

Therapies in the School

Twenty-Second Annual Conference

November 18-19, 2021

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



LIVE VIRTUAL WEBINAR

ERI is Excited to Offer Dynamic Topics Presented by Leading Experts at the Annual Conference for School-Based Therapists!



As we continue to adapt to the COVID 19 pandemic, we are re-imagining what participation and performance will look like for school-aged children and how our support today impacts each student's long-term outcomes in life.

ERI is committed to supporting your practice no matter what the circumstances – even during a pandemic!

At this year's conference, we are excited to join together to deliver content that integrates what we have learned during COVID with our pre-COVID

best practices.

OBJECTIVES

1. Distinguish two ways our expectations for participation and performance have changed as we emerge from the COVID pandemic and be ready to integrate what we have learned during COVID with our pre-COVID best practices.
2. Identify two examples of how decisions made today impact the long-term outcomes for children with special needs.
3. Apply the latest research regarding neuroscience to two intervention decisions.
4. Determine an area that may have been overlooked that needs to be addressed when viewing the WHOLE child such as respiratory/breathing factors, postural considerations, and/or social/emotional factors (anxiety).
5. Choose an appropriate goal that addresses an area of challenge such as motor, sensory processing, executive function and/or visual skills.
6. Determine two appropriate intervention strategies to improve outcomes in challenges such as motor, sensory processing, executive function and/or visual skills.

AUDIENCE

This intermediate level conference is for PTs, PTAs, OTs, OTAs, SLPs and special educators working with the school aged child.

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 18, 2021 – 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 **Learn it Today, Use it Tomorrow: Practical Strategies to Facilitate Independent Executive Function Skills**
Sarah Ward

Whether your student needs to complete homework or do classwork, or be attentive and productive during independent work time or group instruction, in this practical strategies seminar you will learn concrete tools to help students efficiently initiate, transition, plan and manage their tasks, time-space, and materials (and keep their emotions in check!). This seminar is all about providing dozens of practical strategies that you can learn today and implement tomorrow! From task initiation and execution to time management, practice using strategies such as 'Future Sketch', 'Get Ready, Do, Done', 'STOP and Read the Room', and seeing and sensing the passage of time. Many useful resources, guides, and learning tools will be provided.

11:45-12:00 Break

12:00-1:30 **Breathing, Talking and Postural Control: Why is this relationship so important for school-based therapists to understand?**

Trish West Low (Developed by Mary Massery)

Breathing mechanics and postural control are linked! Using Dr. Mary Massery's novel research and the "Soda-Pop Can" postural control model, the instructor will push this connection further, demonstrating the link between glottal control, breathing and upright postural stability. The focus will be on applying these concepts from walking to talking in the school-based therapy environment for PT, OT, and ST.

1:30-2:00 Lunch Break

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

A. **Get Moving! Add Breathing Strategies to Movement for Improved Functional Outcomes**

Trish West Low (Developed by Mary Massery)

This mini-lab session will focus on applying the "soda-pop can" concepts to motor tasks from rolling, to sitting, to reaching, to walking, to talking in the school-based therapy environment for PT, OT, and ST. Participants will need to bring a bath towel for demonstrations.

B. **School Based Best Practices: A Guide for Beginning Therapists**

Susan Cecere

Learn the knowledge needed to navigate the language of IDEA and the IEP process for student who are eligible for special education and related services. The basics of assessment, IEP documentation, creating supplementary aids and services, developing participation-based goals and making dosing decisions will be shared and discussed.

C. **Evaluating School Participation: Revitalizing and Developing your Process**

Jan Hollenbeck

Participation based assessments: School based therapists will learn the critical considerations and components of a school-based evaluation focused on student participation. Participants will reflect on current evaluation practices and work in small groups to develop/revitalize an evaluation process based on session content.

