

Participation-Based Practice to Support Student Outcomes

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 ON-DEMAND Course

Use the participation lens to support student outcomes and align your school-based practice with the evidence. Learn assessment processes that foster interprofessional practice and participation-based goals to positively impact student outcomes. Strategies to embed intervention and progress monitor will be shared. Dosing concepts along with a model to support your decision making in those difficult IEP meeting will be discussed.

Objectives

- Select two elements that support writing participation-based goals.
- Identify 3 concepts that can support a school-based dosing decision.
- Apply the 5-step process for resolving IEP meeting challenges.
- Choose 2 evidence-based intervention strategies that support student participation.

Audience

This course is relevant for OTs, OTAs, PTs, PTAs and SLPs working in a school setting with students aged 3-21 years.

ON-DEMAND Schedule

2 HOURS, 13 MINUTES

Utilizing the Participation Lens

- The Collaboration Framework
- What are “best-practices”?
- Assessing students using a participation lens
 - CASE ANALYSIS
 - ACTIVITY: Objective tests and measures for assessing participation for school-based practice

Writing Participation-Based and Collaborative Goals

- The Collaboration Framework
- Using your assessment to guide your goal writing process
- ACTIVITY: Collaborative goal writing
- Progress monitoring
 - Strategies for progress monitoring
 - ACTIVITY: Changing Course: When a student is not progressing

Schedule – (continued)

2 HOURS, 35 MINUTES:

Intervention Strategies

- Embedding services to optimize participation
- ACTIVITY: Service delivery strategies

Participation-based “Dosing” Strategies - What to Consider and Why

- Dosing Considerations
- ACTIVITY: Dosing examples

Challenges to Participation-Based Practice

- Why the challenges?
- Tools to support your participation-based practice
- GROUP DISCUSSION: A Model For Team Negotiation

30 MINUTES:

Post-Test

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Instructor: Liesa M. Ritchie, PT, DPT, PCS, CKTP - 17 Contact Hours

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part of Toe Walking: In-Depth Series ON-DEMAND - 10 Contact Hours

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Instructor – Amanda Hall, PT, MPT, PCS – 11 Contact Hours

Primitive Reflexes: Strategies to Promote Integration – Strengthening Foundational Skills – Online Series – \$299

Instructor: Janine Wiskind, MS, OTR/L, CBIS – 11 Contact Hours

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Instructor: Liesa M. Ritchie-Persaud, PT, DPT, PCS, CKTP – 11.5 Contact Hours

Vestibular Therapy for the School-Aged Child and Adolescent Online Series - \$309

Instructor: Inger Brueckner, MS, PT – 13.5 Contact Hours

Credits

Continuing Education Hours for disciplines not listed below: 5 contact hours (0.5 CEUs).



Education Resources Inc. is an AOTA Approved Provider of professional development. Course approval ID# 06476. This Distance Learning-Independent course is offered at 5 contact hours 0.5 CEUs. (Intermediate level, OT Service Delivery). AOTA does not endorse specific course content, products or clinical procedures.

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This course can be used toward your NBCOT renewal requirements for 5 units.

Approved provider of the FL Board of Occupational Therapy-CE Broker – 5 hrs. This course meets the approval of the TX Board of OT Examiners.

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

Application has been made to the NJ Board of Physical Therapy Examiners.

Approved sponsor by the State of IL Department of Financial and Professional Regulation for Physical Therapy for 6 contact hours. Approved provider by the NY State Board of Physical Therapy for 6 contact hours (0.6 CEUs).

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

The following state boards of physical therapy accept other states' approval: AK, AR, AZ, DC, DE, GA, HI, ID, IN, KS, MA, 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 re-licensure: AL, CO, CT, IA, ME, MT, NE, ND, NH, SD, WA.

5 hours of this course qualify towards the discipline-specific hours for the 20-hour requirement for NDTA re-certification. They do NOT qualify towards the 8-hour NDTA Instructor requirement for re-certification.

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