

Therapies in the School

Twenty First Annual Conference

November 19-20, 2020

09:30 am EST ▪ 08:30 am CST ▪ 07:30 am MST ▪ 06:30 am PST

LIVE VIRTUAL WEBINAR

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.

While we cannot be together in person this year, we are excited to come together in a new virtual experience to learn together, connect with each other and grow our community.

This year's topics include cutting-edge sessions:

- Incorporating participation-based assessment results into goal setting and service delivery
- Evaluating Participation
- Providing push in services for related service providers
- Adapting current school-based practices to telehealth
- Integrating Trauma-Informed Treatment Strategies (including COVID 19) into School-Based Practice
- Planning for secondary transitions
- Creating motor and sensory pathways
- Applying best practices for school-based practice
- Supporting students with sensory processing disorder using the STAR frame of reference
- Incorporating evidence into the treatment of children with Autism
- Increasing effectiveness through interprofessional collaboration
- Implementation of self-videoing for children with Autism
- Applying best practices to the treatment of the severely involved child
- **Exciting New Opportunity - this year, ERI is offering complimentary mentoring sessions with Susan Cecere!**



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

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

Thursday November 19, 2020 – All Times Are EST (US)

09:30-10:00 **Zoom Registration/Course Opens**

10:00-10:15 Welcome and Introduction - *Carol Loria*, Conference Chairperson

10:15-11:45 **Developing and Using Goals for Students' Meaningful Participation in School: A Complex Process**

Kimberly Wynarczuk, PT, DPT, PhD, MPH

This session will present findings from recent research regarding development and use of student goals that address participation. The session will discuss the role of student goals whether attending school in-person or virtually, assessment of participation, goal development, and the influence of goals on services and outcomes. Attendees will have the opportunity to discuss their experiences and explore strategies using the "G.O.A.L.S. for student participation: Goal development tool".

11:45-12:00 Break

12:00-1:30 **Effective Push-In Services for Related Service Providers: A Time for Change (Including Strategies for Distance Learning)**

Kim Wiggins, OTR/L

Whether you are working in the classroom, virtually or in a hybrid model, this session will offer effective strategies and adaptations to meet your school-based goals. Due to many barriers, PT, OT and SLP therapists are often more comfortable providing pull out therapy sessions, however the evidence supports push in services. This course will review research, provide strategies for pushing-in at school or through distance learning, and discuss the benefits of carryover and collaboration. This course may be adapted closer to the date of the presentation to reflect regulations/changes that may occur due to COVID19.

1:30-2:00 Lunch Break

2:15-5:30 Concurrent Workshops 1: Afternoon breaks will be scheduled for each workshop.

A. **Core Strengthening for Improved Academic Performance and School Participation for PT, OT & SLP**
Suzanne Davis Bombria, PT C/NDT

The core is so much more than just the abdominals! Relate the neuromuscular, musculoskeletal and respiratory components that are critical to core stability and how they might impact the child's performance. Learn practical strategies that can be immediately applied to make changes in a variety of children to build their confidence, functional activities and participation.

B. **School-based Medicaid Programs: What Do Related Service Providers Need to Know?**
Lauren Holahan, OT/L, PhD

This course will explore Medicaid in education and support related service providers in ethically, effectively, and compliantly participating in school-based claiming programs. Multiple program and best practice tools and resources are included in the course.

C. **Creating Motor Lab & Sensory Pathways: Incorporating Movement into Classrooms and Homes**
Kim Wiggins, OTR/L

This session will provide strategies that encourage movement whether attending school in person or from home. Learn to design programs for children with increased challenges in motor skills, attention, visual skills, and behavior to improve function, participation and inclusion by collaborating with a variety of school partners. School wide movement initiatives, such as motor labs and sensory paths, can be added to the school or distance learning environment to promote healthy school climates needed for learning. This course will review the research to encourage using these school-wide movement initiative programs.

D. **School Based Best Practices: A Guide for Beginning Through Experienced Therapists**
Susan Cecere, PT, MHS

This session will discuss the application of the laws and evidence based practices to OTs and PTs whether working in the school environment, remotely or in a hybrid model. Beginning with OT/PT roles and responsibilities, the session will take you through the IEP process using the ICF as a foundation for decision making. The session will include dosing strategies for service decision making as well as best practice for post-secondary outcomes.

E. **Using the iPad to Facilitate Service Delivery and Improve Student Outcomes and Engagement**
Angie Sterling-Orth, MS, CCC-SLP

Take your iPad use to the next level, incorporate your evidence-based practices, and secure the buy-in from your families, colleagues, and administrators. This program will frame mobile device use around critical concepts of Universal Design for Learning (UDL) and evidence-based practices. Applications with the iPad that maximize your therapy time when working with clients and communication and other developmental disorders and their caregivers will be highlighted.

