

# Therapies in the School

## Twentieth Annual Conference

November 21-22, 2019  
Framingham, Massachusetts



Year after year, therapists practicing in a school setting gather at our annual conference to learn new innovations, research, evidence and practical tools to improve the lives of the children they serve. Whether new to practice or having worked in a school setting for many years, they anticipate reconnecting with colleagues and meeting new friends who share their passion.

This year's topics include cutting-edge sessions including:

- Discuss how to help children prepare their brains and bodies for learning
- Summarize neurological approaches to improve self-regulation
- Discuss how to implement a trauma-informed approach
- Discuss strategies for building effective groups and improved postural control
- Summarize how to foster internal motivation in students
- Relate effective collaboration strategies



Join the ERI community that fosters therapists building connections, sharing ideas, and actively learning.

We hope to see you at this year's conference.

Limited Availability so Reserve Early!

## Thursday November 21, 2019

- 8:15-8:45 Registration/Continental Breakfast
- 8:45-9:00 Welcome and Introduction - *Carol Loria*, Conference Chairperson
- 9:00-10:30 **Ready Bodies Learning Minds: Creating Classrooms that Meet the Needs of All Children**  
*Athena Oden*  
So many students, so little time: how can I meet all their needs?  
Using the Dynamic Systems theory as a framework, this presentation will highlight interventions and techniques applicable to all students in all environments. Intrinsic movements (or reflexes), classroom strategies, motor lab application, handwriting, and behavior will be discussed.
- 10:30-10:50 Break
- 10:50-12:20 **Self-Regulation and Psychoneuro-immunology: Introducing a New Paradigm**  
*Susan Roberts*  
Children who struggle with self-regulation present with everything from simple disruptive behaviors to volcanic meltdowns that can last hours. Inability to self-regulate causes these children to miss out on developmentally important childhood experiences and powerfully impacts their relationships with parents, teachers, and peers. Learn how research from psychoneuro-immunology can be used to optimize outcomes for these challenging children.
- 12:20-1:45 Lunch (on your own)
- 1:45-5:00 Concurrent Workshops 1: Afternoon breaks will be scheduled for each workshop. (Indicate your first and second choices on the registration form)
- A. **Ready Bodies Learning Minds: Strategies for Special Populations (Autism Spectrum Disorder, Asperger's Syndrome, DCD, DDD and more)**  
*Athena Oden*  
The same evidence-based strategies used in the RBLM Motor Lab can be applied to children with autism, visual impairments, multiple impairments, and other diagnoses. Using video case studies of "before and after", this session will inspire you with approaches that can make a difference in your school based practice.
- B. **Self-Regulation and Psychoneuroimmunology: Using a New Model to Determine and Implement Optimal Treatment Approaches for Each Child**  
*Susan Roberts*  
The Healing Compass combines research from psychoneuroimmunology with traditional Chinese medicine to optimize outcomes for children struggling with self-regulation. Learn to predict which techniques and strategies will be most successful, why "one-size" approaches don't fit all children, and the importance of establishing good eating, sleeping and eliminating habits. Children with SPD, ADHD, ASD and PTSD will be discussed.
- C. **Support for Beginning Practice: School Based Therapy 201 Writing Goals, Benchmarks, Measuring and Documenting Progress**  
(101 will be available to review prior to attending this session at no charge)  
*Nicole Barman, Kathryn Biel*  
Last year, in the first part of this session, School Based Therapy 101, we started a basic crash course for therapists new to school. Picking up where School-Based Therapy 101 left off, this course will delve more deeply into the areas of data collection and progress monitoring, evaluations, goal writing, treatment ideas and time/schedule management. Bring your questions!
- D. **Reframing What Progress Looks Like for the Severely Involved Child: A Lateral Progression**  
*Beth Currier*  
contemporary frameworks from which to approach services for students with severe and profound disabilities. Learn evidence based strategies to inform your clinical decision making, possibly rethinking how you plan and implement programs that support student achievement of their IEP goals and in their ability to participate in their educational programs.

## Friday November 22, 2019

8:00-8:30 Continental Breakfast

8:30-10:00 **Trauma Informed Care and its Application to the School Based Therapist**

*Emily Zeman*

Highlighting best, trauma-informed principles and practices for professionals working with youth in the school setting. Learn how trauma may be affecting a student's progress, ways to support/establish trust during treatment and how to avoid retraumatizing the student. Participants will be empowered to share strategies with stake-holders and school colleagues.

10:00-10:20 Break

10:20-11:50 **Identifying Children Whose Postural Deficits may be Interfering with Academic Engagement and School Participation**

*Sandra Saavedra*

A child with a postural deficit may compensate with poor head alignment, slumping or upper extremity stabilization with loss of functional hand use. These postures interfere with the ability to keep eyes, hands and attention on educational materials. Learn how to recognize which children may benefit from specific analysis and treatment of posture or modification of seating systems to optimize participation in school.

11:50-1:00 Luncheon (provided) Choose one of these Breakout Sessions:

- Ask the Experts: A session for asking questions and sharing solutions
- New to School: Networking opportunity for therapists new to school based practice (0-5)
- Creative Therapies: Bring your best solutions and creative strategies to share
- Lunch and networking on my own

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)

B. **Using the Segmental Assessment of Trunk Control (SATCo) to Optimize Positioning and Enhance Function (academic performance, playground participation, speech production, and more)**

*Susan Cecere, Jocelyn Newell, Sandra Saavedra*

Implementation of the SATCo (the concept of evaluating head and trunk control segmentally) in educational settings requires rigorous evaluation protocols and a team approach. We'll share practical suggestions on how to implement it. Adaptations to common school-based positioning devices will be discussed and effects of altering postural support on classroom behavior will be demonstrated through video.

