

Experts Series: Tools & Strategies for Embedding School-based OT and PT Services



with Peggy Morris, OTD, OTR/L, BCP, Karen Tartick, PT, Pam Stephenson, OTD, OTR/L, BCP, FAOTA, Amy Schlessman, PT, DPT, DHSc, and Lara Collins Barros, OTD, OTR/L

September 25, 2024, 8:30 am–3:30 pm ET

Online via Zoom

Full \$249 Early Bird \$219 Early Bird Group \$199

Early bird savings end September 6, 2024

Elevate your therapy practice!

Do you feel “less of a therapist” and more of a distraction when you embed your services into the classroom? Are you looking for practical tools and strategies to embed your expertise with confidence? Apply EBP’s Experts Series is here to help!



In Seminar 1, Amy will provide you with strategies to make you and your interventions more relevant to the student’s academics with over 50 activities to incorporate movement when learning numbers, equations, spatial sense, counting, measurement, estimation, patterns, comparison, time, calendar and graphs.

This is followed by separate OT & PT Tracks for Seminars 2 and 3. OT Track: In Seminar 2, Pam will discuss strategies for collaboration, co-teaching, negotiation, assessment & interventions of embedded OT services. In Seminar 3, Lara will show you various ways to embed OT services via case study applications in 6 different classrooms – in English Language Arts, Math, Social Studies, Art, Arrival, and transitions after Recess. PT Track: In Seminar 2, Karen will utilize case vignettes and videos to discuss how to seamlessly embed PT expertise into various general education pre-k and elementary school activities. In Seminar 3, she will discuss the successful implementation of adaptive equipment for sitting, standing, walking, and toileting for students with multiple disabilities.

Finally, in Seminar 4, you will learn to bring together all the strategies you gained into the child’s routine. Peggy will walk you through the 5 easy steps of a “Time of Day” (routines-based) approach via video case studies, from assessment to intervention & carryover.

Audience: OTs, OTAs, PTs and PTAs

Educational Level: Intermediate

Your Mentors:

Peggy Morris, OTD, OTR/L, BCP has 30+ years of peds experience in various settings, but her passion is in school-based practice. She coordinates the post-professional MS and OTD programs & school-based certificate program at Tufts University.

Karen Tartick, PT has 30+ years in a variety of settings. She has served as a member of the Autism Subcommittee of the APTA School-Based Physical Therapy Special Interest Group and co-authored the Autism Spectrum Guide for parents on APTA’s Move ForwardPT website.

Amy M. Schlessman, PT, DPT, DHSc has ~20 years primarily in the school-based setting, promoting physical activity embedded into academics and interdisciplinary collaboration. She is an assistant professor in the DPT program at Tufts University in Phoenix, AZ.

Lara Collins Barros, OTD, OTR/L has been a school-based OT for over 25 years. She developed “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.

Pam Stephenson, OTD, OTR/L, BCP, FAOTA has enjoyed working in various interprofessional teams across pediatric settings, including in schools and in early intervention, as well as in adult settings. Pam is a past Chairperson of the AOTA’s Children and Youth Special Interest Section (CYSIS).

Disclosures: Peggy, Lara, Karen, Pam, and Amy receive speaking fees from Apply EBP, LLC. They have no relevant nonfinancial relationships to disclose.

Registration

For more info and registration

[Click here!](#)

Or contact Carlo at

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646-269-9039

Agenda

This course is from 8:30 am – 3:30 pm **Eastern Time**. Note that you may be in a different time zone. Contact Carlo at carlo@applyebp.com if you have any questions or need assistance.

8:30 am – 10:00 am: Seminar 1: Embedding Movement and Motor Skills in Math: Ideas for Teacher-Therapist Collaboration | Amy M. Schlessman, PT, DPT, DHSc

Are you wanting to promote more movement and practice of gross and fine motor skills within the classroom? Are you looking for more ways to collaborate with and support your teachers? Embed movement and motor skills in Math! Amy starts this course with various research supporting Math with physical activities that you can share with teachers to get buy-in. She will show you over 50 activities to incorporate movement when learning numbers, equations, spatial sense, counting, measurement, estimation, patterns, comparison, time, calendar, and graphs. Yes, get children moving in class with these great ideas from Amy!

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

1. Identify at least 2 math-specific academic benefits of movement
2. Determine at least 2 creative physical activities that can be integrated into math concepts without the use of props
3. Determine at least 2 creative physical activities that can be integrated into math concepts using simple, common items

10:00 am – 10:15 am: Break

10:15 am – 11:45 am: Seminar 2: Select One:

2.1. Practical Strategies for Embedding Interventions into School Environments | Pam Stephenson, OTD, OTR/L, BCP, FAOTA

Are you looking for ways to make changes in your student's real-life performance in various school environments? Are you shifting your practice from "pull-out" to a more embedded model, but finding that your "pull-out" strategies do not translate well inside the classroom?

Join Pam to explore practical strategies and the additional skills that you need to hone to provide embedded services effectively and confidently. You will learn the evidence, as well as the legislative and professional influences on embedded (or contextualized) services, that you can share with your colleagues. She will discuss strategies such as interprofessional collaboration, co-teaching, advocacy, negotiation skills, contextualized assessment, and others. She will apply these concepts via a case study to get you started on the practice change you desire!

