

Eighteenth Annual

THERAPIES IN THE SCHOOL

November 16-17, 2017

Framingham, Massachusetts

Pre-Conference: November 15, 2017

The Zones of Regulation®

A Framework to Foster Self-Regulation and Emotional Control

The course content focuses on aligning motor needs with educational needs, and how to improve executive function in children who are receiving therapy services in the school setting. Strategies to reduce anxiety and problem behaviors in the classroom, as well as the latest advances in technology to address cognitive deficits and executive skills are discussed.

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WEDNESDAY NOVEMBER 15 2017 PRECONFERENCE

The ZONES of REGULATION A Framework to Foster Self-Regulation & Emotional Control

The Zones of Regulation presentation provides teachers, therapists and parents with hands-on knowledge on the nature of self-regulation and strategies for improving self regulation and emotional control in individuals of all ages. The presentation addresses topics such as: the brain's involvement, typical development, sensory processing, emotional regulation, and executive functioning. Participants will learn an explicit, stair-stepped method and tools to guide students in utilizing The Zones framework across situations and environments to regulate sensory needs, impulses, and emotional states to social demands.

Leah Kuypers, M.A. Ed., OTR/L

Leah has practiced as an OT/autism specialist, specializing in self-regulation and social learning. She created The Zones of Regulation®, a framework designed to teach self-regulation, and is author of the book by the same name (2011, Social Thinking Publishing). She provides trainings and consultation to parents and professionals, and offers workshops on the Zones to groups across the country. She often presents with Michelle Garcia Winner.

OBJECTIVES

- Identify the sensory systems that impact regulation
- Describe sensory integration and its impact on modulation and regulation
- Outline executive functions that frequently impact self-regulation
- Define emotional regulation to include social cognition's role in emotional expression
- Discuss the importance of using individual strategies to self-regulate
- Demonstrate insight into the Zones of Regulation's systematic way to teach students to self-regulate by:
 - Citing strategies to identify level of alertness in self and others
 - Describing how social and contextual cues are used to decipher expected display of emotions
 - Describe strategies to adjust level of alertness/emotional display to match the demands of the environment
- Develop ways to integrate the Zones into practice and generalize skills across settings

SCHEDULE

8:00-8:30	Registration/Continental Breakfast	11:45-12:45	Lunch (on your own)
8:30-10:00	Introduction to self-regulation <ul style="list-style-type: none">•What is self-regulation?•Development of self-regulation•Components of self-regulation<ul style="list-style-type: none">•Sensory and think, pair, share on sensory lifestyle•Executive functioning•Social cognition	12:45-2:00	Zones curriculum <ul style="list-style-type: none">•Identifying the Zones in self and others•Identifying triggers•Zones and perspective taking•Exploration of tools for the Zones<ul style="list-style-type: none">•Sensory supports•Calming techniques•Thinking strategies•Reflection on personal Toolbox
10:15-10:30	Morning Break		
10:30-11:45	How we view behavior <ul style="list-style-type: none">•Assessment and Data Collection The Zones of Regulation Framework <ul style="list-style-type: none">•Integrating theories and approaches•Defining the four Zones•Introducing the Zones to students	2:00-2:15	Afternoon Break
		2:15-4:00	Zones content continued <ul style="list-style-type: none">•When and how to use tools•Stop, Opt, and Go problem solving Implementing the Zones <ul style="list-style-type: none">•Adapting to different population and settings•Using with other approaches

THURSDAY NOVEMBER 16 2017

8:15-8:45 Registration/Continental Breakfast

8:45-9:00 Welcome and Introduction - *Carol Loria*, Conference Chairperson

9:00-10:30 How Can The Team Support Motor Needs and Educational Needs in the Mild or Moderately Challenged Child

Melissa Gerber, Josephine Bardabelias

This session will provide therapists with tools to incorporate therapy for optimal motor outcomes into the educational model. Practical collaborative tools will be emphasized. This session will help therapists identify common struggles, as well as proactive steps to promote success in the educational setting.

