

2019 School Based Practitioners Summit

Moving Together, Learning Together

Course Description Guide

DAY 1, SESSION 1

“TRAIN THE BRAIN! MOTOR LEARNING PRINCIPLES TO PROMOTE NEUROPLASTICITY IN CHILDREN AND YOUTH WITH DISABILITIES” *ALL DAY SESSION*****

Carlo Vialu, PT, MBA

Suggested Audience: OT/OTA, PT/PTA, Educators

This workshop will provide the latest evidence in motor learning principles (MLPs) for children with and without disabilities. The presenter will discuss the research findings and rationale behind such principles as the provision of verbal instruction, demonstration, feedback, variability, error-less training, frequency, specificity and salience. Participants will learn how to incorporate these principles in the child's therapeutic intervention and daily routine to help with generalization of skills and improve participation at home, in school and in the community. The speaker will describe the application of MLPs in children with the most common childhood diagnoses so participants can translate what they learned from the session into real-life practice. To further promote generalization of skills, the speaker will discuss how to use a motor learning framework during collaborative consultations with educators to design an MLP-rich environment in school.

“PT AND OT INTERVENTIONS FOR CENTRAL HYPOTONIA”

Ginny Paleg, DScPT, MS, PT

Suggested Audience: OT/OTA, PT/PTA

This session will review the findings of our recently published systemic review and the AACPD Carepath, which is under review. Green light evidence supports treadmill training (to promote ambulation and gait characteristics) and massage

(to positively affect muscle tone, motor development and use of vision) for infants with Down syndrome. These interventions are considered Yellow (possibly effective) for other populations. Green light evidence supports impact of orthoses on foot alignment for ambulatory children with hypotonia, while impact on gait characteristics is Yellow light and motor development may be negatively impacted (Red light) in pre-ambulatory children. All other interventions rated Yellow (possibly effective) and therapists should monitor using sensitive outcome measures.

“INTEGRATE YOUR OT INTERVENTIONS ACROSS THE CURRICULUM”

Dr. Beverly H. Moskowitz, DOT MS OTR/L FAOTA

Suggested Audience: OT/OTA, Speech & Hearing Professionals, Educators, Psychologists, Aides, Parents

At the end of this sessions, the learner will be able to:

- Identify 3-4 ways to address motor or sensory needs within the classroom and throughout the school environment
- Create materials to be used with students and which students can make themselves to address dysregulation and attention.
- Discuss references and identify opportunities to work in authentic settings across the curriculum and throughout the school

“NEW IDEAS FOR POSTURE, UPPER EXTREMITY STABILITY AND MORE”

Kim Wiggins, OTR/L

Suggested Audience: OT/OTA, PT/PTA

“Academic expectations are increasing every year. Children are asked to write even in preschool! Unfortunately our body needs to catch up with the expectations are. There are many children that have poor handwriting because they have

an issue with body positioning, hand dominance, grip, etc. It is important for teachers, parents, and professionals working with children to understand the sequence of development in order to write! This seminar will address the following:

1. Promoting good posture and learn how to make your own adaptations
2. Shoulder Stability exercises that can be done anywhere
3. Bilateral Coordination and the Helping Hand
4. Determining hand dominance
5. Facilitating wrist extension
6. Grip explanation and techniques
7. Grip problem solving opportunity

The seminar will include cheap and easy adaptations and techniques that can be used in the classroom, home, or therapy. It will also include FREE resources.

“THE ROLE OF RELATED SERVICE PROVIDERS IN SUPPORTING STUDENTS TRANSITIONING TO ADULTHOOD” *ALL DAY SESSION*****

Antonette Doty PT, PhD, PCS

Suggested Audience: OT/OTA, PT/PTA, Speech & Hearing Professionals, Educators, Psychologists

This comprehensive transition course is designed to give therapists the tools to become active members of high school transition teams. Utilizing case studies and small group work, this course will begin with an overview of IDEA transition mandates and transition outcomes for students with intensive support needs. Evaluation methods for high school students will be explored in order for therapists to provide meaningful evaluations which promote movement to postsecondary education, adult living, and employment. A detailed look at critical components of an evaluation, published tools available, and practical methods to structure data gathering will be discussed.

Interventions, team processes, and student self-determination which promote movement to postsecondary education, adult living, and employment will be discussed. Using the ICF model, the Guide to Physical Therapy Practice and the OT Practice Framework, this presentation is designed to review the evidence supporting OT and PT involvement on the transition team.

