

6th School-based OT & PT Symposium

On-Demand Version

with Pam Stephenson, OTD, OTR/L, BCP, FAOTA, Adiaha Spinks-Franklin, MD, MPH, FAAP, Karen Tartick, PT, Priscila Tamplain, PhD, Carlo Vialu, PT, MBA, Lara Collins Barros, OTD, OTR/L, Peggy Morris, OTD, OTR/L, BCP, Pam Cummings, M.Ed., PT, Patti Sharp, OTD, OTR/L, BCP, and Anne Kiraly-Alvarez, OTD, OTR/L, SCSS

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Elevate your therapy practice!



Be equipped and energized! Now available in On-Demand Format. This Symposium will provide you with practical application of the current evidence & hottest topics in school-based practice. This is the essential course for every school-based OT & PT – whether you’re new to the practice, or you’re an experienced therapist seeking more ideas! The Symposium consists of multiple seminar topics including ADHD, Dyslexia, Cerebral palsy, DCD and autism, collaborative goals, screening process, PT strategies for MTSS, Universal Design for Learning as a therapy tool, creating a life skills program, embedding OT services, explaining school-based versus medical-based OT/PT services, and positioning via wheelchair, adapted seating, and supported standing. Come and learn from the leading experts in school-based and pediatric practice. For a full description of each seminar please download the Brochure. Come and learn from the leading experts in the fields of school-based and pediatric practice, and leave the course with your Bonus Practical Tools that you can use the very next day!

Audience: OTs, OTAs, PTs and PTAs

Educational Level: Intermediate

Your Mentors:

Pam Stephenson, OTD, OTR/L, BCP, FAOTA has enjoyed working in various interprofessional teams across pediatric settings, including in schools and in early intervention. Pam teaches at Mary Baldwin University in Fishersville, VA, and is the past Chairperson of the AOTA's Children and Youth Special Interest Section (CYSIS).

Carlo Vialu, PT, MBA is the co-author and co-publisher of www.SeekFreaks.com, an evidence-based online resource for pediatric PTs, OTs, and SLPs. He served as Director of PT for the NYC Department of Education for 9 years, where he oversaw a program with over 700 PTs.

Adiaha Spinks-Franklin, MD, MPH, FAAP is a board certified Developmental-Behavioral Pediatrician. She has 20+ years' experience in caring for children & adolescents with developmental disabilities and behavior disorders. She holds leadership positions in many national pediatric professional organizations.

Lara Collins Barros, OTD, OTR/L has been a school-based OT for over 25 years. She had the privilege to develop "A Guide for Implementation: Using the Principles of CO-OP to Frame a Top-Down Approach with School-Aged Children" with the mentorship of Dr. Helene Polatajko of ICAN CO-OP.

Anne Kiraly-Alvarez OTD, OTR/L, SCSS is the program director of the OT Program at Midwestern University in IL. She has worked as an OT primarily with children, adolescents, and young adults in school-based settings.

Pamela Cummings, M.Ed., PT has 30+ years of experience in various areas of pediatric PT: school-based, home-based, perinatal care, NICU, PICU, inpatient, and clinic-based. She is the Director and PT Consultant for the I-Team EI Project and the 24-Hour Postural Care Project.

Peggy Morris, OTD, OTR/L, BCP has 30+ years of experience in pediatric practice: EI, private practice, and out-patient services, but most of her experience & passion is in school-based practice. She currently teaches OT graduate students at Tufts University.

Patti Sharp, OTD, MS, OTR/L is a certified CO-OP Instructor, and OT at Cincinnati Children's Hospital Medical Center (CCHMC). She co-leads the DCD Community of Practice at CCHMC. She is excited to share her passion for EBPs with her therapy colleagues.

Priscila Tamplain, PhD is an associate professor at the Department of Kinesiology at the University of Texas at Arlington. She is an expert and researcher on the topics of motor development and Developmental Coordination Disorder (DCD).

Karen Tartick, PT has been practicing for over 30 years in a variety of settings including outpatient orthopedics, early intervention, acute care, NICU, and school-based physical therapy. She currently practices as a physical therapy consultant for autistic adults.

Disclosures: Peggy, Carlo, Karen, Adiaha, Anne, Priscila, Patti, Lara, Pam Cummings, and Pam Stephenson receive speaking fees from Apply EBP, LLC. They have no relevant nonfinancial relationships to disclose. Carlo is the co-owner of Apply EBP, LLC.

Webinars Included

Seminar 1: 5 Steps of Collaborative Goal Writing: Strategies for Related Service Providers and Educators (1.5 hours) | Pam Stephenson, OTD, OTR/L, BCP, FAOTA

Target Audience: OT/As and PT/As

Course Description: Have you heard about the best practice of developing student goals collaboratively, but you are uncertain about where to begin? This course was tailored just for you!