B. **I'm in Charge! Teaching Kids to Take Charge of Their Lives: A Workshop on Student Self-Determination**

*Amy Coopersmith, MaryBeth Fitzgerald*

Benefits to the Self-Determination approach include fostering of student self-awareness, engagement, responsibility, and motivation, as well as increased time efficiency for the teacher/provider. Participants will learn how to conduct a student-led session and to create self-monitoring templates in which students take a leadership role to reach goals and track progress. Self-monitoring and documentation will be practiced.

C. **How to Build Effective Groups to Maximize Progress**

*Deidre Azzopardi*

In this hands-on course, we will explore the conscientious use of dyads and groups in therapy with a special emphasis on including social emotional learning and self regulation into our work with students.

D. **Using Components of Motor Learning to Drive Your School Based Practice.**

*Julianne Lalik*

This lecture will confer key topics in motor learning, such as: neuroplasticity, Dynamic Systems Theory, task specificity, repeatability, transferability, intensity, salience and feedback. Application (using case studies) of these topics to school-based treatment will be covered. Documentation of motor learning concepts in the Present Level of Academic Achievement and Functional Performance (PLAAFP), annual goals, and short-term objectives will be discussed.

# Conference Faculty

## At the Forefront of School Based Practice

**Deirdre Azzopardi, OTD** is a pediatric occupational therapist with over 25 years of experience working with children. She has a master's degree in psychology. Dr. Azzopardi is a registered yoga teacher and a trained mindfulness instructor.

**Nicole Barmen, OTR/L** is currently working in a large suburban school district in both the public and private school setting. She has worked in a variety of settings, including nursing homes, day habs, home health, article 28 sites, preschool, and early intervention.

**Kathryn Biel, PT, DPT** is a school-based physical therapist in Upstate NY. She has worked in both the public and county-run school systems, pediatric residential facilities, adult and pediatric rehab, outpatient, preschool and early intervention.

**Susan Cecere, PT, MHS** is the Physical Therapy Instructional Specialist for Prince Georges County Public Schools, Maryland, supervising both early intervention and school based programs. Sue was the VP of the Academy of Pediatric Physical Therapy for the past 8 years and represented the academy in several national public education coalitions.

**Amy Coopersmith, MS, OTR/L, Ed** has worked for the NYC Department of Education for the past 16 years. She is currently the OT Supervisor for District 27 in Queens, and worked as a school based occupational therapist in elementary and middle schools.

**Beth Currier PT, MS, DSc, PCS** is a physical therapist and clinical supervisor at the Northshore Educational Consortium in Beverly, MA. She has worked in early intervention, inpatient rehabilitation, outpatient centers, and multiple school systems. She is currently the co-chair of the MA APTA Pediatric SIG.

**Mary Beth Fitzgerald MA, OTR/L, RN** has worked for the NYC Department of Education for the past 10 years. She is currently the OT Supervisor for District 26 in Queens and worked as a school based occupational therapist in preschool, elementary and middle schools.

**Julianne Lalik, PT, DPT** works in Rochester Community Schools in Rochester, MI. She is a board member of The Arc of Oakland County, Michigan, an organization serving and advocating for the rights and participation of children and adults with disabilities.

**Jocelyn Newell, PT, DPT, MPT** is a pediatric physical therapist working in Prince George's County Public Schools, MD. She has over 20 years of experience working with students aged 3-21 in a range of settings including preschool, regional schools, and comprehensive schools.

**Athena Oden, PT** has vast experience in public and private school settings, including schools for the blind and deaf and early childhood. Athena is the owner of Ready Bodies, Learning Minds, LLC, author of RBLM: Cultivating the Complete Child and the companion Screening Report, and designs and implements RBLM Motor Labs for all populations.

**Susan L. Roberts, MDiv, OTR/L** is an author and lecturer on the impact of eating, playing, sleeping and other occupations on self regulation. She is the author of Sustainable Health: Simple Habits to Transform Your Life, Kinesiology: Movement in the Context of Activity, and My Kid Eats Everything: The Journey from Picky to Adventurous Eating.

**Sandra Saavedra PT, PhD** has more than 25 years clinical practice as a pediatric PT, 10 years of which were in school based or early intervention settings in OR and WA. She is currently an Associate Professor and Director of the Pediatric Balance Lab at University of Hartford in Connecticut.

**Emily Zeman, OTD, MS, OTR/L** Assistant Professor at MGH Institute of Health Professions, has taken an active role in presenting workshops and seminars to allied health professionals, graduate students, parents of children with disabilities and colleagues.

Instructor disclosure information available at: <https://www.educationresourcesinc.com/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 21, 2019** at a rate of \$137.00 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).



Approved provider of continuing education by the American Occupational Therapy Association #3043 for 12 contact hours - Intermediate Level Occupational Therapy Process: assessment, 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 - 12 PDUs

This course meets the criteria for 12 contact hours (1.2 CEUs, PDUs). Application has been made to the NJ Board of Physical Therapy Examiners. Participants who require Massachusetts PDPs can bring their Certificate of Attendance to their respective districts for approval. Approved by the NY State Board of Physical Therapy and by the NY State Education Department for 14.4 contact hours.



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.

This course is offered for up to 1.2 ASHA CEUs (Intermediate level, Professional area).

## REGISTRATION SCHOOL CONFERENCE

**\$475.00 fee** Group rate (3 or more must register together) **\$460.00**. Single day rate **\$265.00**. Deadline for registration is **November 7, 2019**. Registration will be accepted after deadline on a space available basis. To receive a refund (minus a non-refundable \$75 administrative fee), cancellation must be received by November 7.

*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

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

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

Day 1         A         B         C         D                      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

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