This interactive presentation will combine lecture and small group discussion/brainstorming. An actual “case study” will be integrated through each topic of the day to illustrate the evidence presented, from the perspective of a student and family as they move through the transition process. Two cases will be provided (including but not limited to 1. A student with significant or complex disability completing a life skills curriculum along with supported employment, 2) A student with physical disabilities who is transitioning to college. Participants will work in dyads or small groups to plan assessment, Individual Transition Plan (ITP) and service delivery to support student goals. Multidisciplinary groups are encouraged. Whole group discussion will follow case work to emphasize key elements, factors and resources utilized and problem solve specific issues.

“EVERY MOMENT COUNTS: MENTAL HEALTH PROMOTION, PREVENTION, AND INTERVENTION WITH CHILDREN/YOUTH AT THE UNIVERSAL, TARGETED, AND INTENSIVE LEVELS”

Susan Bazyk, PhD, OTR/L, FAOTA

Suggested Audience: OT/OTA, PT/PTA, Nursing, Speech & Hearing Professionals, Educators, Psychologists



Session #1: Every Moment Counts - Mental health promotion, prevention, and intervention with children/youth at the universal, targeted (for those at-risk), and intensive levels. Overview of Every Moment Counts and some content on trauma informed care. Emphasis would also be on helping all school personnel be mental health promoters based on evidence from positive psychology.

“SUPPORTING SOCIAL-EMOTIONAL GROWTH THROUGH A TRAUMA SENSITIVE LENS”

Jessica Davies, MS, CAGS & Jacqueline Renegado, OTR/L

Suggested Audience: OT/OTA, PT/PTA, Nursing, Speech & Hearing Professionals, Educators, Psychologists, Parents

Today's students bring new challenges. Schools are seeing large increases in students with significant mental health problems, behavioral concerns, and high levels of dysregulation. Educators are also feeling an increase in stress. Stressed brains cannot learn and stress brains cannot teach. The demand for school-based related service personnel to provide interventions and expertise in the area of mental health are on the rise. A way to positively impact all students and staff is by creating trauma informed and integrated social-emotional learning environments. Guided by the latest neuroscience, this session will focus on concepts and techniques to promote regulated states, build strong relationships, and develop social-emotional skills through a trauma sensitive lens.

“SCHOOL HEALTH CENTERS AND CHILD NUTRITION”

ODE- Anna Miller, ODE

Target Audience: OT/OTA, PT/PTA, Nursing, Speech & Hearing Professionals, Educators, Psychologists

Per Each Child, Our Future, Ohio is working to support the needs of the whole child.

School-based health care efforts create an accessible, connected community of caring adults around each student through partnerships with providers and community organizations. These efforts ensure that students are in school, healthy and ready to learn. This session will introduce participants to school-based health care, showcase statewide school-based health care efforts and provide resources to support local school-based health care partnerships.

“EMERGING TECHNOLOGIES TO SUPPORT ACCESS AND PARTICIPATION”

Carmen Digiovine PhD, ATP/SMS, RET, William Darling PhD, Amy Bixler Coffin, MS, Carly Dauch, OTD, OTR/L & Kelly Faeth, AT

Target Audience: OT/OTA, PT/PTA, Nursing, Speech & Hearing Professionals, Educators, Psychologists

This session is a facilitated discussion exploring several different new and emerging technologies to support access and participation for people with disabilities. Four panelists will discuss projects they are currently involved with including the use of telepresence robots in schools to assist students with complex medical needs who are unable to attend school, city-wide GPS navigation systems to improve independent travel for people with developmental disabilities, a virtual reality project to support social development in children with ASD and the use of remote supports to enhance independent living skills.

DAY 1, SESSION 2

“GMFM (GROSS MOTOR FUNCTION MEASURE) AND GMFCS (GROSS MOTOR FUNCTIONAL CLASSIFICATION SYSTEM) FOR ROOKIES”

Ginny Paleg, DScPT, MS, PT

Suggested Audience: OT/OTA, PT/PTA

Have you heard of the GMFM and GMFCS

but hardly use it? Do you use it but struggle to bring clinical meaning to your findings? After this session you will be energized and motivated to take your game to the next level. We will look at these two tools and understand how to use them to make key clinical decisions. We will review the GMFCS Extended and Revised for different age groups. We will learn the difference between capacity and performance and the importance of picking the right level and not over estimating. We will use case stories to illustrate how GMFM percentiles can help us develop better goals and interventions.

“HIGHLY EFFECTIVE OT STRATEGIES THAT GET YOUR STUDENTS MOVING”

Dr. Beverly H. Moskowitz, DOT MS OTR/L FAOTA

Suggested Audience: OT/OTA, Speech & Hearing Professionals, Educators, Psychologists, Aides, Parents

At the end of this session, participants will be able to:

- Demonstrate and use highly effective heavy work, mid-line crossing and vestibular activation strategies that can easily be incorporated in a classroom setting.
- Explain and discuss the benefits of movement breaks to promote attention and self-regulation.

