

MSE TRAINING Days at Mohawk College, Hamilton, ON

Improving Quality of Life with Sensory Environments

THE SCHEDULE

2020

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| <p>DAY ONE March 9</p> | <ul style="list-style-type: none"> - 8:00 - 8:30 (30") - 8:30 - 10:00 (90") - 10:00 - 10:10 (10") - 10:10 - 11:10 (60") - 11:15 - 11:45 (30") - 11:45 - 12:45 (60") - 12:45 - 1:30 (45") - 1:35 - 2:15 (40") - 2:20 - 3:00 (40") - 3:00 - 3:15 (15") - 3:15 - 3:40 (25") - 3:40 - 4:25 (45") - 4:25 - wrap-up | <ul style="list-style-type: none"> - <i>Registration, Coffee Counter, Welcome</i> - Session 1:1 The Snoezelen™-MSE Story (Ad) - <i>Morning Break</i> - Session 1:2 The Senses (Maurits) - Session 1:3 Eight Favorable Factors for Sensory Room Snoezelen™-MSE Applications (Tony) - <i>Lunch Break</i> - Session 1:4 Framework of Gentle Teaching (Tony) - Session 1:5 Creating Meaningful Moments (Tony) - Session 1:6 The Active Relationship (Maurits) - <i>Afternoon Break / Donut and Fruit Bar</i> - Mohawk College Sensory Lab Tour and Demos with onsite specialists, Kaela Millar & Megan Roitzsch - Session 1:7 How to Create Meaningful Assessments / Quality of Life Assessments (Tony) - Session 1:8 WRAP-UP / All Share & Panel Discussion |
| <p>DAY TWO March 10</p> | <ul style="list-style-type: none"> - 8:00 - 8:30 (30") - 8:30 - 10:00 (90") - 10:00 - 10:10 (10") - 10:10 - 10:55 (45") - 11:00 - 11:45 (45") - 11:45 - 12:45 (60") - 12:45 - 1:30 (45") - 1:35 - 2:15 (40") - 2:20 - 3:00 (40") - 3:00 - 3:15 (15") - 3:15 - 3:40 (25") - 3:40 - 4:25 (45") - 4:25 - wrap-up | <ul style="list-style-type: none"> - <i>Registration, Coffee Counter, Welcome</i> - Session 2:1 Using Colors and Sound (Maurits) - <i>Morning Break</i> - Session 2:2 Neurological Processing (Tony) - Session 2:3 Sensory Processing and Autism (Maurits) - <i>LUNCH BREAK</i> - Session 2:4 Working with Dementia and other Memory Disabilities (Ad) - Session 2:5 Time (Maurits) - Session 2:6 Equipment Design and Use (Sensory Lab) (Tony & Maurits) - <i>Afternoon Break / Donut and Fruit Bar</i> - Mohawk College Sensory Lab Tour and Demos with onsite specialists, Kaela Millar & Megan Roitzsch - Session 2:7 Homemade Snoezelen™-MSE Material and Sensory Garden (Ad) - Session 2:8 WRAP-UP / All Share & Panel Discussion |
| <p>DAY THREE March 11</p> | <ul style="list-style-type: none"> - 8:00 - 8:30 (30") - 8:30 - 10:00 (90") - 10:00 - 10:10 (10") - 10:10 - 10:55 (45") - 11:00 - 11:45 (45") - 11:45 - 12:45 (60") - 12:45 - 1:25 (40") - 1:30 - 2:10 (40") - 2:15 - 3:00 (45") - 3:00 - 3:15 (15") - 3:15 - 3:40 (25") - 3:40 - 4:25 (45") - 4:25 - wrap-up | <ul style="list-style-type: none"> - <i>Registration, Coffee Counter, Welcome</i> - Session 3:1 Self-Regulation (Tony) - <i>Morning Break</i> - Session 3:2 Educational Goals for the 3R's (reading, writing, and mathematics) (Maurits) - Session 3:3 Developing Meaningful Goals for the Group (Ad) - <i>LUNCH BREAK</i> - Session 3:4 Breathing/Relaxation/Research/Pre-Frontal Lobe Assessment (Tony) - Session 3:5 Developing Meaningful Outcomes (Maurits) - Session 3:6 Applying Principles of Design for an MSE Room (Ad) - <i>Afternoon Break / Donut and Fruit Bar</i> - Mohawk College Sensory Lab Tour and Demos with onsite specialists, Kaela Millar & Megan Roitzsch - Session 3:7 Self-Reflection and Skills of Observation for the Therapist (Tony) - Session 3:8 WRAP-UP / All Share & Panel Discussion |

