



Is someone you know struggling with learning, attention, motor or behavioral challenges?

Have you ever wondered why some individuals need to rock or flap their hands?

Have you ever struggled to understand why something that should be simple is difficult for some?

Do you want a deeper understanding and new answers for how you can help someone with differences such as:

ADD/ADHD, Learning Difficulties, Autism, Selective Mutism, Memory Issues, Perplexing Behaviors, Social Interaction Issues, Brain injury, Fetal Alcohol Spectrum Disorders, Tourette Syndrome, Brain Injury, Dyspraxia, and more?

The HANDLE[®] Approach to Neurodiversity **HANDLE Introductory and Basics Course (Level 1-2)**

Oct. 9, 6pm-9:30 pm & Oct. 10-11, 2015, 9am to 5pm
Portland Waldorf School, 2300 SE Harrison St., Milwaukie OR

- This course will forever change your strategies in approaching learning, social and behavioral challenges!
- You will begin to interpret the real reasons for behaviors and understand causes of learning difficulties, inefficiency or stress.
- You will learn how body and brain work together and how the environment may influence human functioning.
- You will learn ways to support learning, reduce stress, prevent crises, enhance potential and foster resilience.
- You will learn eleven activities that enhance focus, reduce stress and support learning.
- You will leave with tools and knowledge to apply in everyday situations.
- You will see yourself and others through non-judgmental eyes that will open new doors of possibility!
- You will have made the first step toward the possibility of becoming a HANDLE provider.

Your Instructor: Cathy Stingley is the longest standing HANDLE Instructor and co-developer of much of the HANDLE curricula. Her background is education, mental health and emergency medicine. She is the European and American Regional Education Director for The HANDLE Institute. Over the years she has taught thousands about HANDLE and has seen or supervised hundreds of clients. She has been living the HANDLE paradigm for 19 years and teaches with joy and enthusiasm. Cathy's business, Thoughtful Therapies, is located in Homer, Alaska. (www.thoughtfultherapies.com)



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The HANDLE[®] Approach to Neurodiversity

HANDLE Introductory and Basics Course (Levels 1-2)

Course Description

"I am seriously impressed. This work touches the nerve of virtually everything taking place in our current cultural crisis of childhood."
- Joseph Chilton Pearce, author: *Magical Child*, & other books

The combined Introductory and Basics course delves into the foundations upon which the HANDLE philosophy and clinical services stand and the application of these concepts to daily function at home, at work, at school, and in the community. These concepts are further explored in relation to neurodevelopmental systems in the unique, interdependent hierarchy envisioned by Judith Bluestone, originator of HANDLE.

These neurodevelopmental systems are taught in relation to normal and disrupted development, normal and disrupted system functions, and interaction between systems. The course explores how irregularities in neurodevelopmental systems relate to perplexing behaviors and dysfunction and offers activities, strategies and compensations to reduce stress and improve function.

Eleven activities are explored in detail, focusing on application for different ages, capabilities, developmental stages and needs.



Course Content:

- Understanding the HANDLE principles and their application
- Discovering root causes of challenging behaviors and learning difficulties
- Creating a new understanding of the senses and motor functions
- Learning to notice signs of stress and intervene before the consequences manifest
- Understanding and interpreting learning, social and behavioral challenges
- Exploring the neurodevelopmental systems - the building blocks of learning and achievement
- Discovering the elements of learning – such as the numerous systemic influences on writing
- Learning how to positively enhance learning without overwhelm
- Learning how neurodevelopmental systems develop, affect and support each other
- Discovering how our quality of life and abilities are affected by internal and external environment
- Understanding how nutrition and good health enhance our abilities
- Learning about Gentle Enhancement[®] and the meaning of innocent assault
- The science of how stress affects learning and quality of life

HANDLE Activities for enhancing learning and human potential

- Learn 11 HANDLE Activities.
- Explore a wide range of variations and applications for each of the activities.
- See examples of HANDLE in action.

Most often stated feedback following HANDLE courses: *"Everyone should know this!"*

The following comments were made about the HANDLE® Level 1-2 Courses by individuals applying for the HANDLE Screener Course.

“The HANDLE Introductory Course changed my thinking about human functioning by bringing me back to the basics. My biggest revelation in the course related to the level at which one initiates intervention. What I had learned as a Speech Pathologist to be the basic levels at which to begin a speech program for intervention purposes was actually far above where many of my clients needed to start. These children were struggling with unintegrated reflexes, poor vestibular systems, sensory processing deficits, and deficits I can’t begin to recognize with my current level of training. Many had never mastered the suck, swallow, breath pattern and I was asking them to coordinate complex muscular movements with their lips, tongue, and jaw. For my language students, I was asking them to think about language when their brain hadn’t developed efficient pathways on which to relay basic non-language related information. What an eye opener!”