“OT TOOLBOX FOR EFFECTIVE PUSH-INS: COLLABORATION AND TIME MANAGEMENT”

Kim Wiggins, OTR/L

Suggested Audience: OT/OTA, PT/PTA, Speech & Hearing Professionals, Educators, Psychologists

Collaboration is essential to providing therapy services in school systems. Research indicates that students succeed when support is provided to the individual, team, and systems in place. Although pull out sessions can be effective, pushing into the classroom and collaboration is the new norm. This course will review research,

strategies, and case studies that support an increase in collaboration in school systems.

“TRAIN THE BRAIN! MOTOR LEARNING PRINCIPLES TO PROMOTE NEUROPLASTICITY IN CHILDREN AND YOUTH WITH DISABILITIES” ***ALL DAY SESSION***

Carlo Vialu, PT, MBA

[See description in Day 1, Session 1](#)

“THE ROLE OF RELATED SERVICE PROVIDERS IN SUPPORTING STUDENTS TRANSITIONING TO ADULTHOOD” ***ALL DAY SESSION***

Antonette Doty PT, PhD, PCS

[See description in Day 1, Session 1](#)

“EVERY MOMENT COUNTS: INTEGRATING SERVICES IN NATURAL CONTEXTS THROUGHOUT THE SCHOOL DAY TO FOSTER SOCIAL PARTICIPATION AND POSITIVE MENTAL HEALTH”

Susan Bazyk, PhD, OTR/L, FAOTA

Suggested Audience: OT/OTA, PT/PTA, Nursing, Speech & Hearing Professionals, Educators, Psychologists

Session #2: Integrating Services in Natural Contexts Throughout the School Day to Foster Social Participation and Positive Mental Health. Embedding MH promotion and prevention strategies throughout the day in natural settings - with a focus on classroom participation (Carol Conway, MS, OTR/L and me); also, we'll present on the Calm Moments Cards - helping school personnel recognize signs of stress and anxiety and embed thinking, mindfulness/ yoga, and sensory strategies to reduce stress

“WORK FORCE/ TRANSITIONS”

Bryan Stewert, Work Force Director Montgomery Co. ESC



Target Audience: OT/OTA, PT/PTA, Educators
This presentation will highlight ways school districts can work together to engage industry and help students transition into the workforce. Apprenticeships, internships, mentorships, and in-school engagement will all be discussed.

“TELEPRESENCE ROBOTS IN THE CLASSROOM FOR STUDENTS WITH DISABILITIES”

William Darling - PhD., AT Ohio

Target Audience: OT/OTA, PT/PTA, Nursing, Educators

For the past two years, Assistive Technology of Ohio at Ohio State University has operated a program where we place robots into schools for students with disabilities or medical conditions that make physically attending class problematic. This presentation will cover the types of cases where we have had successful interventions, issues the schools face when considering this program, and ways that you can bring such a program into your local school.

“MSP UPDATE”

Mark Smith, CPM, MPA, Lesley Scott Charlton, Cheryl Van Hoose, MHS, PT Director, OT/PT Department

Suggested Audience: OT/OTA, PT/PTA, Nursing, Speech & Hearing Professionals, Educators, Psychologists

This session will help therapists better understand the Ohio Medicaid Schools Program and provide opportunities for school based therapists to relay questions, comments and suggestions. The goals of this session are to update therapists on changing standards of practice, to facilitate better understanding of the overall program, to explain some of the core principles, to discuss how these services are delivered and documented, and to address some of the concerns expressed from the field. Issues such as provider enrollment and school based health care

centers will be discussed. Attendees should see this session not only as an opportunity to learn about the program, but to offer suggestions that can be relayed to the appropriate state/ national agencies. Therapists’ input will be gathered and considered from a variety of standards of care, particularly from an efficiency and effectiveness standpoint.

DAY 1, SESSION 3

“EARLY DETECTION AND INTERVENTION FOR CEREBRAL PALSY”

Ginny Paleg, DScPT, MS, PT

Suggested Audience: OT/OTA, PT/PTA

This session will describe the General Movement Assessment (GM), and Hammersmith Infant Neurological Exam (HINE) as used by early interventionists to identify infants at greatest risk for lifelong sensory and motor limitations. Through the use of case stories, new approaches for interventions will be presented. This session will use evidences from peer review journal articles showing that passive and guided interventions are not as effective as active, child directed, caregiver delivered and routines-based interventions that are coached by a highly trained interventionist (therapist, teacher, nurse, social worker, etc). We will look at dose recommendations and current trends in early intervention. Participants will leave this session feeling joy and excitement at the difference they can make in the lives of the families they work with.