MSE TRAINING Days at Mohawk College, Hamilton, ON *Improving Quality of Life with Sensory Environments*

Standard concepts of sensory application & environmental design, the methods for quality of life enrichment and relationship building; assessing individuals we serve; Discovering sensory and neurological processing.

SESSIONS 1:1 - 1:6

FOCUS 1/4: Introduction to Multi-Sensory Environment History

The Origin, Philosophy and Background of Snoezelen™MSE; how therapists and other professionals develop applications, quality of life outcomes, and developmental benefits (social-emotional) of with Snoezelen™-MSE approaches and practices.

SESSIONS 1:7 - 2:5

FOCUS 2/4: Learning to Assess Individuals Within the Room

Learn how to create meaningful assessments; how to bring mse experiences and environments into one's experience, using materials and equipment, from the simplest ideas to more complex arrangements, depending on resources. Learn practical ideas for interacting and adding mse enrichment into one's daily routine.

SESSIONS 2:6 - 3:6

FOCUS 3/4: Developing Effective Treatment Goals

Using equipment - designing, selecting and installing equipment for multi-sensory environments; design possibilities and resources for therapists and other professionals.

SESSIONS 3:7 - 3:8

FOCUS 4/4: MSE Room Staff Development

Learning and growth is continuous as knowledge is shared and applied, experiencing and collaborating with colleagues, especially within other disciplines; understanding the international ISNA-MSE community and their support and resources.

PRESENTERS:

Ad Verheul (Netherlands)
Maurits Eijgendaal (Denmark)
Dr. Anthony (Tony) M. McCrovitz (U.S.)

TFH Canada, Sponsor:

Lesley Rocklin, Regional Manager & Conference Coordinator

Mohawk College Sensory Lab Technologists:

Kaela Millar and Megan Roitzsch

(presenting daily tours of the living sensory lab, along with discussions and demonstrations of applications used to facilitate real client cases goal-directed ways.)

Improving Quality of Life With Sensory Environments

DAY 1 - March 9, 2020

Presentation Topic Summaries

Session 1:1 (90") ~ Ad

The Snoezelen™-MSE Story

As only Ad Verheul can tell, being one of the first to explore, research, develop, and name a new therapeutic approach involving sensory principles and applications. Learn about the multi-disciplinary, therapeutic origin, philosophy, and development of Snoezelen™-MSE, and how it grew and continues to evolve today. The International Snoezelen™-MSE Association has members in nearly 50 countries, and research contacts with 22 universities worldwide.

Session 1:2 (60") ~ Maurits

The Senses

Everything we experience, around us and within us, is going through our senses and being processed by our brain. We talk about the different senses and the impact these senses have on our growth, well-being and development.

Session 1:3 (30") ~ Tony

Eight Favorable Factors for Sensory Room Snoezelen™-MSE Applications

A checklist of foundational factors that influence the sensory room atmosphere and support how one is able to experience the environment most beneficially.

Session 1:4 (45") ~ Tony

Framework of Gentle Teaching

Learn about navigating the sensory system with a framework of Gentle Teaching, and how to teach one to *name, tame, and befriend* their emotions (regulate their sensory connections) to self-regulate. A Snoezelen™-MSE room can teach about self-regulation and benefit others by improving focus, attention, and memory, expanding one's awareness and understanding about their own feelings and about the feelings of others, and by developing a positive mindset. As an individual learns new ways to cultivate a positive mindset, they prime their brain and body's capacity for learning and for building healthy relationships.