Pam starts the seminar by highlighting the advantages of adopting a collaborative approach to goal writing for students, their families, to you as a related service provide, and the entire IEP team. She delves into how setting goals as a team can break down the barriers of working on skills in isolation and how it can enhance consistent implementation of practice and intervention strategies throughout the school day. You will gain insights into the crucial groundwork of preparing the team to work as one unit. Pam will then guide you through the 5 Steps of a Collaborative Goal Writing Process. You will get aa list of guiding questions and/or tips for each step. She will provide best practices to ensure each team member can articulate their expertise clearly and feels valued throughout the process. Numerous examples illustrating opportunities for collaborative goals within various school contexts will be shared. Finally, she will discuss navigating Medicaid concerns. Leave the course with practical ideas and actionable steps for your team to take immediately, so you can begin creating student-centered collaborative IEP goals.

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify 2 potential benefits of creating collaborative student goals in school-based practice
2. Apply 3 strategies to facilitate the collaborative development of student-centered goals in a given case study of a student with disabilities
3. Determine 2 opportunities for collaborative goals within various contexts of a student's school function and participation

Seminar 2: Screening for a Student's Need for School-based Services: The 6-Step Screening Process & Decision-Making (1.5 hours) | Karen Tartick, PT

Target Audience: OT/As and PT/As

Course Description: What do you do when you receive a referral to screen a student for school-based OT or PT? Are you wondering how to perform the screening and when to recommend strategies in class or a full evaluation? In this seminar, Karen will provide you with the 6 Steps for Screening and Decision-Making. She will share with you a sample OT and PT Referral and Screening Form that will help you obtain relevant information from teachers. She will describe how to collaborate with teachers in observations, analysis, planning, and monitoring the use of meaningful strategies to help students. She will share the 2 critical questions to ask, and an accompanying "Traffic Light System of Decision-making" to help you decide whether strategies are needed for the whole class, strategies are needed for a specific student only, or when to recommend a full evaluation. She will then share with you 3 case studies of OT/PT referrals to demonstrate the applications of the step-by-step decision-making process that lead to different outcomes. Leave the course with tools, strategies, and an organized approach for referrals for school-based OT and PT services!

Learning Objectives: At the completion of this course, the learner will be able to

1. Select 3 guiding principles for an effective screening process that supports the student's academics and school participation
2. Apply the steps of a collaborative screening process on given case scenarios
3. Determine when screening should result in implementation of strategies in class or a full evaluation of the student

Seminar 3: Universal Design for Learning (UDL) as a Therapy Tool: Role of Related Services in Promoting Access in Education (1.5 hours) | Peggy Morris, OTD, OTR/L, BCP

Course Description:

Target Audience: OT/As

Course Description: In this course, Peggy will explore Universal Design for Learning (UDL) as a comprehensive framework for optimizing teaching and learning via multiple means of engagement, representation, action, and expression for diverse student abilities. Additionally, you will delve into its use as a therapy tool that will help you become an effective school-based OT practitioner.

You will gain insights into the different brain networks and levels of learning that can be impacted by UDL, and how they relate to OT expertise. Peggy will share practical OT strategies that can be seamlessly integrated into the classroom to help students with and without disabilities become motivated, resourceful, and goal-directed learners. To further enhance understanding, Peggy will present two case studies illustrating the 3 Steps of applying UDL guidelines for providing services within Tier 1 of the Multi-Tiered System of Supports (MTSS); and the 4 Steps of applying UDL guidelines for embedding interventions in accordance with a student's Individualized Education Program (IEP). Leave the course with valuable UDL strategies and resources, ready to elevate your school-based OT practice to new heights!

Learning Objectives: At the completion of this course, the learner will be able to

1. Select the 3 brain networks targeted by UDL Guidelines
2. Identify the role of related service providers in the implementation of UDL Guidelines to enhance a student's access to and participation in their education
3. Apply 3 practical strategies that related service providers can provide to promote multiple means of engagement, representation, action, and expression in given case scenarios of students with and without disabilities

Seminar 4: Functional Interventions for Children with Cerebral Palsy: 5 Key Strategies that Work! (2 hours) | Patti Sharp, OTD, OTR/L, BCP

Target Audience: OT/As and PT/As

Course Description: Are you looking for the most effective ways to improve the motor skills of children with cerebral palsy? In this seminar, Patti will start with an overview of the identification, symptoms and diagnosis of cerebral palsy. She will review 2 important classification systems that can guide your interventions: the Manual Ability Classification System (MACS) and the Gross Motor Function Classification System (GMFCS). You will learn about the latest evidence on the most effective interventions in cerebral palsy. She will then share and demonstrate via videos the 5 Key Strategies that you can apply right away to help your pediatric clients achieve their functional motor goals in school, at home, or in the community. Leave the course with effective interventions for your children with cerebral palsy!