“MAKE IT. TAKE IT.”

Dr. Beverly H. Moskowitz, DOT MS OTR/L FAOTA

Suggested Audience: OT/OTA, Speech & Hearing Professionals, Educators, Psychologists, Aides, Parents

At the end of this session, participants will be able to:

- Create effective, easy, kid-friendly and

teacher-approved tools that promote participation, function, motor skills, attention, access.

- Demonstrate classroom and curriculum-friendly strategies to promote mindfulness, relaxation and self-regulation.

****COURSE LIMITED TO 25 PARTICIPANTS****

“CHROME BOOKS IN SPECIAL EDUCATION”

Kim Wiggins, OTR/L

Suggested Audience: OT/OTA, PT/PTA

In the age of technology students are utilizing a variety of devices and strategies to help them complete academic work. Chromebooks are one of the most popular devices used in schools. These devices can help students become more independent and compensate for many areas of weakness. This course will clarify how to use specific Chromebook extensions for students with special needs.

“TRAIN THE BRAIN! MOTOR LEARNING PRINCIPLES TO PROMOTE NEUROPLASTICITY IN CHILDREN AND YOUTH WITH DISABILITIES” ***ALL DAY SESSION***

Carlo Vialu, PT, MBA

See description in Day 1, Session 1

“THE ROLE OF RELATED SERVICE PROVIDERS IN SUPPORTING STUDENTS TRANSITIONING TO ADULTHOOD” ***ALL DAY SESSION***

Antonette Doty PT, PhD, PCS

See description in Day 1, Session 1

“EVERY MOMENT COUNTS: PROMOTING SUCCESSFUL PARTICIPATION AND MENTAL HEALTH DURING NON-ACADEMIC TIMES OF THE DAY”

Susan Bazyk, PhD, OTR/L, FAOTA

Suggested Audience: OT/OTA, PT/PTA, Nursing, Speech & Hearing Professionals, Educators, Psychologists

Session #3: Promoting successful participation and mental health during

non-academic times of the day - Comfortable Cafeteria, Refreshing Recess, and Extracurricular Leisure (Making Leisure Matter).

“THE ESSENTIALS OF ETRS AND IEPs TO IMPROVE STUDENT OUTCOMES”

Marcia Watts, M. Ed. Region 10 SST

Suggested Audience: OT/OTA, PT/PTA, Speech & Hearing Professionals, Educators, Psychologists

The course will help you identify sources of data for use in ETR development. The needs identified in the ETR will support individualized IEPs ensuring improve outcomes for students with disabilities. There are many areas of the IEP related service providers can have significant impact. Everything, including Transitions Services, IEP Goals, and Specially Designed Instruction, should all be linked together to make a comprehensive plan with other providers in the IEP. Included in the presentation will be how to formulate informative IEP goals and develop progress reports using data collection tools. Other IEP services will also be explored to give IEP teams a way to assess student needs. Participants will also be updated with any new information released by the Office for Exceptional Children

“REMOTE SUPPORTS AND ASSISTIVE TECHNOLOGY: EXPLORING THE FUTURE OF INDEPENDENCE”

Carly Dauch, OTD, OTR/L & Kelly Faeth, AT

Suggested Audience: OT/OTA, PT/PTA, Nursing, Educators

On May 24, 2018, Gov. Kasich signed the Technology First Executive Order, 2018-06K, declaring Ohio a Technology First state. This launched several initiatives within the state to increase awareness, knowledge, and access to supportive technology for Ohioans with disabilities. This interactive



presentation will highlight the innovative grant project at the Wood County Board of DD and allow attendees to explore various types of supportive technology. Attendees will also get a firsthand glimpse into the remote support experience.

“FIRESIDE CHAT ON SCHOOL-BASED MEDICAL SERVICES: PERSPECTIVES ON THE WHOLE CHILD AND THE FUTURE POSSIBILITIES FOR SCHOOL HEALTH/ EDUCATION INTEGRATION”

OSHA

Suggested Audience: OT/OTA, PT/PTA, Nursing, Speech & Hearing Professionals, Educators, Psychologists

The purpose of this round-table is to discuss the topic of school-based medical services and the correlation between education and the well-being of the student. Round-table panelists will offer their perspective on concerns, current initiatives, and future potential related to the visibility of the Whole Child concept and its ramifications for students, families, therapists, and districts. Discussion points will include policy, fiscal, and administrative issues to address along with the overall merits of better coordination of health efforts between the school and community. Therapists often play a front-line roll in recognizing student health issues, and this roundtable will offer a broader perspective of how that interaction can play into the larger picture of school-based health services.