10:30-10:50 Break

10:50-12:20 Balance for Functional School Performance and Participation

Nechama Karman

Eccentric muscle contractions are the “brakes” of the human movement system. The speaker will present how eccentrics affect motor tasks in individuals with neurological challenges. Learn to identify how these impairments impede movement ability and how to promote improved balance to maximize performance in the educational setting.

12:20-1:45 Lunch (on your own)

1:45-5:00 Concurrent Workshops I: *Afternoon breaks will be scheduled for each workshop. (Indicate your first and second choices on the registration form)*

A. Aligning Strategies to Support Motor Needs with Educational/Curriculum Goals

Melissa Gerber, Josephine Bardabelias

We will discuss sensory and motor systems and their impact on a student’s ability to focus and enhance memory while being able to process information. Therapists will learn how to impact neuroplasticity to facilitate learning.

B. Breathing and Postural Control: Why is this Relationship so Important for School Based Practice

Nechama Karman

The speaker will challenge school practitioners to acknowledge the importance of the cardiopulmonary system as an integral component of postural control. Through a postural-control model (Soda-Pop Can Model), the speaker will demonstrate how breathing mechanics are linked to motor and physiologic behaviors.

C. How to Assist Children with Executive Function Dysfunction as a Related Service Provider

Jocelynn Wallach, Nancy Williamson

Do you have students who have difficulty sitting still, initiating tasks, sustaining their attention, and applying active listening skills, in order to work through assignments to completion? Learn to discriminate between components of self-regulation and executive function skills.

D. Access, Accessibility and Apps to Enhance Participation for Students with Complex Physical and Medical Needs

Christopher Marotta

This session will explore the use of assistive technology for access, review computer and tablet accessibility and highlight apps that can enhance participation in areas of reading, writing and math. It is recommended participants bring their own device (laptop/iPad).

5:15-7:00 Wine and Cheese Networking Reception

FRIDAY NOVEMBER 17 2017

8:00-8:30 Registration/Continental Breakfast

8:30-10:00 Reducing Anxiety and Related Problem Behaviors in the Classroom

Jessica Minahan

With up to one in four children struggling with anxiety in this country, overwhelmed adults are in need of a new approach as well as an effective and easy-to-implement toolkit of strategies that work. Participants will learn preventive tools, and interventions for reducing anxiety, increasing self-regulation, work engagement, and self-monitoring.

10:00-10:20 Break

10:20-11:50 Primitive Reflex Integration: Is it Relevant to my School-Based Practice

Janine Wiskind

The term "primitive reflex integration" has grown in popularity over the past 5 years. Is it a new therapy fad? What is it really, and how is it relevant to your current practice? Learn how reflex integration applies to school performance, participation, and stress.

11:50-1:00 Luncheon (provided)

1:00-4:15 Concurrent Workshops II *Afternoon breaks will be scheduled for each workshop.*

(Indicate your first and second choice on the registration form)

A. Strategies to Reduce Anxiety and Related Problem Behaviors in the Classroom

Jessica Minahan

The National Institutes of Health (NIH) reports that one in four thirteen to eighteen year olds have had an anxiety disorder in their lifetime. Without intervention, these children are at risk of poor performance, diminished learning, and social/behavior problems in school. Participants will be able to easily implement preventive tools, strategies, and interventions in this population.

B. Strategies to Promote Integration of Primitive Reflexes

Janine Wiskind

Poor reflex integration can impact all aspects of a child's development – gross and fine motor development, visual perceptual skills, attention and coping skills. Learn how to evaluate primitive reflexes and provide strategies to support your child's success at school.

C. Using the iPad and Apps as Cognitive Support Technology in the Classroom

Karen Jacobs, Amanda Nardone

This hands-on workshop will discuss the iPad and Apps as cognitive support technology that can be used effectively in the classroom. Participants will use case studies to facilitate the selection of appropriate Apps to address cognitive challenges. It is recommended participants bring their own device (laptop/iPad).