Friday November 20, 2020 – All Times are EST (US)

- 8:30-9:30 **Morning Yoga Session**
Anne Buckley-Reen, OT, RYT
- 09:30-10:00 **Zoom Registration/Course Opens**
- 10:00-10:15 **Introduction, Award and Scholarship Presentations, Raffles**
- 10:15-11:45 **Supporting Students with Sensory Processing Challenges in the Schools Using the STAR Frame of Reference**
Colleen Whiting, OT, MS
Difficulty with sensory processing affects a student's ability to successfully participate in school whether in person or through distance learning. Specifically, the performance areas of education, play, and social participation can be impacted. This course will empower the school-based therapist to effectively address sensory processing challenges through the utilization of the adapted STAR PROCESS.
- 11:45-12:00 Break
- 12:00-1:30 **Treatment of Autism: Updates in Evidence**
Liliane Savard, PT, DPT, PCS
In this session, we will review evidence-based interventions for children with autism spectrum disorder. We will discuss findings across fields to promote interdisciplinary collaboration and integrated treatment planning. We will discuss how this information can be applied to providing remote services for students with ASD.
- 1:30-2:00 Lunch Break.
- 2:15-5:30 Concurrent Workshops II Afternoon breaks will be scheduled for each workshop.
- A. **Increasing Effectiveness Through Inter-Professional Collaboration**
Colleen Whiting, OT, MS
Now more than ever, collaboration is critical as we partner with other professionals to provide services in the various service delivery models especially during COVID. Interprofessional collaborative practice occurs when multiple service providers from different professional backgrounds work together, blending their cultures, to help provide comprehensive services with the highest quality of care and outcomes. Come learn how to effectively enact interprofessional collaborative practice into your school-based position.
- B. **Implementation of Video Self Modeling for Children with Autism: Applications for Both School and Home**
Liliane Savard, PT, DPT, PCS
In this session, we will review the evidence related to the use of video modeling for children with autism. Then we will describe the components and process to create different types of video self-models. Participants will learn the basics of simple video editing with commonly available tools and software. Finally, we will discuss issues of compliance with FERPA and HIPAA in the context of in-person but also remote service delivery.
- C. **DCD/Dyspraxia in School Based Practice**
Sharon Cermak, OTR/L, EdD, FAOTA
TBD
- D. **The Severely Involved Child: Applying Best Practice Guidelines**
Susan Cecere, PT, MHS
During this session the relevance of using the ICF and OTPF frameworks with students with severe disabilities will be applied to school-based practice including virtual considerations. Using a case study, the application of the frameworks to evidenced-based assessment, goals, objectives, and interventions will be discussed. Current research and tools to support practice with this student population will be shared.
- E. **Integrating Trauma-Informed Treatment Strategies into Your School Based Practice: Evidence-based Approaches During this COVID-19 Era**
Emily Zeman Eddy, OTR/L, OTD, MS
This session will highlight current, trauma-informed treatment practices for professionals working with children and youth in the schools, either remote or in-person, considering the COVID-19 pandemic context. Participants will be empowered to implement trauma-informed strategies with all students, in multi-tiered interventions, across times of remote instruction or in-person sessions.

Conference Faculty

At the Forefront of School Based Practice

Suzanne Davis Bombria, PT, C/NDT is an internationally recognized clinician, speaker and consultant for children with neuromotor impairments. Ms. Davis Bombria is passionate about her work and assisting children in fully participating in the world around them through contemporary, evidence-based intervention.

Susan Cecere, PT, MHS is an experienced speaker on practice and administrative school based therapy topics. She 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 was the VP of the Academy of Pediatric Physical Therapy for 8 years and represented the academy in several national public education coalitions.

Sharon Cermak EdD, OTR/L, FAOTA is Professor at the Chan Division of Occupational Science and Occupational Therapy at the Ostrow School of Dentistry, University of Southern California (USC) and Professor of Pediatrics at the USC Keck School of Medicine. She is an internationally renowned scholar, researcher, and clinician with more than 200 publications. Her research focuses on autism spectrum disorder (ASD), dyspraxia/Developmental Coordination Disorder and sensory processing in different populations. Dr. Cermak is especially interested in the daily activities of families and children.

Emily Zeman Eddy, OTR/L,OTD, MS, is an Assistant Professor at MGH Institute of Health Professions, and has presented and been published at international, state, and national levels. She has taken an active role in presenting workshops and seminars to allied health professionals and students in the areas of trauma-informed practice, compassionate care, and mindfulness.

Lauren Holahan, OT/L, PhD, coordinates the State Systemic Improvement Plan (SSIP) and Medicaid for the NC Dept. of Public Instruction, Exceptional Children Division. Her research and practice interests include: implementation science, school-based occupational therapy, school mental health, administration/ management of related service personnel, ethics in special education, school-based Medicaid cost recovery, and specially designed instruction.