DAY 2, SESSION 1

“REGULATORY BOARD PERSPECTIVE ON SCHOOL SERVICES”

Missy Anthony, Executive Director(OT/PT/AT Board); Jennifer Wissinger, PT, DPT, Beth Ann Ball, MS, OTR/L; Gregg Thornton, Esq. Executive Director(SP)

Suggested Audience: OT/OTA, PT/PTA, Speech & Hearing Professionals

Representatives from the Ohio Occupational Therapy, Physical, Therapy and Athletic Trainers Licensure Board and Ohio Speech and Hearing Professionals Board will discuss recent updates to the Ohio OT and PT Practice Acts and Speech and Hearing Practice Acts as well as provide information on applying the Practice Acts to school-based practice. Topics covered for OTs and PTs will include recent rule revisions, direct access and physician notification, screenings, plans of care, supervision of assistants in the schools, caseload/workload limitations, delegation and education of teachers and paraprofessionals in the schools, and ethical requirements. Topics covered for SLPs and AUDs will include recent rule revisions, caseload/workload, and ethical requirements.

“MOTOR LABS AND SENSORY PATHS”

Kim Wiggins, OTR/L

Suggested Audience: OT/OTA, PT/PTA, Educators

Every year, students exhibit increased challenges in motor skills, attention, visual skills, and behavior. Research also indicates an increase in childhood obesity. The addition of school-wide movement initiatives, such as motor labs and sensory paths, can promote healthy school climates needed for learning. School-based occupational therapists have the expertise to increase participation in school routines and design programs to improve function and inclusion. It is their responsibility to collaborate with a variety of school partners to support student success and contribute to both general and special education. This course reviews the research to encourage using these school-wide movement initiatives. It also provides specific strategies for adding motor labs and sensory paths into your school environment.

“FACILITATING FUNCTIONAL MOBILITY FOR INDIVIDUALS WITH DEVELOPMENTAL DELAYS”

Julie Sues Delaney PT, MIT- MOVE Program

Suggested Audience: OT/OTA, PT/PTA, Nursing, Educators, Paraprofessionals

“When working with developmentally delayed individuals, especially in the motor area, it is important to promote functional mobility. The ability to problem solve, coordinate motor movements and generalize the skills needed for access, even with the community ADA adaptations, needs to be taught and practiced before these individuals can successfully access their community, especially the handicapped stall of public restrooms. Individuals with developmental delays tend to learn at a slower rate, making it important to begin teaching essential motor skills at an early age. Furthermore, individuals with severe multiple disabilities are living longer and can benefit from services in home care, SNF, or other adult care settings. This session will include assessment strategies that lead to embedded goals that support functional mobility, as well as concepts of prompt use and reduction utilized to enhance motor learning. School based instruction will be emphasized, as imperative for purposes of generalization, between home/school and practicing the skills needed in a natural environment. Discussion regarding the appropriate use of adaptive equipment to promote motor skills, fitness, and health will highlight current research regarding use of devices and the importance of activity for physical health and social well-being throughout the lifespan. Also included will be the importance of a systematic approach to document progress. One of the strategies that will be addressed during this session is the MOVE Program, designed to assist the individual in gaining functional mobility skills that will enable him/her to be an active member of society.

“DEVELOPMENTAL COORDINATION DISORDER” **2 SESSION CLASS**

Patti Sharp, OTD, MS, OTR/L, Amanda

Acosta, OTR/L

Suggested Audience: OT/OTA, PT/PTA, Speech & Hearing Professionals, Educators, Psychologists

This course is designed to help school-based occupational and physical therapists identify, screen, assess, and treat children with coordination and motor planning difficulties. Recommendations are based on the most recent clinical and neuroimaging research available.

“EVOLUTION OF COMMUNITY-BASED PEDIATRIC THERAPY”

Dr. Susan Effgen, PT, PhD, FAPTA

Suggested Audience: OT/OTA, PT/PTA,

Pediatric therapists have worked in charity supported community programs and public schools since at least the 1930's, but it was not until the passage of PL 94-142 the Education for All Handicapped Children Act in 1975 that we were required nationally to provide students with disabilities related services. The history and forces behind the move from local, charity supported community services to federally mandated services will be addressed. Topics will include school-based services before and after the federal law; impact of federal rules and regulations regarding natural environments, evidenced-based practice, and family involvement; influence of ICF participation; impacts on services; and the future of community-based therapy. The need for a comprehensive program of child participation, a continuum of episodic services throughout the individual with disability's life span, importance of planned transitions, and the role of advocacy will be deliberated.