D. Using Evidence to Help Guide Decisions on Goals, Dosage, Frequency, Priorities and Interventions for Motor Issues in Autism

Jennifer Colebourn, Julie Goff

This seminar provides therapists with a thorough review on the existing research to classify motor impairments in Autism Spectrum Disorder (ASD), which are now considered a core deficit of the diagnosis. The presentation discusses evidence-based approaches in motor learning, highlighting treatment plans including goal development, dosing and frequency.

FACULTY

Join our faculty of experts who are on the forefront of school based practice.

Josephine Bardabelias, PT has over 30 years experience working in a variety of settings, with a focus in pediatrics. Throughout her career she has treated children in acute care, N.I.C.U., early intervention and school based facilities.

Jennifer A Colebourn, MS PT, DPT is a pediatric physical therapist for Hudson Public Schools. Her research focuses on motor interventions for Autism Spectrum Disorders, with particular emphasis on collaborative team approaches.

Melissa K. Gerber, MS, OTR/L is an occupational therapist for the Great Neck Public Schools and she recently completed her doctorate. She is the president of 4MYKIDSOT, a private practice conducting preschool and early intervention evaluations and treatment.

Julie Goff, MSPT, DPT is a pediatric physical therapist currently working in the Lexington Public Schools. Julie has practiced in an outpatient clinic, early intervention and multiple public school settings. She was honored with Northeastern University's RISE award in 2016 for her research in improving gross motor skills in children with Autism Spectrum Disorders.

Karen Jacobs, OTR, Ed.D, CPE, FAOTA is a clinical professor in Occupational Therapy at Boston University. Karen is an international instructor and past president of AOTA.

Nechama Karman, MSPT, Nechama is chief clinical educator at Mobility Research, providing pediatric and adult trainings, introductory and advanced seminars, webinars, and clinical support for LiteGait in the USA and internationally. She became Mary Massery's first certified faculty member in 2016!

Christopher Marotta, MS, OTR/L provides Occupational Therapy services to students with physical disabilities at the Henry Viscardi School in Albertson, NY. He is also lectures on assistive technology topics as an adjunct faculty member at colleges and universities in New York.

Jessica Minahan, MEd, BCBA, is a licensed and board-certified behavior analyst and special educator, as well as a consultant to schools internationally. She is a blogger on The Huffington Post, as well as the co-author of The Behavior Code and author of The Behavior Code Companion.

Amanda Nardone, CBIS, OTS is the Technology and Employment Coordinator for Project Career, a program that supports undergraduate students with traumatic brain injuries.

Jocelynn B. Wallach, MS, OTR/L Jocelynn has lectured nationwide on sensory processing and executive functioning. She now works in the Westwood Public Schools and maintains her private practice "Capable Hands and Associates".

Nancy L. Williamson, M.Ed. CCC/SLP, has over 25 years experience, specializing in educational settings. She is currently employed in the Westwood Public Schools and has maintained her private practice.

Janine Wiskind, MS, OTR/L is an occupational therapist and owner of On Solid Ground OT in Atlanta, Georgia, a pediatric practice focusing on primitive reflex integration. She also presents seminars nationally on functional neuroanatomy, the visual-vestibular systems and reflex integration.

*Full bios and instructor disclosure information available at:
<http://www.educationresourcesinc.com/faculty-details/multi-faculty>*

LOCATION AND ACCOMMODATIONS

Sheraton Framingham Hotel* 1657 Worcester Road (Route 9) • Framingham, MA

A limited number of rooms have been reserved at the Sheraton Framingham Hotel, **until October 16, 2017** at a rate of \$135.00 per night plus tax.* You may call the hotel directly at 508-879-7200. Mention Education Resources to receive the discounted rate.

We urge you to make your hotel reservations as soon as you receive course confirmation. Please call our office to confirm your acceptance before making non-refundable airline reservations.

*Conveniently located only 18 miles west of Boston and just off the Massachusetts Turnpike (I-90).

