

HANDLE Introductory Courses

Level 1 and Level 2

HANDLE[®]

How does it help life and learning be easier?

**Course
Information
Pack**



Two courses that will inform your strategies in dealing with learning and behaviour!

Educate :

During the course, tasks/activities are highlighted - at school, home and at play - that are challenging for some children (and adults, too); new insight is presented about the root causes of neurodevelopmental and learning challenges.

Inspire :

We share stories of hope and help from our clinical experiences with hundreds of people. See yourself and others' neurodiversity (i.e. individual differences) from a new interactive model.

Empower :

The course offers you - parents, teachers, and therapists - tools and confidence to support development, learning and participation within the home, school and community.



Level 1 & 2 combined
September 13 - 14th, 2014
(Saturday & Sunday)
9:00am-5:30pm
AU\$450

Refreshers: (past students of
CTTC) Free

Kuala Lumpur, Malaysia



Judith Bluestone, founder of HANDLE

What is HANDLE?

HANDLE® (Holistic Approach to NeuroDevelopment and Learning Efficiency) is an effective, non-drug, respectful, movement-based therapy. The HANDLE approach incorporates research and techniques from medicine, rehabilitation, psychology, education and nutrition. HANDLE is for people of all ages who experience obstacles to functioning with ease and efficiency in life and learning.

www.handle.org



HANDLE
Helping extraordinary people
of all ages
do ordinary things.



Instructor:

Mary E. Robson,
Certified HANDLE Practitioner and Instructor

Mary Robson is the Co-Director of Compassionate Therapy and Training Centre based in Queensland. Mary earned a Bachelor's Degree in Health Sciences from Boston University and a Teaching Credential from Dominican College. She achieved certification as a Practitioner and Instructor from The HANDLE Institute, where she studied and worked side by side with the founder, Judith Bluestone, for over five years. She is currently the Asia Pacific Regional Education Director for The HANDLE Institute. In her career she has worked with well over a thousand individuals and families in group home, educational, and clinical settings, in several countries worldwide.

Level 1

Open to all, prerequisite for Level 2.

Course Objectives are to foster in participants the ability to:

- Begin to view neurodevelopment from a new model of interactive and interdependent functioning, a model which enables a nonjudgmental approach to individual differences.
- Be able to recognise subtle signs of stress, in order to individualize task challenges appropriately
- Understand how social and academic behaviours and developmental histories provide information about neurodevelopmental dysfunctions
- Become familiar with an array of HANDLE activities that may be used with groups or one-on-one to enhance learning and functioning at any age



Learning Outcomes:

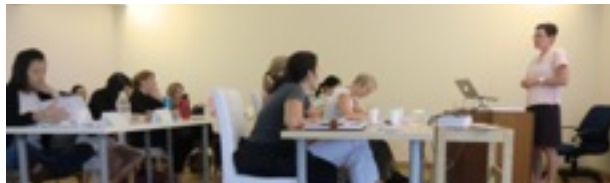
- The foundations of the HANDLE approach
 - Considers internal and external environments
 - Incorporates knowledge from many disciplines
 - Provides a set of guiding principles rather than a specific technique
 - Values the way respect influences learning; embodies non judgement
 - Views behaviours as communication
 - Understands that neuroplasticity is a life-long process
 - Recognises the importance of patterned organised movement
 - Takes into account nutrition and how one's internal environment affects it
 - Addresses all forms of learning: academic, language, motor, social, etc.
 - Acknowledges the value of mental rehearsal
 - Employs Gentle Enhancement® in evaluation sessions and treatment alike: services and trainings
- **Five HANDLE activities to enhance learning and functioning, and how to adapt them to varying abilities and situations**

Level 2

Open to those who have completed Level 1, prerequisite to Level 3

Course Objectives are to foster in participants the ability to:

- Level 1 Objectives are continued in more depth, plus:
- Understand how neurodevelopmental functions interact either to facilitate or to impair learning and interpersonal behaviours
- Learn methods with which to identify neurodevelopmental systems that require therapeutic intervention
- Recognise factors involved in processing sensory input in order for a response to occur



Learning Outcomes:

- Overview of the brain, the nervous systems, and the cranial nerves
- Sensory-Motor Interdependency and Interaction map
- The sensory-motor systems: how each system works, and how they work together and support each other
- How it looks when these systems are disrupted or disorganised
- The hierarchical processing modalities of the brain, and how it looks when these aren't functioning efficiently
- The factors involved in processing sensory input in order for a response to occur
- Six more HANDLE activities to enhance learning and functioning, and how to adapt them to varying abilities and situations.