“SIZE MATTERS HANDWRITING PROGRAM” **ALL DAY CLASS**

Dr. Beverly Moskowitz, OT, OTD

Suggested Audience: OT/OTA, Speech & Hearing



SBP Summit
School-Based Practitioner's Summit

Professionals, Educators, Psychologists, Aides, Parents

At the end of these sessions, the learner will be able to:

1. Explain, recite, instruct and score the Letter Size according to 'The Rules.'
2. Recall and describe 2-3 ways SMHP can be embedded across the curriculum
3. Identify the Key Concepts, the main focus and the sequence for instruction in the Size Matters Handwriting Program

"UNDERSTANDING DYSLEXIA AND SPECIFIC MULTI-SENSORY STRATEGIES"

Dr. Jeremy Mills, BS, MA, Ed.D/ Monica Clark M. Ed,

Suggested Audience: Any field that focuses on the social, emotional, and educational well-being of individuals.

The session provides participants comprehensive information on the characteristics of dyslexia as well as discrediting common myths on dyslexia. The session examines the neurological pathways the dyslexic brain uses to process information compared to the non-dyslexic brain. Participants learn the fundamental skills necessary of spatial awareness, fine-motor skills, and linguistic processing skills required for reading, writing, and speaking and provides the participants interventions that bridge the gap between spatial awareness and the characteristics that accompany dyslexia.

"EXECUTIVE FUNCTIONING IN CHILDREN AND TEENS"

Lori Benson Adams, M.Ed., RYT-200

Suggested Audience: OT/OTA, PT/PTA, Speech & Hearing Professionals, Educators, Psychologists (EF) Our executive functioning (EF) skills allow us to plan, organize, manage, and assess daily thoughts and actions. An integral part of daily and academic life, these skills are often weak in students with sensory challenges, Autism Spectrum Disorders, and ADHD. An inability to control impulses; inhibit behaviors; organize thoughts, emotions, and language; as

well as follow rules and routines are all indicators of poor executive function development. This 90 minute course provides an overview of what EF skills are, a developmental checklist of ages and stage, who is at risk, and how to immediately begin addressing these weak areas. This could forever change the way you view a child's behavior!

"TRAUMATIC BRAIN INJURY INTERVENTION IN SCHOOLS"

Sara Timms, Ed. S.

Suggested Audience: OT/OTA, PT/PTA, Nursing, Speech & Hearing Professionals, Educators, Psychologists

AWAITING DESCRIPTION

DAY 2, SESSION 2

"PERMOBIL: WHEELCHAIR FITTING AS A PROSTHETIC "

Amy Morgan, PT, ATP

Suggested Audience: OT/OTA, PT/PTA

The Consortium of Spinal Cord Medicine published a set of clinical guidelines in 2005 entitled, "Preservation of Upper Limb Function Following Spinal Cord Injury: A Clinical Practice Guideline for Healthcare Professionals." This course will address recommendations in the guidelines that directly relate to the importance of properly fitting the wheelchair to the person – a customized fit to the unique measurements and needs of the individual. How an individual sits and fits in the wheelchair is a key predictor of safety, comfort and independence, and, over the long term, will impact the likelihood of secondary injuries. Thus, a wheelchair must be appropriately fitted to the person similar to fitting a prosthetic limb for an individual. The course will review fitting techniques across all dimensions (length, width, and height, wheelbase, functional footprint) and will include specific examples of setting front and rear seat height, frame depth, and seat width. Computer generated models will be used to provide concrete demonstrations of poor vs. proper fitting.

"PRIMITIVE REFLEXES PART ONE" *2 SESSION CLASS*****

Kim Wiggins, OTR/L

Suggested Audience: OT/OTA, PT/PTA

Primitive reflexes emerge in utero and should be integrated no later than 2 years of age. Unfortunately, studies show that approximately 75% of school-aged children with learning disabilities have retained primitive reflexes, which are becoming more common and strongly impact the function of these students. This course provides therapists with a screening process to identify each of these retained primitive reflexes: MORO, Tonic Labyrinthine Neck Reflex, Asymmetrical Tonic Neck Reflex, Spinal Galant, and Symmetrical Tonic Neck Reflex. Kim also provides compensation techniques and treatment strategies to help integrate each reflex covered. Be prepared to practice some of the movements.