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify 3 primary symptoms of cerebral palsy that impact your pediatric client's motor performance
2. Determine 3 features of effective, evidence-supported interventions for children with cerebral palsy
3. Apply 3 strategies to facilitate achievement of functional goals for children with cerebral palsy in the school, home, or community environment on a given case study

Seminar 5: 3 Steps to Successful Embedding of OT Services: Plus 6 Real-life Case Study Applications (1.5 hours) | Lara Collins Barros, OTD, OTR/L

Target Audience: OT/As

Course Description: Are you interested in knowing different ways you can effectively embed your interventions into the classroom? Look no further. This seminar will explain how embedding services align with the intentions of IDEA, lead to successful participation in your students, and give you the job satisfaction that you are fulfilling your role as a therapist! You will learn about the 3 important steps of embedding: observing, hypothesizing and intervening. Lara will show you various manners to embed your services via case study applications in 6 different classrooms – in English Language Arts, Math, Social Studies, Art, Arrival, and transitions after Recess. She will teach you how to observe and hypothesize whether a student's challenges in participation is a "fishbowl" or a "fish" problem, so that you know when and how to intervene at the student level or the class level. You will then learn how to embed evidence-based OT interventions such as co-teaching, environmental and task adaptations, assistive technology (AT), and coaching using the CO-OP approach (Cognitive Orientation to daily Occupational Performance) into the school routines. Lara's examples will demonstrate how embedded services can be directed towards 1 student, a pair of students, or a whole class to reach various school goals like completion of self-regulation, organization of materials, written work via handwriting or AT, and classroom work such as Math or art projects. Leave the course with an organized approach in embedding your services!

Learning Objectives: At the completion of this course, the learner will be able to

1. Select 3 reasons for providing embedded services to improve a student's performance and participation in the school environment
2. Distinguish the importance of each of the 3 steps of embedding: observing, hypothesizing, and intervening
3. Apply 3 evidence-based occupational therapy interventions in an embedded manner on a given case study of a student with disabilities

Seminar 6: PT Strategies for Multi-tiered System of Supports (MTSS) (1.5 hours) | Karen Tartick, PT

Target Audience: PT/As

Course Description: Are you seeking practical ideas to actively engage as a Physical Therapy (PT) practitioner within your school's Multi-Tiered System of Supports (MTSS)? Navigating the complexities of MTSS can be challenging for PT practitioners, with uncertainties about which strategies align with the framework and your specific roles within each of the three MTSS levels. Karen's course is designed to address these concerns. First, Karen will provide an overview of MTSS, its different levels, and the role of school-based PT practitioners in its implementation. Discover the benefits of participating in MTSS, including support for overall school learning and assistance for struggling students. Explore how MTSS can serve as a tool to enhance the team's comprehension of school-based physical therapy expertise, facilitate early trials of teacher-delivered strategies, and minimize inappropriate referrals.

Karen will share a variety of concrete PT strategies that can be implemented via MTSS in various school environments, such as the classroom, playground/recess, physical education, mealtime, and more. Real-life case studies of MTSS implementation at various levels will be utilized for a deeper understanding. The course will conclude with practical tips for fostering collaboration, effective communication, and advocacy – essential components for successful MTSS engagement. Leave the course equipped with tangible MTSS strategies, poised to enhance your effectiveness as a school-based PT or PTA.

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify the role of school-based PT practitioners in MTSS implementation
2. Select 3 benefits of a PT practitioner's participation in MTSS
3. Determine 3 strategies that PT practitioners can utilize to contribute to various levels of MTSS that can promote students' successful participation in their education

Seminar 7: 4 Steps of Implementing a Successful Life Skills Program: The Role of OT and PT Providers in Meeting Students' Functional Needs (1.5 hours) | Anne Kiraly-Alvarez, OTD, OTR/L, SCSS

Target Audience: OT/As and PT/As

Course Description: In this engaging seminar, Anne will underscore the critical significance of life skills education for students with disabilities. Participants will acquire insights into the unique contributions that OT, PT, and Speech providers can bring to the development of an effective life skills program. Anne will then walk you through the 4 Steps of Implementing a Skills Program. Discover assessment tools, resources, and guide questions tailored for parents, students, and educators, facilitating a thorough examination of assets and needs crucial for shaping a life skills program. Anne will delve into the essential components—answering the who, what, when, where, why, and how—of designing a life skills program that aligns seamlessly with identified needs. Finally, you will gain strategies and tools for implementing the life skill program and evaluate the its effectiveness. To reinforce understanding, Anne will draw upon a real-life case study detailing the creation and execution of a year-round life skills program by related service providers in collaboration with educators. The case study will encompass diverse life skills units such as hygiene, food and nutrition, party planning, community safety, Spring cleaning, leisure activities, and peer programs. Leave the course with multiple tools and strategies that will empower you to craft fun and functional life skills program tailored to the unique needs of your school.