D. **Dyspraxia: Tools, Treatment & Accommodations**

Teresa May Benson

Praxis challenges are often overlooked or misunderstood in school-based practice. This session will provide participants with assessment tools, intervention techniques and classroom accommodations that may be used in a school setting to address praxis-related challenges. The various components of praxis will be discussed along with the relationship of praxis to sensory processing and behavior.

E. **Visual Impairments, Motor Skills and School Performance: CVI, ROP, ONH**

Joanne Szabo

Cortical visual impairment (CVI), retinopathy of prematurity (ROP) and optic nerve hypoplasia (ONH); learn how these common diagnoses continue to impact a student's educational progress and motor development. Multiple case studies will be discussed to illustrate the characteristics associated with these diagnoses and how the factors associated with the student's visual impairments affect their IEP goals and treatments.

8:30-9:30 **Morning Yoga Session**
Anne Buckley-Reen

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

10:00-10:15 **Introduction, Scholarship Presentations, Raffles**

10:15-11:45 **Praxis as a Whole Brain Process: How Neuroscience Informs Function**
Teresa May Benson

Linking the neurobiology of praxis to functional performance. This presentation will facilitate participant's understanding of the neurological underpinnings of behaviors and skills related to praxis and how those functions and dysfunctions impact on performance of everyday life.

11:45-12:00 Break

12:00-1:30 **Decisions for Today, Implications for Tomorrow: Long Term Outcomes over the Life Span for Students with Special Needs**

Barbara Connolly

Learn the effects of aging in children, adolescents, and adults with lifelong disabilities (LLDs). Effects on the somatosensory, neuromuscular, and cardiovascular/pulmonary systems are discussed. Implications for interventions during the school age years will be emphasized.

1:30-2:00 Lunch Break

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

A. **Assessment of Sensory Processing Issues in High-risk Populations: Down Syndrome**

Barbara Connolly

Children with Down Syndrome are at risk for sensory processing problems due to neuroanatomical differences in the structure of their brains when compared to the "typical" brain. Additionally, recent research has shown that children with Down Syndrome score differently on standardized tests of sensory processing when compared to the typically developing child. This course will provide an overview of the etiology of sensory processing problems in children with Down Syndrome and discuss the evaluation tools that can be used to identify problems in this population.

B. **Digital Tools: Promoting Efficiency for Both You and Your Students**

Tim Richmond

This course will be broken into two sections. The first will explore using technology tools to support student's access, reading/writing, executive function and overall efficiency. Participants will be walked through our favorite digital tools, have the opportunity to observe and then practice. The second section will focus on therapist and educator efficiency utilizing similar digital tools. Again, participants will have the opportunity to practice and share ideas.

C. **Awareness of Self in Space: Impact on Motor Skills**

Melissa Gerber and Josephine Bardabelias

Do you have any students that appear clumsy and unaware of their surroundings? Do you have students who can't sit still in their chair and complete classroom tasks? This workshop will address awareness of self in space as well as provide practical activities to use with your students.

D. **Fine Motor Skills and Tool Use: Evaluation and Evidence Based Intervention Strategies**

Jan McCleskey

Focusing on fine motor skills: the course will focus on fine motor skills, biomechanics of grasp development, diagnoses that may affect fine motor skills and grasp, occupational therapy interventions and relevance to practice.

E. **Promoting Physical Activity & Learning Motor Skills: The Use of Adaptive Equipment in Schools**

Lori Potts

Learn activity-based intervention for teaching motor skills to children with developmental and physical disabilities. Best positioning practices in adaptive equipment and strategies to promote function, physical activity, and motor skill building will be incorporated throughout.

Conference Faculty

At 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. She has lectured on the importance of aligning motor needs with educational goals in a school setting.

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.

