children with special needs)

PRE-REQUISITES

- At least 6 months experience working with children with special needs in clinical or educational settings
- Diploma or Bachelor's degree in own discipline or the minimum equivalent in country of practice
- Basic conversational and written English

2. Teachers

PRE-REQUISITES

- At least 6 months experience working with children with special needs in special or integrated settings
- Basic conversational and written English

3. Parents / Caregivers

PRE-REQUISITES

- Main caregiver of a child with special needs

ACQUIRED COMPETENCIES

By the end of the program, participants will be able to make conscious intervention choices through mindful integration of the child's sensory-motor, cognitive and emotional developmental states. Participants will be able to effect positive functional changes in the child through their own processes of self-awareness, self-reflection and self-regulation.

The following outcomes are expected of the participants at the end of the program:

Relationship Through Regulation

- To be present to the child and follow the child's initiations
- To honour that all actions are valuable and have communicative intent
- To be able to read the distinct features of non-verbal communication in the face, body and voice
- To have a repertoire of play options

Sensory Processing Intervention

- To be able to determine the child's state of arousal as high, low and just right, and if the child needs to up-regulate or down-regulate
- To develop a repertoire of activities that support the modification of arousal
- To understand environmental variables and how they affect arousal and what you can do to change them

Neuro-Developmental Treatment

- To assess and evaluate movement competencies and challenges within a given functional task
- To develop hands-on facilitation of alignment and dynamic movement within a functional task
- To understand how arousal and sensory processing affect movement and adapt accordingly

Functional Communication Intervention

- To be able to identify child's level of receptive and expressive communication
- To be able to project expressive and receptive communication goals
- To design and implement functional communication intervention to achieve the goals

COURSE STRUCTURE

Day 1: Regulation Through Relationships

- Tuning-in: Facial expression, body language, oral intonation, body position, state of arousal
- Introspection: Self-awareness, self-reflection, self-regulation, conscious choice
- Barriers to connection: Judgments, blind spots, triggers, own experiences
- Co-regulation: Observe, interpret, reflect and act (being mindful of own body position)

Day 2: Sensory Processing Intervention

- Determining state of arousal: high, low and just right
- Sensory strategies to shift arousal: up regulating and down regulating
- Modifying sensory environment

Day 3: Neuro-Developmental Treatment

- Evaluating how sensation affects movement patterns: motor outcomes based on sensory trigger, and basic sensory-motor output
- Movement patterns: flexion-extension, elongation and activation, rotation, alignment
- Facilitation
- Combining sensory priming with movement facilitation

Day 4: Functional Communication Intervention

- Shaping expressive communication beginning with current state of engagement and intent
- Reciprocal interaction through regulation (sensory and emotional)
- Extending and expanding language through interaction
- Oral motor (sensory motor aspects of the mouth for feeding and speech): respiratory, phonatory, articulatory and swallowing systems

Day 5: Putting the Pieces Together

- Play as a container for integrated intervention
- Case analysis and role play
- Assessment

CERTIFICATION

A Certificate of Achievement (CoA) will be awarded to participants who complete the five-day program and satisfy the following requirements:

- Minimum attendance of 80% of the total hours
- Successful completion of a practical demonstration and oral interview

The SYNCroSI CoA recipients will join a unique group of practitioners and caregivers and will be invited to participate in ongoing education programs offered online and onsite through the SYNCroSI network.

TESTIMONIALS

During the course there were so many teachable moments and opportunities for learning that are doable everyday in the classroom.

~ Footholds Therapy Centre, Nanaimo, BC

The practical hands on labs were invaluable as a way of learning how best to support the children I treat.

~ Fraser Valley Child Development Centre, Abbotsford, BC

I loved how the approach looks at the whole child, the environment and how all the systems are interconnected.

~ Therapist, Racker Centres, Ithaca, New York

Together, Kim and Manoj personify the integration of compassion in action.

~ Therapist, Jakarta, Indonesia

ABOUT THE TRAINERS



Kimberly Barthel, OTR

Kimberly Barthel, creator of the SYNCroSI Approach (a culmination of her 30 years of practice) is an author, consultant, Occupational Therapist, and owner of Labyrinth Journeys, a company dedicated to providing professional and personal growth seminars. Kim is a Neuro-Developmental Treatment-OT Instructor and a teacher of Sensory Integration Therapy, with post-graduate study in neurosciences and a wide range of complementary healing practices.

Having authored the pediatric textbook *Evidence and Art: Merging Forces in Pediatric Therapy*, Kim proficiently blends and bridges the most up-to-date science of connection and attachment theory with the intuitive aspect of the therapeutic process. Kim's recent professional challenges include team strategy facilitation for acute pediatric/adolescent mental health cases, and creating sustainable care strategies in a wide variety of cultures throughout the world.

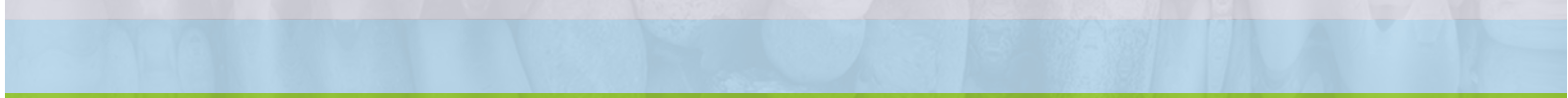


Manoj Pathnapuram, SLP

Manoj is a speech-language pathologist and a practitioner-trainer who has worn many hats in his career spanning 20 years in the field of early intervention and special education. A speech-language pathologist and audiologist by training, Manoj's therapy interests saw him specialize in the holistic approach to assessment and intervention of children with special needs by working in multidisciplinary teams.

Manoj has had extensive post-graduate certification in the Neuro-development Treatment (NDT) approach, Treatment & Education of Autistic Children & other Communication Handicaps (TEACCH), Picture Exchange Communication System (PECS), Orton Gillingham Approach for children with Dyslexia and Hanen programmes for teachers and parents (*Learning Language & Loving It, More Than Words, It Takes Two To Talk*). He is also a certified administrator of the MBTI suite of instruments and Extended DISC for personal and team development.

Manoj currently mentors therapy teams, conducts workshops for parents and professionals and consults on service model/delivery enhancements for organizations in Singapore and the region. He has been teaching the SYNCroSI Approach and collaborating closely with Kim for the past six years.



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