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify 3 roles of OT, PT, and Speech practitioners in developing and implementing a life skills program
2. Select 2 tools and strategies for identifying the needs for a life skills program within a school/district
3. Apply 3 strategies to a case example that OT, PT, or Speech practitioners can use to develop a life skills program

Seminar 8: Positioning Strategies to Promote School Participation: Adapted Seating and Standing for Students with Complex Disabilities (1.5 hours) | Pamela Cummings, M.Ed., PT

Target Audience: OT/As and PT/As

Course Description: Do you work with children with complex disabilities with persistent postural asymmetries that impact their school function? Are you looking for tools, strategies, and guidance in equipment selection for improving seating and standing posture for participation in various school activities? In this enlightening seminar, Pam will unveil the transformative potential of the 24-hour postural care (24PC) pathway in positively influencing posture and function throughout the school day. You will learn various assessment tools at the participation, and body function and structure levels to identify postural needs of children with complex disabilities. These tools range from quick, straightforward assessments like the Lifebox and Activity Routine Analysis to more comprehensive evaluations such as the School Function Assessment, the Scale for the Assessment of Teachers' Impressions of Routines and Engagement (SATIRE), and Wheelchair Assessment. Pam will share valuable strategies for the selection of seating, standing, and lying equipment, ensuring sustained postural support throughout the school day and beyond. She will also discuss ideas for implementation and monitoring the use of such equipment. To deepen comprehension, Pam will illustrate the use of the 24PC pathway via a case study. Leave the course with practical strategies, valuable resources, and a systematic approach to improve daytime posture and function through the holistic 24PC approach.

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify 2 ways a 24-Hour Postural Care can help promote school participation
2. Select 3 assessment tools for measuring needs and outcomes in daytime positioning
3. Apply 3 considerations for choosing the components of adapted seating and supported standing equipment to match the functional needs of a student in a given case study

Seminar 9: Dyslexia: Warning Signs, Diagnosis, and What Works! And Role of OT and Speech Services (1.5 hours) | Adiaha Spinks-Franklin, MD, MPH, FAAP

Target Audience: OT/As

Course Description: Feeling baffled by the diagnosis of dyslexia? Are you eager to discover the most effective ways to assist children suspected of having dyslexia who are referred for your services? In this insightful seminar, Adiaha, a distinguished Developmental-Behavioral Pediatrician, will demystify what dyslexia is and what it is not, and what interventions work! Gain a comprehensive understanding of warning signs to watch for and learn whom to refer students to when these red flags arise. To further your understanding of the diagnosis, Adiaha will discuss the common assessment tools administered by educators and clinicians to help identify dyslexia. She will share with you evidence-based tools and resources that educators in your team can use to support the education of students with dyslexia. As a related service provider, you will also acquire valuable strategies to contribute to the student's success in their academic pursuits. Throughout the course, Adiaha will debunk myths surrounding dyslexia and dismiss ineffective fad treatments. She will emphasize the detrimental outcomes of misdiagnosing and mistreating dyslexia, underscoring the importance of accurate diagnosis and appropriate interventions. The seminar will conclude with illuminating case studies that illustrate the students' journeys from dyslexia diagnosis to treatment and eventual success. Leave the course equipped with a concrete understanding of dyslexia, and how you and your school team can effectively support student success!

Learning Objectives: At the completion of this course, the learner will be able to

1. Select the correct definition of dyslexia
2. Identify 3 warning signs of dyslexia
3. Distinguish the 5 components of reading that are addressed by evidence-based curricular interventions for students with dyslexia
4. Apply 3 evidence-informed strategies that OT and Speech practitioners can utilize to contribute to the learning of a students with dyslexia in a given case scenario

Seminar 10: Developmental Coordination Disorder in Autism: Identifying Motor Difficulties in Autistic Children (1.5 hours) | Priscila Tamplain, PhD