Barbara Connolly, PT, DPT, EdD, C/NDT, FAPTA is Professor Emeritus at the University of Tennessee Health Sciences Center. She served as President of the International Organization of Physical Therapists in Pediatrics, a subgroup of the World Confederation of Physical Therapy. She also has served on the APTA Board of Directors, on the APTA Pediatric Specialty Council and the American Board of Physical Therapy Specialists and is a Catherine Worthingham Fellow. She has authored many publications in peer reviewed journals, book chapters and has coauthored or edited textbooks for physical therapists.

Melissa K. Gerber, OTD, OTR/L is a seasoned and respected clinician with extensive experience in pediatrics. Currently, she has been working for the Great Neck Public Schools for the past 21 years. She is president of 4MYKIDSOT, a private practice where she provides therapy and evaluations.

Jan Hollenbeck OTD, OTR, FAOTA, is a Special Education Administrator responsible for Related Services, AT, 504, and Secondary Transition services for the Medford MA Public School District and the MAOT liaison to the MA Department of Elementary and Secondary Education.

Teresa May-Benson Sc.D., OTR/L, FAOTA, President/Owner of TMB Education, LLC and OTR, Inc., is a well-known lecturer and researcher on sensory integration. She is the author of the Adult/Adolescent Sensory History (ASH), the GI Assessment and the Test of Ideational Praxis in addition to numerous articles and book chapters on praxis, ideation, and sensory integration. She has extensive experience with children and adults with autism and a diverse clinical background having worked in private and public-school settings as well as private practice.

Jan McClesky, MA, OTR is the owner of The Handwriting Clinic. She has 19 years' experience as an OT in the public schools and 20 years' experience in private practice at The Handwriting Clinic.

Lori Potts, PT is a senior physical therapist at Esopus Medical, PC and provides consulting services as a product training specialist with Rifton Equipment.

Tim Richmond OTR joined Cotting School, one of the longest running day school programs for students with physical, communication and intellectual disabilities in 2006. He joined the Cotting Consulting team and provided Assistive Technology expertise to students in their home districts across the state and became the Outreach Coordinator where he corresponded with districts to provide comprehensive support for students. He was recently named as the new Director of Cotting Consulting.

Joanne Szabo, PT, DPT, MHA, PCS is a board-certified pediatric specialist in physical therapy. She currently works with students at the Arizona State School for the Deaf and Blind as well as with infants and toddlers in the Arizona early intervention program.

Sarah Ward, CCC/SLP, M.S is an internationally recognized authority on executive function. Co-author of the *360-Thinking Executive function* curriculum with her co-director of Cognitive Connections, Kristen Jacobsen, Sarah has consulted with globally with over 1600 public and private schools to develop school based executive function programs.

Patricia West-Low, PT, MA, DPT has developed and taught courses nationally, on the topics of Examination and Treatment of Individuals with Autism, Connective Tissue Mobilization for Pediatric Therapists and Yoga for Special Populations. Dr. West-Low has served as a teaching assistant in all of Dr Mary Massery's courses and is a Massery certified faculty member. Currently Dr. West-Low is a clinician at Children's Specialized in New Jersey, a consultant to schools/private practices and a private therapeutic yoga instructor.

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 **NJ** Board of Physical Therapy

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 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, MN, 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**.



Education Resources Inc. is an AOTA Approved Provider of professional development. This distance learning interactive course is pending AOTA approval for 12 contact hours, 1.2 CEUs. AOTA does not endorse specific course content, products or clinical procedures.

Approved provider of the **FL** Board of Occupational Therapy-CE Broker 14 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 PDU

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



Education Resources Inc.
Intermediate Level
1.2 ASHA CEUs

ASHA CE Provider approval and use of the Brand Block does not imply endorsement of course content, specific products or clinical procedures.

This program has been submitted for approval of 12 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.

Please contact us with any special need's requests: info@educationresourcesinc.com or 508-359-6533

SCHOOL CONFERENCE REGISTRATION

REGISTER ONLINE

EARLY BIRD RATE: \$339. Until September 17th, 2021. (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, 2021**. 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 _____

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