"MOVE – MOBILITY OPPORTUNITIES VIA EDUCATION/EXPERIENCE"

Julie Sues Delaney PT, MIT- MOVE Program

Suggested Audience: OT/OTA, PT/PTA, Nursing, Educators, Paraprofessionals

The MOVE Program is designed to teach the basic gross motor skills of sitting, standing, walking, and transitioning during the routine school day in the classroom environment. The program is intended for individuals with severe multiple impairments regardless of age or reason for disability. A key part of the program is to allow the individual to make choices and interact in society, whether that be home, school, community. Upright toileting is part of the program to give dignity back to individuals who wear briefs and allows them access to the handicapped stall of a public restroom. Examples of various pieces of equipment that are appropriate to use in the MOVE Program will be discussed. Prompt placement and prompt reduction will be included.

Brief overview of the Six Steps of the MOVE Program and how the data collection booklet will be demonstrated.

"DEVELOPMENTAL COORDINATION DISORDER" **2 SESSION CLASS**

Patti Sharp, OTD, MS, OTR/L, Amanda Acosta, OTR/L

Suggested Audience: OT/OTA, PT/PTA, Speech & Hearing Professionals, Educators, Psychologists
[See Description in Day 2. Session 1](#)

"EVIDENCED-BASED SCHOOL PRACTICE: IMPLICATIONS FROM THE PT COUNTS STUDY & THE LITERATURE"

Dr. Susan Effgen, PT, PhD, FAPTA

Suggested Audience: OT/OTA, PT/PTA

This session will discuss the evidence to support the interventions physical therapists use in school-based practice. Participants will learn about the available literature addressing participation, activities, and impairments. The state of intervention evidence for children with cerebral palsy will be highlighted. We will review the findings regarding service delivery from the national study of school-based physical therapy practice, PT COUNTS

"SIZE MATTERS HANDWRITING PROGRAM" *ALL DAY CLASS****

Dr. Beverly Moskowitz, OT, OTD

Suggested Audience: OT/OTA, Speech & Hearing Professionals, Educators, Psychologists, Aides, Parents

At the end of these sessions, the learner will be able to:

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2. Recall and describe 2-3 ways SMHP can be embedded across the curriculum
3. Identify the Key Concepts, the main



focus and the sequence for instruction in the Size Matters Handwriting Program

“UNDERSTANDING DYSLEXIA AND SPECIFIC MULTI-SENSORY STRATEGIES”

Dr. Jeremy Mills, BS, MA, Ed.D/ Monica Clark M. Ed,

Suggested Audience: Any field that focuses on the social, emotional, and educational well-being of individuals.

The session provides participants comprehensive information on the characteristics of dyslexia as well as discrediting common myths on dyslexia. The session examines the neurological pathways the dyslexic brain uses to process information compared to the non-dyslexic brain. Participants learn the fundamental skills necessary of spatial awareness, fine-motor skills, and linguistic processing skills required for reading, writing, and speaking and provides the participants interventions that bridge the gap between spatial awareness and the characteristics that accompany dyslexia.

“MINDFULNESS IN THE SCHOOL SETTING”

Lori Benson Adams, M.Ed., RYT-200

Suggested Audience: OT/OTA, PT/PTA, Speech & Hearing Professionals, Educators, Psychologists

A growing body of research reports simple mindfulness activities throughout the school day can significantly improve student performance and mental health. This 90 minute course offers school-based occupational therapists the evidence to support mindfulness practices, introduces them to simple and effective strategies and activities to begin practicing mindfulness immediately, and provides a wealth of resources for additional learning and goal development. Join us in this interactive, engaging course, using child-friendly activities as a way of providing content.

“EVIDENCED BASED PRACTICE FOR SCHOOL SUPPORT PROFESSIONALS”

Cindy Zellefrow DNP, MEd, RN, LSN, APHN-BC

Suggested Audience: ?

MISSING DESCRIPTION

DAY 2, SESSION 3

“LEARNING THROUGH MOBILITY: PEDIATRIC WHEELED MOBILITY”

Amy Morgan, PT, ATP

Suggested Audience: OT/OTA, PT/PTA

When is the right time for introducing pediatric mobility equipment? How does one choose a device to maximize a child's safety, independence, and exploration? What equipment options allow for growing bodies and changing skills? This course aims to address these questions and help the audience understand and articulate a child's skills and abilities, prior to prescribing a piece of wheeled mobility equipment. Pediatric mobility issues can be extremely complex, and families often have reservation regarding their use. Through a review of the current research and various case examples, this two-hour course will highlight the importance of providing access to independent mobility to maximize a child's cognitive, perceptual, and socialization skills. Current equipment options, including low-tech and high-tech options for mobility will be discussed. Strategies of training mobility skills for both power and manual wheelchair use will be discussed. Additionally, methods of optimizing the fit of a manual mobility device for a growing client will be detailed. Time will be allotted for audience participation and discussion