Dr. Liliane Savard, PT, DPT, PCS is a board-certified pediatric physical therapist specialist. She has more than 20 years of clinical experience in various settings including early intervention, outpatient and school-based practices. Dr. Savard is dedicated to developing interprofessional collaborations for research and practice in the field of autism and has presented nationally on the topic of motor learning in autism, her primary research focus.

Angela Sterling-Orth, MS, CCC-SLP Director of Clinical Education and Clinical Associate Professor, has been a faculty member at UW-Eau Claire since August of 2002, supervising in the clinic, teaching graduate level coursework (grad essentials and school methods), and teaching undergraduate coursework in language disorders, aural rehabilitation, and fluency disorders. She specializes in serving individuals with hearing loss, school-based SLP services, clinical supervision training, and using innovative technologies for instruction and service delivery.

Colleen Cameron Whiting, OT, MS is a pediatric occupational therapist with 20 years of experience. She currently works in the public school system, has a private practice, is on the faculty for STAR Institute, and is a doctoral student at Boston University. Her expertise lies in the combination of remedial and compensatory supports for children with sensory processing and regulation issues.

Kim Wiggins, OTR/L is an experienced occupational therapist specializing in pediatrics who has worked in a variety of settings, but extensively in public school settings, for almost 20 years. She is an experienced National program developer who has produced and presented training workshops and seminars on a variety of pediatric topics. She has presented to audiences nationwide since 2010.

Kimberly D. Wynarczuk, PT, DPT, PhD, MPH is an assistant professor in the Department of Rehabilitation Sciences at Moravian College in Bethlehem, PA. She is a board-certified clinical specialist in pediatric physical therapy. She was previously a school-based physical therapist for 11 years and currently serves as the School-Based Special Interest Group representative to the Academy of Pediatric Physical Therapy Research Committee.

WEBINAR INSTRUCTIONS

Two weeks prior to the Therapies in the School webinar, you will receive detailed log in instructions, and password protected access to a comprehensive handout. Check out [Webinar FAQs here!](#)

IMPORTANT! Please be sure to sign in **15 mins prior to the start time of each Session (AM and PM)** so we can complete the registration process. If you do not sign on early, there may be a delay in admitting you to the course.

CEU INFORMATION

The course meets the criteria for 12 contact hours (1.2 CEUs). Intermediate Level.

Application has been made to the, **MD, NJ, NM** and **OK** Boards of Physical Therapy, and the **KY** and **OH** Physical Therapy Associations.

Application has been made to the **FL** Physical Therapy Association for 14 continuing Education Hours

Education Resources, Inc. is an approved provider for Physical Therapy CEUs in the following states: **CA, KY** and **TX**.

Approved sponsor by the State of **IL** Department of Financial and Professional Regulation for Physical Therapy for 14.4 contact hours. Approved provider by the **NY** State Board of Physical Therapy and by the **NY** State Education Department for 14.4 contact hours (1.44 CEUs).

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

The following state boards of physical therapy accept other states' approval: **AK, AR, AZ, DC, DE, GA, HI, ID, IN, KS, MI, MO, MS, NC, OR, PA, RI, SC, UT, VA, VT, WI, WY**.

The following state boards of physical therapy either do not require course pre-approval or do not require CEUs for relicensure: **AL, CO, CT, IA, MA, ME, MT, NE, ND, NH, SD, WA**.



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.

Approved provider of the **FL** Board of Occupational Therapy-CE Broker ___ - hours. This course meets the approval of the **TX** Board of OT Examiners.

National Board for Certification in Occupational Therapy Inc. (NBCOT) Professional Development Provider - 12 PDUs

Participants who require Massachusetts PDPs can bring their Certificate of Attendance to their respective districts for approval.



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).

This program has been submitted for approval of ___ clock hours of continuing education credit by the **TX** Speech Language-Hearing-Association (TSHA). TSHA approval does imply endorsement of course content, specific products or clinical procedures.

REGISTRATION SCHOOL CONFERENCE

REGISTER ONLINE

EARLY BIRD RATE: \$375. Until September 30th 2020. (Cannot be combined with any other discounts)

\$439.00 fee Group rate (3 or more must register together) **\$399.00**. Single day rate **\$225.00**.

Deadline for registration is **November 5, 2020**. 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 5.

We accept Checks and POs. (must be received prior to the webinar)

Education Resources, Inc., 266 Main St., Suite 12, Medfield, MA 02052 (508) 359-6533 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 _____ E _____

DAY 2 Yoga Session _____

Day 2 A _____ B _____ C _____ D _____ E _____

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 PO Enclosed Visa Discover MasterCard

Credit Card # _____ Exp. Date _____

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