Target Audience: OT/As and PT/As

Course Description: Are you working with autistic children who exhibit motor difficulties? Are you curious to determine whether these motor difficulties stem from Developmental Coordination Disorder (DCD)? Join Priscila, a distinguished expert and researcher in motor development and DCD, in this illuminating seminar. She will provide you with the latest evidence on the difficulties with planning, processing and executing motor skills in autistic children. Recognizing and addressing these motor difficulties early on can significantly alter a child's developmental trajectory. To this end, you will learn about assessment tools that can help pinpoint whether an autistic child has no motor difficulties (Profile 1), has motor difficulties due to DCD (Profile 2), or has motor difficulties that are not due to DCD (Profile 3). You will then learn the International Clinical Practice Recommendations for DCD to highlight interventions that can work to address motor skills, such as task-specific and motor imagery training. Priscila will impart her 5 tips for the successful application of these strategies for autistic children. Case studies will be utilized to enhance the practical application of knowledge gained from this course. Leave this seminar with tools and resources to help determine motor challenges resulting from DCD in your autistic clients!

Learning Objectives: At the completion of this course, the learner will be able to

1. Select 2 assessment tools to identify motor difficulties in autistic children
2. Distinguish the characteristics between the 3 profiles of motor abilities/difficulties in autistic children
3. Apply 3 evidence-based strategies for improving motor skills in DCD on a given case scenario of an autistic child

Seminar 11: Boosting Impact of OT and PT Services for Children with ADHD: Proven Strategies to Incorporate into Your Interventions (1.5 hours) | Adiaha Spinks-Franklin, MD, MPH, FAAP

Target Audience: OT/As and PT/As

Course Description: Is the time you spend supporting children and youth with ADHD productive? Are you looking for strategies to be effective when providing OT, PT or Speech services? Look no further! Adiaha, President of the Society of Developmental and Behavioral Pediatrics, is here to provide you with evidence-informed management strategies. This seminar starts with a discussion of the prevalence and DSM-V criteria of Attention-Deficit/Hyperactivity Disorder (ADHD). You will also learn about Complex ADHD, including the most common co-occurring diagnoses with ADHD. To be effective in your interventions, Adiaha will help you understand how executive functions (EFs) impact your clients with ADHD. She will share her Model of Executive Functions, which will help you recognize how dysfunctions in specific EF domains can influence the way your client with ADHD think, feel, and act, and, thus, their progress toward their goals. You will learn how each of the 12 EF domains relate to tasks typically addressed by OT, PT, and Speech practitioners (e.g., from communication to self-regulation and motor skills). Adiaha will provide you with multiple EF strategies that you can utilize to help your client's manage their own behaviors during your sessions and in their real life! Finally, she will apply knowledge gained from this seminar on 2 case studies of clients with ADHD. Leave this seminar with multiple concrete strategies to boost your client's success!

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify the 3 core symptoms of ADHD
2. Determine 3 ways executive functioning disorder may affect the client's behaviors during therapy provision for pediatric clients with ADHD
3. Apply 3 strategies for managing executive dysfunction on a given case study of a pediatric client with ADHD

Seminar 12: Explaining Medical-based versus School-based Services under IDEA: Tips for Sharing Your Expertise in Documentations, Meetings, and PDs (1.5 hours) | Carlo Vialu, PT, MBA

Target Audience: OT/As and PT/As

Course Description: This course aims to empower and equip OT, PT, and Speech practitioners with effective strategies and valuable resources for clearly articulating their roles in school practice. Participants will gain insights into the distinctions between medical-based services and school-based services as governed by the Individuals with Disabilities Education Act (IDEA). Carlo will underscore the unique role that school-based practitioners play, setting them apart from their counterparts in homes, clinics, or hospitals. You will explore key strategies for clarifying your role, including talking up school participation from day 1, describing the ultimate goal of your services, framing discussions in terms of "opportunities for practice" rather than frequency of services, and validating and addressing the concerns of families and educators. Recognizing that change is a gradual process, Carlo will delve into various avenues for effectively communicating your role in school-based practice. This includes crafting elevator speeches, creating parent introduction letters at the beginning of the school year, developing newsletters, delivering presentations during professional development days, enhancing your evaluation reports, and actively advocating for your role in the student's educational success during IEP meetings. Leave this seminar with concrete tools, such as a slide deck presentation, school newsletters, and templates for evaluation and parent introduction letter that you can use throughout the school year!

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify 3 differences between school-based and medical-based OT, PT and Speech services
2. Apply 3 strategies for explaining the role of school-based OT, PT, and Speech services in promoting a student's access and participation in their education in given case scenarios
3. Determine 3 opportunities for explaining the role of school-based OT, PT and Speech service providers to other IEP team members

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Registration

For more info and to register

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Or contact Carlo at

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