Session 1:5 (40") ~ Tony

Creating Meaningful Moments

An unconditional invitation within this space supports the relationship in moving toward the discovering of possibilities for one's social-emotional development. We will look at how we can facilitate one's social-emotional experience and engagement by creating meaningful moments, using our hands, eyes, words, and presence (*our tools*).

Session 1:6 (40") ~ Maurits

The Active Relationship

The theory and practice of the active relationship that guides discovery and learning within the didactic triangle, working towards quality of life outcomes. These outcomes not only provide the needed structure, level of engagement, ability to challenge, and nurturing; mentoring a spirit of gentleness creates "breathing room" or "growing room" for cultivating intrinsic curiosity and a sense of wonder through the collaboration of learning and growing together.

Session 1:7 (45") Tony

How to Create Meaningful Assessments / Quality of Life Assessments

There are important things to understand about the sensory room that will help you in creating meaningful assessments with the individuals you serve. Incorporating a holistic approach in assessing one's quality of life to create meaning and value in and outside of the sensory room to enhance one's sense of companionship and community. An assessment provides a foundation for developing a treatment plan that can be utilized by others for building and expanding one's quality of life with treatment goals that support one's social emotional development.

Session 1:8

All Share and Panel Discussion / Wrap-Up

Improving Quality of Life With Sensory Environments

DAY 2 - March 10, 2020

Presentation Topic Summaries

Session 2:1 (90") ~ Maurits

Using Colors and Sound

The use of colors in learning or multi-sensory environments can evoke emotions and influence one's perception and/or experience. Discovering your child's "rainbow" and learning how to apply thoughtful uses of these colors, enriches their space beyond mere functionality. Colors create an invitation for the (social) engaging-emotional self. Sound is around us all the time. Mostly we are not even realizing what we are hearing and how our body, senses and brain react.

Session 2:2 (45") ~ Tony

Neurological Processing

Learn how to utilize a basic assessment of the pre-frontal lobe, and how an understanding of the executive functioning of the brain can benefit the people we serve within a Snoezelen™-multi-sensory environment. These assessment tools indicate how to effectively adapt the Snoezelen™-MSE environment to creating meaningful, sensory activities that match one's current processing level; they also indicate the best areas of potential and possibility with the person, for improved focus and planning, for accelerating the social-emotional learning processes, and for supporting collaborative goals.

Session 2:3 (45") ~ Maurits

Sensory Processing and Autism

Exploring the sensory channels and discussing meaningful moments that can be created within a multi-sensory environment for increasing the social-emotional development of children with autism. Learn how a multi-sensory environment (MSE) supports facilitation of the relaxation response in people with autism, helping to alleviate habits of anxiety or stress.

Session 2:4 (45") ~ Ad

Working with Dementia and other Memory Disabilities

Learn how to interact with others who are challenged with memory disabilities, and how to create fun, effective session plans that are engaging. Information will be shared about the mse care for elderly in the Netherlands, & the theoretical background of Snoezelen™-MSE in the model of care. Create sensory concepts and spaces that cultivate feeling safe and loved.

Session 2:5 (40") ~ Maurits

Time

We all use this word in many situations. But what is it? Time is embedded in our body, and this talk can make time part of your planning in Snoezelen™-MSE sessions.

Session 2:6 (40") ~ Maurits / Tony

Equipment Design and Use (Sensory Lab)

Session 2:7 (45") ~ Ad

Homemade Snoezelen™-MSE Material and Sensory Garden

Simple ideas and explanations for how to create Snoezelen™-MSE materials using household items; Ad will share some ideas from his book: "Snoezelen Materials Homemade," about everyday materials and possibilities. (This book is published in both German and English. The English version is no longer in print, but is on the boxed DVD and CD-rom set, *Snoezelen Another World*.)