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

1. Determine 3 benefits of providing contextualized school-based services
2. Select 2 assessment tools or strategies that are consistent with contextualized service provision
3. Identify 3 strategies for embedding interventions into natural school contexts or environments

2.2. PT Track: Embedding PT Services In General Education Classrooms | Karen Tartick, PT

This seminar will demonstrate via case vignettes and videos ways to seamlessly embed your PT expertise into various pre-k and elementary school routines and activities. Karen will discuss strategies to overcome obstacles such as the selection of appropriate class opportunities, getting buy-ins from classroom staff, and managing your schedule. Participants will leave with multiple ideas, as well as the confidence to apply their PT expertise from assessing students' needs and goals to improving students' functional skills in the real-world setting of the classroom.

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

1. Identify 2 student goals that can be addressed via embedded services

2. Identify 2 class location, routine or activity where embedding PT services would be appropriate on a given case study
3. Determine 2 embedded PT interventions on a given case study

11:45 am – 12:15 pm: Lunch (on your own)

12:15 pm – 1:45 pm: Seminar 3: Select One:

3.1 OT Track: 3 Steps to Successful Embedding of OT Services: Plus 6 Real-life Case Study Applications | Lara Collins Barros, OTD, OTR/L

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 into the classroom that you can use the very next day! 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

3.2. PT Track: Implementing Assistive Technology for Students with Multiple Disabilities | Karen Tartick, PT

So, you received a student's assistive technology (AT) for mobility, standing, sitting and/or toileting – how can you ensure that the student gets the maximum benefit from it? This seminar will discuss the successful implementation of AT to improve school access and participation for students with multiple disabilities. Karen will show case vignettes and videos illustrating the incorporation of these equipment into a student's daily class routine. Participants will learn strategies to address barriers to AT implementation and ensure frequent use during the school day or week.

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

1. Identify 2 benefits of the use of assistive technology to improve participation in the educational environment
2. Determine appropriate assistive technology that promotes participation in meaningful school activities with peers, on a given case scenario
3. Identify 2 strategies to support implementation for the use of assistive technology in the schools

1:45 pm – 2:00 pm: Break

1:00 pm – 3:30 pm: Seminar 4: Using Routines as a Therapy Tool: For Assessment and Intervention Planning Virtually or In-Person | Peggy Morris, OTD, OTR/L, BCP

Are you struggling connecting with your clients to identify meaningful goals and design interventions that are carried over at home and/or in school? This seminar gives you the tools you need to shift your practice to include a routines-based approach to your assessment and intervention planning, whether you are practicing virtually or in-person. What does a routines-based approach really look like? Peggy will walk you through 5 easy steps of a “Time of Day” (routines-based) approach. Participants will immerse themselves into a video of a school-based provider engaged in routines-based conversations with families and teachers to explore critical natural “time of day” activities. Peggy will reference tools such as the Routines-Based Interview, the SATIRE, and the School Function Assessment as options to assist with structuring a routines-based approach to assessment for occupational, physical, and speech therapists across practice settings and age ranges. Participants will learn to use results of the conversations and assessment to conduct targeted observations, create functional goals and design evidence-informed interventions that support adherence to carryover and meaningful life outcomes. Strengthen your relationships with your current clients! And start it right with your future clients!

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

1. Identify the purpose of using “time of day” (routines-based) approach in assessment of children with disabilities
 2. Select two examples of matching the client’s desired outcome with a “time of day” intervention
 3. Determine two strategies for interventions that promote the child’s participation within a natural routine, on a given case study
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CEUs

6 hours of continuing education training are awarded to learners who complete this course

For OTs and OTAs

- Apply EBP, LLC is an AOTA-approved provider of CEUs. You will receive 0.15 CEUs for each seminar



For PTs and PTAs

- Apply EBP, LLC is an approved provider of CEUs for PTs and PTAs in IL, NM, NY, OK (BAP202310011), and TX (APS #: 2703055TX)
- The seminars included in this course are approved for PTs and PTAs in CA.
- This course is approved in MD (#2022-79 thru 2/17/2026) and NJ (#2201-63 thru 1/31/26).
- These PT state boards accept approval by other states boards or state associations: AK, AZ, DC, DE, FL, HI, IN, KS, KY, MA, MI, MT, NC, ND, OR, PA, RI, SD, TN, UT, VT, VA, WI and WY.
- These states do not require pre-approval of courses or have no CE requirements: AL, CO, CT, GA, IA, ID, ME, MO, NE, NH and WA.

For Teachers

- Apply EBP is an approved sponsor of CTLE for educators in New York State (#23827)

If you would like to obtain CEUs for another state, please email carlo@applyebp.com.

Registration

For more info and to register

[Click here!](#)

Or contact Carlo at
carlo@applyebp.com
646-269-9039

Cancellation policy: Registrants may cancel up to 14 days prior to the course for a refund minus a \$75 administration fee. There is no cancellation less than 14 days prior to the course; you can find a substitute or use your registration to attend a future Apply EBP course. There is no cancellation or substitution after you have received any course material; you can use your registration to attend a future presentation of the same course. Email applyebp@gmail.com to request to cancel. Apply EBP reserves the right to cancel a course up to 14 days prior to the course due to insufficient registration, with a full refund to registrants. Please do not arrange non-refundable travel arrangements until 13 days prior to the course, as Apply EBP is not responsible for such expenses.

Accommodation: Email or call 2 weeks prior to the course for any requests for accommodation.