

Evidence-Based Best Practices for the Severely Involved and Medically Complex Student

Susan Cecere, PT

Faculty

Susan Cecere is the owner of Sequoia School Based Therapy Solutions, LLC a consulting company that supports districts, agencies and therapists in the practice of school-based therapy services by providing mentoring, professional development and administrative support. Sue's career has spanned 25 years in the school-based and early intervention practice settings both as a service provider and program administrator. Prior to that, she worked in a variety of settings, including acute care, outpatient rehabilitation, and home health care. She graduated from the University of Delaware with a bachelor's degree in physical therapy, a master's degree in health science from Towson University, and a graduate certificate in educational leadership from McDaniel College. Cecere is an experienced speaker on school practices and its administrative considerations. She is a former physical therapy chair of the Maryland State Department of Education Steering Committee for Occupational and Physical Therapy School-Based Programs, and coauthor of the Maryland State Guide to Early Intervention and School-based Practices. She is an active member of APTA's Academy of Pediatric Physical Therapy, where she has co-authored several fact sheets on school practice issues and served as its vice president for 8 years. She has been a member of the APTA Media Corps for several years. In 2012, she received the Susan K. Effgen Award for her advocacy efforts at the state and federal levels in support of pediatrics.

Financial Disclosures: Susan Cecere receives a speaking fee from Education Resources. **Non-Financial Disclosures:** Susan Cecere has no non-financial relationships to disclose.

About this Live Webinar

Learn to apply evidenced based school-based practices to the severely involved and medically complex child using a "problem-based learning or PBL" approach. Participants are encouraged to provide actual cases for the PBL series. This course will provide the school-based practitioner the opportunity to learn and apply an evidenced based framework to support educationally relevant and necessary decision making in school-based practice. Participants are provided practice tools to facilitate case organization and their clinical reasoning. The series will facilitate participants to develop their own clinical reasoning skills and apply assessment, IEP documentation, intervention strategies including assistive technology, data collection and dosing concepts to meet the needs of the medically complex student. The importance of developing collaboration and coaching skills will be stressed. Participants will work individually and with other participants to enhance their learning and ability to apply the content to their own students.

Objectives

1. Describe the frameworks of practice used in school occupational and physical therapy practice and applicability to the severely involved and/or medically complex student.
2. Apply a top-down and ecological approach to the school-based assessment in the severely involved and/or medically complex student.
3. Distinguish between three different service models used in school practice.
4. Analyze student specific needs to apply appropriate intervention strategies for the severely involved and/or medically complex student across academic and non-academic settings.
5. Determine appropriate school-based dosing for the severely involved and/or medically complex student using a multi-factor approach in 2 case studies.
6. Construct 1-2 goals and related objectives that support data collection with fidelity to distinct, evidence-based approaches for the severely involved and/or medically complex student.

Audience

This course is relevant for Physical Therapists, Physical Therapist Assistants, Occupational Therapists, and Occupational Therapy Assistants.

Schedule – Day 1 5:40pm - 9:00pm EST (US)

- 5:40–6:00 **Webinar Registration/Zoom Course Opens**
- 6:00–6:30 Introduction to Problem Based Learning: Applying problem-based learning to the medically complex child
- 6:30–8:30 An Evidence Based Framework for Evaluation and Treatment of the Medically complex child
- ④ Understanding participation
 - ICF, its application to school-based practice
 - Using a top-down approach to assessment
 - ④ Application of the ecological approach
 - ④ Determining supplementary aids and services
 - ④ Goals, objectives, data collection
 - ④ Embedded intervention
 - Evidence based interventions for different populations
 - ④ Service delivery models
 - ④ Dosing
 - ④ IEP documentation strategies
- 8:30–9:00 Application of Practice Tools
- ④ Clinical Reasoning tool: to guide your decision making
 - ④ Guidance documents:
 - Writing present levels of academic achievement and functional performance
 - Supplementary aids and services
 - Goals and objectives
 - ④ Data sheet
 - Collecting data – how, when and what
 - ④ Dosing decision
 - Dosing Framework

Schedule – Day 2 5:40pm - 9:00pm EST (US)

- 5:40–6:00 **Webinar Registration/Zoom Course Opens**
- 6:00–9:00 Problem based Learning: Case 1 – Medically Complex Students (i.e., Multi System Involvement)
- ④ Case study summary – Instructor provided case
 - ④ Applying the frameworks – Breakouts
 - Group work: Assessment process
 - Assessing participation, utilizing the ICF
 - Other assessment tools
 - Writing goals & objectives
 - Determining supplementary aids and services

Schedule – Day 2 5:40pm - 9:00pm EST (US) cont

- Data collection
- Service delivery model
- Dosing
- Review of case and decision-making process, for improvement

Schedule – Day 3 5:40pm - 9:00pm EST (US)

- 5:40–6:00 **Webinar Registration/Zoom Course Opens**
- 6:00–9:00 Problem Based Learning: Case 2 – Developmental Diagnoses (i.e., Down Syndrome, Cerebral Palsy)
- ④ Case study summary – Instructor provided case. In addition, participants are invited to share their cases related to developmental diagnoses
 - ④ Applying the frameworks – Breakouts
 - Group work: Treatment strategies
 - Determining intervention strategies based on assessment results and evidence
 - Embedding services (i.e., pushing into the classroom)
 - Documenting progress
 - Use of supplementary aides and services
 - Group work: Re-evaluations and Transitions
 - Documenting progress
 - Aging out and the transition process - what is our role?
 - Review of case and decision-making process, feedback for improvement

Schedule – Day 4 5:40pm - 9:00pm EST (US)

- 5:40–6:00 **Webinar Registration/Zoom Course Opens**
- 6:00–9:00 Problem Based Learning: Case 3 – Degenerative Diseases (i.e., Muscular Dystrophy, Spinal Muscular Atrophy)
- ④ Case study Summary – Instructor provided case. In addition, participants are invited to share their cases related to degenerative diseases
 - ④ Applying the frameworks – Breakouts
 - Group work: From start to finish - Pulling it all together
 - Evaluation considerations
 - Intervention strategies
 - Service delivery models
 - Dosing
 - Making decisions about ESY and End of year planning
 - Review case and decision-making process, feedback for improvement

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This course can be used toward your NBCOT renewal requirements for 12 units.

Approved provider of the FL Board of Occupational Therapy-CE Broker – 14 hrs.

This course meets the approval of the TX Board of OT Examiners.

Most Physical Therapy State Boards accept webinars as a live offering. Please check with your state board to confirm.

Application has been made to the FL Physical Therapy Association for 14 continuing education contact hours.

Application has been made to the MD Board of Physical Therapy Examiners for 1.2 CEUs.

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Webinar Dates and Times – 2022

March 1, 2 8 and 9, 2022

5:40 pm EST • 4:40 pm CST • 3:40 pm MST • 2:40 pm PST (US)

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