We'll discuss how to build and design a sensory / sense garden and how to make special experience stations for your child, with simple, household or nature objects.

Session 2:8

Wrap-Up / All Share and Panel Discussion

Improving Quality of Life With Sensory Environments

DAY 3 - March 11, 2020

Presentation Topic Summaries

Session 3:1 (90") ~ Tony

Self-Regulation

The multi-sensory room can teach one to self-regulate; it also connects with one's ability to befriend their feelings and to communicate with others. Helping one to control and modify their behavior goes beyond just verbal cues, teaching replacement behaviors, and positive or negative consequences. We will discuss how the person needs to identify the emotions of befriendment as a process, understanding one's own internal, sensory engine of self-regulation, and being able to express their wants and needs in these moments. Learn about the primary neurological systems involved in self-regulation and executive functioning. By understanding what is known today about how one's brain responds to stress, and by practicing strategies that can calm one's mind and body, an individual can become better at self-regulating and engaging in goal-directed activities.

Session 3:2 (45") ~ Maurits

Educational Goals

Educational goals for the 3 R's (reading, writing and mathematics); The theory and practice of the active relationship that guides discovery and learning within the didactic triangle, working towards quality of life outcomes. These outcomes provide needed structure, levels of engagement, challenge, and nurturing, and mentoring a spirit of gentleness creates "breathing room" or "growing room" for cultivating intrinsic curiosity and a sense of wonder through the collaboration of learning and growing together. Working with a child with a disability can be about doing things together, using Snoezelen™-MSE approaches.

Session 3:3 (45") ~ Ad

Developing Meaningful Goals for the Group

Enriching one's social-emotional experience and development, by creating group meaningful moments, incorporating elements of companionship into interactions. Virtual visits to the Snoezelen complex at the Centre De Hartenberg and other Snoezelen-MSE rooms; the first approach in different institutes; Video impressions of different goal groups.

Session 3:4 (40") ~ Tony

Breathing/Relaxation/Research/Pre-Frontal Lobe Assessment

Current breathing and relaxing research offers much groundbreaking material for reconstructing therapeutic models that support human brain architecture and development, shaped by experiences throughout one's life. An understanding of how this is all connected and how the brain functions and processes these connections is important as we discover how breathing exercises contribute to the construction (and collapse) of these neuro-transmitting connections that enrich (or diminish) quality of life for our clients. A biopsychosocial Snoezelen™-MSE process will also be explained, and a new assessment tool that integrates the current neuroscience framework will be shared.

Session 3:5 (40") ~ Maurits

Developing Meaningful Outcomes

Meaningful outcomes are shaped by how a person is able to experience how everything comes into play within the environment (the sound, colors, light, etc) with how the person is able to discover and engage. We'll discuss when and how to "nudge" the individual toward the "the play," the exploration of self-awareness/joy/delight; letting the gift of their story unfold in unknowable ways that can then be celebrated. With the knowledge and indicators learned from assessments, the facilitator can have more practical ideas about how to support the person and how to work with them in creating meaningful experiences within the environment, discovering, together, the best uses of sound, color, light, etc., that will draw in this person's spark of joy or curiosity.

Session 3:6 (45") ~ Ad

Applying Principles of Design for an MSE Room

Understanding the basic principles of room design & the mse process to create a meaningful environment that supports awareness and growth, both in and outside of the room.

Session 3:7 (45") ~ Tony

Self-Reflection and Skills of Observation

Increasing your effectiveness in the sensory room; a *Personal Teaching Planner* helps in navigating a course of four, essential life-lessons for social-emotional development. A *Planner* applies a framework of Gentle Teaching for mapping out and developing the direction of dialogue (verbal and non-verbal) for ways to navigate (including crisis intervention). Learn how to observe recorded interactions for self-study, for identifying & evaluating the four elements of relationship-building within Snoezelen™-MSE processes: the structure, challenge, engagement, and nurturing.

Session 3:8

Wrap-Up / All Share and Panel Discussion