Aimee Hedrick, Speech and Language Pathologist

“Before I learned about HANDLE I did not realize how much our neurodevelopment affects our personality and habits. How well we learn, what our interests are, whether we are fearless or timid, neat or disorganized is intricately connected to how we process sensory information. I learned the importance of Gentle Enhancement, which advocates respect for each individual’s perceptions and his or her tolerance for stimulation.

I have witnessed the benefits of HANDLE activities for my clients. Perhaps most dramatic was the case of a little girl who came to me at the age of 4 years, 10 months. She was tongue-tied at birth, and all of her milestones were severely delayed. The tongue tie was only discovered at age 4 when she was referred to a speech therapist because she spoke only a few 2-word utterances and her articulation was very poor. Her most pressing problem was severe auditory and visual sensitivity. An airplane flying overhead would cause her to lose bowel and/or bladder control. A bird fluttering its wings on a window ledge or lights flickering due to voltage fluctuation would put her in a state of fright and flight response. This happened multiple times every day. The Crazy Straw activity changed all of that. Now sights and sounds may distract her occasionally, but the fear is completely gone. An added benefit of the Crazy Straw activity was better bowel and bladder control because the intense sucking strengthened the sphincter muscles throughout her body.

Andrea Perry, owner, Strategies for Learning, a center for children with neurodevelopmental and sensory processing disorders, Certified HANDLE Screener

“I was filled with joy to learn of this effective approach that so honored the client and helped with such gentle action. Since I had been observing the behaviors of so many autistic and developmentally delayed children, the explanations of the meaning to those behaviors made perfect sense to me. To now see these behaviors as telling us what the weakness is in the nervous system and to be able to design a program of activities to gently restore strength, was one of the greatest revelations I have experienced.”

Jill Ann Robinson, paraprofessional teaching assistant

“The HANDLE Introductory Course has connected so many pieces of the puzzle together in my head as to how important the sensory-motor system related to behaviors, physical function, learning, emotional health and relationships, food choices and diet, musculoskeletal problems, vision, etc. I imagine the list could be endless. I now realize that a person’s life can be completely organized around the state of their sensory-motor system and with that understanding I have more compassion as well as want to give them hope.”

Lori Hagood, Physical Therapist, CHT, Certified HANDLE Screener

"I have been intrigued by HANDLE since my son started seeing a HANDLE practitioner in 2006, when he was 3 years old. I was impressed with how Marianne seemed to really understand him and his behavior and quirks, in a way that felt so accurate according to my motherly instincts. I looked forward to the appointments for many reasons: the activities seemed to help my son a lot, and I also learned a lot from Marianne, by example and by asking lots of questions, that supported my parenting, especially how to interpret and respond to some of my son's behaviors. ... I would sit and observe my son's appointments and wish that I could just sit there all day with her and observe all the kids that came through her office!

I have a passion for holistic health, healing and well-being and I really appreciate how HANDLE looks deeply and non-judgmentally at people. The Level 1&2 course deepened my understanding of the brain and sensory systems and of the way the activities work to enhance and support these systems." *Rebecca Leach, Waldorf teacher, Certified HANDLE Screener*

"The family I currently care for have three children with multiple learning issues. After I took the HANDLE Level 1 and 2 class last year so much of the twins' behavior became clear. The changes it led to in dealing with the boys helped convince the family to find a local (HANDLE) therapist. The five year old twin boys are now in the care of Susanna Reynolds¹ here in the Seattle area. ... We see occupational therapists, physical therapists, vision therapists and the HANDLE therapist.

I have been the one doing most of the daily hands on HANDLE activity work with the boys since we began seeing Susanna. Watching the progress they have made once the HANDLE therapies were added has amazed myself and the other therapists working with ____ and _____. Being such a hands-on part of this change has changed me as well. ... I used to see the brain as something fixed in stone by a certain age. I looked at behaviors as being much more about conscious choice than reflex/brain-driven responses. HANDLE has fundamentally changed the way I now view people and that will continue to evolve for the rest of my life. I now have a much better understanding of how radically different someone's way of literally processing this world can be." *Wendy, Montessori teacher, Nanny*

1 "Susanna (Seattle Sensory and Structural Integration) has been a bodywork practitioner and teacher in preschools, theater, and dance and with adults for over 20 years in various settings. She brings the experience and practices of motherhood, Cranial Sacral Therapy, Structural Integration, and Waldorf Early Childhood Education to her work with Individuals from all stages and ages of life. Her delight in working with HANDLE with her clients is palpable as the strengths of each approach deepen and support the growth in each individual's process."

Regarding a woman who had a stroke so severe she was not expected to live: HANDLE intervention was started within 24 hours. This is the comment of a physician, four days after her stroke, in relation to what HANDLE had done for her.

"Never, in a thousand years, would I have believed that she could do what she is doing today!"

Mark May, MD

Read about this and case studies at <http://thehandleinstitute.wildapricot.org/Case-Studies>