

Improving Motor Outcomes in Autism: A Collaborative Approach to Evaluation, Goal Planning and Intervention

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Faculty

Christy Hupka, PT, DPT, PCS is a board-certified specialist in pediatric physical therapy currently practicing at Winnie Palmer Hospital for Women and Babies in Orlando. She has 24 years of experience as a physical therapist. She worked for 13 years in the school system working with kids from preschool to transition age. Christy recently shifted to working in the NICU after completing a Fellowship at Seattle Children's Hospital. While working in the schools, she co-led a GoBabyGo program, providing powered mobility for young students. Currently, she serves as the co-chair for the APTA Academy of Pediatrics Power Mobility Fact Sheet Task Force.

Disclosures: Christy Hupka receives a speaking honorarium from ERI. She has no relevant non-financial relationships to disclose.

Amy Barr, PT, DPT is a school-based therapist and Physical Therapy Liaison for Cherry Creek School District in suburban Denver. She has 26 years of experience working with adults and children and has spent the last 20 years serving preschool through transition age students in school-based practice. She is a member of the PT/OT Advisory Committee for Colorado Department of Education. Amy currently serves as the Chair of the APTA Academy of Pediatrics School-Based Special Interest Group.

Disclosures: Amy Barr receives a speaking honorarium from ERI. She has no relevant non-financial relationships to disclose.

About this Live Webinar

This course provides evidence-based, collaborative strategies to improve developmental outcomes for children with autism through child-centered care. We will explore each stage of the therapeutic process from an algorithmic assessment strategy to tools for developing meaningful transdisciplinary goals. The effects of sensory processing differences and modification for interventions will also be examined.

Objectives

1. Determine the best test and measures to evaluate the functional skills and participation of a child with a diagnosis of autism.
2. Identify the steps for developing a collaborative goal.
3. Develop a SMART goal for a child with Autism.
4. Integrate considerations for children with Autism into treatment strategies.
5. Select appropriate outcome measures incorporating both the ICF and child-centered care.

Audience

This course is designed for OTs, OTAs, PTs and PTAs.

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Schedule – Day 1 8:40 am - 4:00 pm EST (US)

8:40-9:00	Webinar Registration/Zoom Course Opens
9:00-9:30	Autism diagnosis and criteria, motor impairments and impact on quality of life
9:30-10:00	Evaluation algorithm for ASD • Why use an algorithm? ◦ Visual presentation of clinical reasoning ◦ Consistency of Practice ◦ Ability to compare outcomes • Assessment Tools ◦ Movement Assessment Battery for Children – 2 ◦ Pediatric Evaluation of Disability Index – Computer Adapted Test ◦ School Function Assessment ◦ Timed Up and Go
10:00-10:30	Clinical Take Aways for Recommended Assessment Tools • Child's personal factors, environmental factors, and medical history are critical to assessment selection • Considerations for different settings, abilities and needs
10:30-10:45	Break
10:45-11:30	Case Studies: Applying the Algorithm • Case 1 – preschooler with an educational diagnosis of ASD Level 3 who is non-verbal, has low-tone, and becomes dysregulated easily. • Case 2 – elementary school student with a medical diagnosis of ASD level 1 who also has Van Neck-Odelburg syndrome with a right hip dislocation and benign pelvic tumors • Case 3 – middle school student with a medical and educational diagnosis of ASD level 3 who is non-verbal, follows based directions, and has poor visual awareness of surroundings
11:30-12:15	Strategies for collaborative assessments • In the school setting - collaboration between PT, OT, SLP, Mental Health, Special Education teachers • These strategies can easily be generalized to a home health or outpatient setting that has access to a variety of clinicians but some strategies and tests will be specific to the school setting
12:15-12:45	Lunch
12:45-2:15	Transdisciplinary Goals • Evidence for and barriers to

Schedule – Day 1 (continued)

	• Tools to develop transdisciplinary goals • Making goals meaningful for each student
1:15-2:30	Break
2:30-3:00	Case Study: Collaborative goals • Elementary school student with a diagnosis of ASD Level 3 • Collaborative goal examples including functional and academic routines
3:00-4:00	Group Activity & Discussion: Creating collaborative goals through case studies

Schedule – Day 2 8:40 am - 4:00 pm EST (US)

8:40-9:00	Webinar Registration/Zoom Course Opens
9:00-9:30	Etiology & characteristics of autism pertinent to intervention strategies and outcome measures
9:30-10:30	Sensory processing, communication, and social considerations from the perspective of a motor therapist • Impact on assessment, goals, and intervention
10:30-10:45	Break
10:45-12:15	Best Practice Interventions • What does the evidence say regarding... ◦ Motor development interventions ◦ Sensory processing interventions ◦ Progression of interventions
12:15-12:45	Lunch
12:45-1:30	Implementing collaborative interventions • Different abilities and needs and how they impact interventions • Collaborative Interventions in the school setting • Other settings
1:30-1:45	Case Study: Interventions • Elementary school student diagnosed with ASD Level 3
1:45-2:15	Group Activity: Designing collaborative intervention
2:15-2:30	Break
2:30-3:00	Outcome Measures • Progress monitoring/reporting
3:00-3:15	Collaboration with Families
3:15-3:30	Community involvement
3:30-4:00	Pulling it all Together

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Webinar Dates and Times

September 14 and 21, 2024

8:40 am EST • 7:40 am CST • 6:40 am MST • 5:40 am PST (US)

Registration is for both sessions. Zoom log-in instructions and course materials will be emailed/added to your ERI account 5-7 days prior to the first date of the webinar.



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LIVE WEBINAR: Improving Motor Outcomes in Autism: A Collaborative Approach to Evaluation, Goal Planning and Intervention - Hupka and Barr

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