CEU INFORMATION

The Preconference meets the criteria for 6 contact hours (0.6 CEUs) The Therapies Conference meets the criteria for 12 contact hours (1.2 CEUs, PDUs). Participants who require Massachusetts PDPs can bring their Certificate of Attendance to their respective districts for approval. Application has been made to the PA State Board of Physical Therapy and the NJ Board of Physical Therapy Examiners. Approved by the New York State Board of Physical Therapy and by the New York State Education Department for 7.2 contact hours for the preconference and 14.4 contact hours for the Therapies Conference.



Approved provider of continuing education by the American Occupational Therapy Association #3043 for 6 contact hours (0.6 CEUs) for the PreConference and 12 contact hours (1.2 CEUs) for the Therapies Conference. Intermediate level. Occupational Therapy Process: Evaluation, Intervention. The assignment of AOTA CEUs does not imply endorsement of specific course content, products or clinical procedures by AOTA.

National Board for Certification in Occupational Therapy Inc. (NBCOT) Professional Development Provider - Preconference - 6 PDUs Therapies- 15 PDUs



Education Resources, Inc is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology

and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

The Preconference is offered for up to 0.6 ASHA CEUs and the Therapies Conference for up to 1.2 ASHA CEUs (Intermediate level, Professional area).

PROGRAM OBJECTIVES

- Discuss how to support motor needs and educational needs in the mild to moderately challenged child.
- Recommend treatments for self regulation and improved executive function.
- Demonstrate assistive technology for the child with complex physical and medical needs.
- Discuss how to reduce anxiety and related problem behaviors in the classroom.
- List strategies to support integration of primitive reflexes to support school success.

TESTIMONIALS

I have attended several Therapies in the School Conferences during my professional career. Each one has been unique, but all share one factor; they all have the same effect on me - to reignite the passion that I have to learn about the field of speech-language pathology and school based therapies, the nuances of working in an educational environment, the latest in cutting edge research, pedagogy. - Aylson Marcello, SLP

Excellent! I am a new PT in school setting. Gave me great strategies to connect with all of my kids (pre-school-high school) Thanks! - Elizabeth Welch, PT

The Therapies in the School Conference is consistently one of the best year to year. Not only are the speakers and topics up to date, the facilities are well thought out. Kathy, OT

REGISTRATION SCHOOL CONFERENCE

Deadline for registration is **October 25, 2017**. Registration will be accepted after deadline on a space available basis. Groups of 3 or more will be eligible for a discount, and must register together. To receive a refund (minus a non-refundable \$75 administrative fee), cancellation must be received by October 25. No refunds after October 25. Enrollment is limited, so register early!

Please make check payable and return to:

Education Resources, Inc., 266 Main St., Suite 12, Medfield, MA 02052

(508) 359-6533 or (800) 487-6530 (outside MA). Fax (508) 359-2959

- Preconference Only Nov 15th _____ **\$265** Group Rate: \$249
- Preconference + Therapies 1 Day _____ **\$495** No Group Rate
- Preconference + Therapies 2 Days _____ **\$675** Group Rate: \$660
- Therapies 1 Day only _____ **\$265** No Group Rate
- Therapies 2 Days _____ **\$475** Group Rate: \$460

Name _____ Discipline _____

Home Address _____

City _____ State _____ Zip _____

Phone (H) _____ Phone (W) _____ Phone (Cell) _____

Facility Name (with city & state) _____

Email address(needed for confirmation and directions) _____

How did you hear of this conference _____

Workshop Selections For November 16-17

Please write (1) for your first choice and (2) for your second choice of workshops for each day. Sessions do fill.

First choices will be allocated on a space available basis

Day 1 _____A _____B _____C _____D

Wine and Cheese Reception

YES NO

Day 2 _____A _____B _____C _____D

Payment Information

Cardholder's name & address as it appears on statement if different from above. _____

Signature (required for credit card registration) _____

Total Amount: \$ _____ Check enclosed Visa Discover MasterCard

Credit Card # _____ Exp. Date _____

CVV2 Code _____ (last 3 digits on back of card)

"This course was excellent. I have been treating for eleven years and this course gave me a renewed passion for my job. The information was very pertinent and new for the field. It was great for any school therapist. It's nice to have a course designed for the job I do!"

Kathryn Biel, physical therapist