“PRIMITIVE REFLEXES PART TWO” ***2 SESSION CLASS***

Kim Wiggins, OTR/L

Suggested Audience: OT/OTA, PT/PTA

Please see Day 2, Session 2 for Description

“THE IMPORTANCE OF EVIDENCED-BASED

RESEARCH IN OT AND PT”

Susan Aebker, DHSc, OTR/L, CAS-

Associate Professor at Kettering College in Occupational Therapy Doctorate Program
OT/OTA, PT/PTA,

Evidence-based practice has become increasingly important in healthcare delivery. By incorporating research into practice, higher confidence in service delivery, improved quality and reliability of services, and more favorable client outcomes are achieved. This session will review the components of how to become an evidence-based practitioner, including strategies to overcome the most common barriers faced by practitioners.

“EYE GAZE BOOTCAMP: LOW-TECH TO HIGH-TECH”

Mary Katherine Dally, M.S., CCC-SLP, ATP

Suggested Audience: OT/OTA, PT/PTA, Speech & Hearing Professionals, Educators

Do you have a student who might benefit from eye gaze? If so, this bootcamp is for you! The session will take you through hands on eye gaze examples including low-tech and high-tech as well as mounting and positioning options. Explore the eye gaze learning curve, learn tips and tricks for calibration and determine if you student is a potential candidate for eye gaze. Leave with access to hands-on low-tech eye gaze tools to implement with your students tomorrow! Only session requirement: must bring eyes!

“TRANSITION SERVICES: COLLABORATION WITH RELATED SERVICE PROVIDERS AND AGENCIES”

Cathy Valentour, M. Ed., TTW

Suggested Audience: OT/OTA, PT/PTA, Educators, Psychologists

OLTS and community data indicate that postsecondary goals for students receiving services with an IEP need supports and a system of coordinated activities for positive outcomes

“SIZE MATTERS HANDWRITING PROGRAM” **ALL DAY CLASS**

Dr. Beverly Moskowitz, OT, OTD

Suggested Audience: OT/OTA, Speech & Hearing Professionals, Educators, Psychologists, Aides, Parents

At the end of these sessions, the learner will be able to:

1. Explain, recite, instruct and score the Letter Size according to ‘The Rules.’
2. Recall and describe 2-3 ways SMHP can be embedded across the curriculum
3. Identify the Key Concepts, the main focus and the sequence for instruction in the Size Matters Handwriting Program

“UNDERSTANDING DYSLEXIA AND SPECIFIC MULTI-SENSORY STRATEGIES”

Dr. Jeremy Mills, BS, MA, Ed.D/ Monica Clark M. Ed,

Suggested Audience: Any field that focuses on the social, emotional, and educational well-being of individuals.

The session provides participants comprehensive information on the characteristics of dyslexia as well as discrediting common myths on dyslexia. The session examines the neurological pathways the dyslexic brain uses to process information compared to the non-dyslexic brain. Participants learn the fundamental skills necessary of spatial awareness, fine-motor skills, and linguistic processing skills required for reading, writing, and speaking and provides the participants interventions that bridge the gap between spatial awareness and the characteristics that accompany dyslexia.

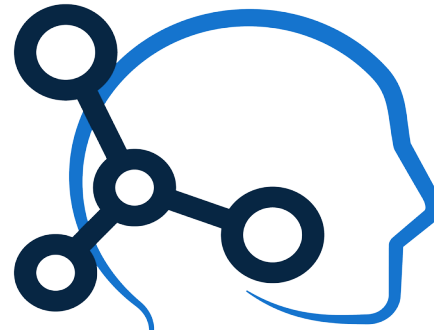
“LEARNING LOTUS: USING SIMPLY YOGA ACTIVITIES TO PROMOTE LEARNING, SELF-CONTROL AND FOCUSED ATTENTION”

Lori Benson Adams, M.Ed., RYT-200

Suggested Audience: OT/OTA, PT/PTA, Speech & Hearing Professionals, Educators, Psychologists



Extensive research has shown the benefits of using simple yoga activities with children, including academic gains, increased emotional control and well-being, and improved social interactions. This highly engaging class will offer the research to support your use of yoga activities in any setting and at any time of day (including transitions, waiting in line, and during class!), provide multiple games and activities to get you started immediately, and leave you with over 50 resources to keep you learning and growing! Come prepared to play and move, and NO yoga experience is



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