

Seventeenth Annual



THERAPIES IN THE SCHOOL

November 17-18, 2016

Framingham, Massachusetts

Pre-Conference: November 16, 2016

**The Zones of Regulation®
A Framework to Foster Self-Regulation & Emotional Control**

**Last year, the conference sold out with a waiting list!
Register early to avoid disappointment**

This year's conference focuses on collaborative approaches to supporting instruction in the classroom with related services, the functional but struggling child, how to support fine motor skills and what is realistic for the moderate to severely involved child. In addition, the conference will highlight mindfulness, movement and music, therapeutic implications of our current knowledge of how the brain works, motor issues in ASD and visual processing as it affects learning.

We hope to see you at this year's conference.
Limited Availability so Reserve Early!

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(508) 359-6533 or (800) 487-6530
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WEDNESDAY NOVEMBER 16 2016 PRECONFERENCE

The Zones of Regulation® A Framework to Foster Self-Regulation & Emotional Control

The Zones of Regulation presentation provides teachers, therapists and parents with hands-on knowledge on the nature of self-regulation and strategies for improving self-regulation and emotional control in individuals of all ages. The presentation addresses topics such as: the brain's involvement, typical development, sensory processing, emotional regulation, and executive functioning. Audience participants will learn an explicit, stair-stepped method and tools to guide students in utilizing The Zones framework across situations and environments to regulate sensory needs, impulses, and emotional states to social demands.

Leah Kuypers, M.A. Ed., OTR/L

Leah has practiced as an OT/autism specialist, specializing in self-regulation and social learning. She created The Zones of Regulation®, a framework designed to teach self-regulation, and is author of the book by the same name (2011, Social Thinking Publishing). She provides trainings and consultation to parents and professionals, and offers workshops on the Zones to groups across the country. She often presents with Michelle Garcia Winner.

OBJECTIVES

- Cite strategies to identify ones level of alertness and emotions and describe how social and contextual cues are used to decipher expected behavior.
- Demonstrate strategies to use to adjust ones level of alertness/emotions to match the demands of the environment.
- Identify ways to integrate The Zones into practice and generalize skills across settings.
- Develop insight into a systematic way to teach students to self-regulate.
- Identify sensory processing systems, integration and its impact on modulation.
- Outline executive functions that frequently impact self-regulation.

SCHEDULE

<p>8:00-8:30 Registration</p>	<p>12:00-1:00 Lunch (on your own)</p>
<p>8:30-10:00 Introduction to self-regulation</p> <ul style="list-style-type: none"> •What is self-regulation? •Development of self-regulation •Components of self-regulation <ul style="list-style-type: none"> •Sensory and think, pair, share on sensory lifestyle •Executive functioning 	<p>1:00-1:30 Zones curriculum continued</p> <ul style="list-style-type: none"> •Zones and perspective taking •Exploration of tools for the Zones <ul style="list-style-type: none"> •Sensory supports •Calming techniques •Thinking strategies •Reflection on personal Toolbox
<p>10:00-10:15 Morning Break</p>	<p>1:30-2:15 Zones curriculum continued</p> <ul style="list-style-type: none"> •When and how to use tools •Identifying triggers •Stop, Opt, and Go problem solving
<p>10:15-11:00 Continue discussion on self-regulation</p> <ul style="list-style-type: none"> •Emotional regulation •Social cognition •How we view behavior 	<p>2:15-2:30 Afternoon Break</p>
<p>11:00-11:30 The Zones of Regulation Framework</p> <ul style="list-style-type: none"> •Integrating theories and approaches •Defining the four Zones 	<p>2:30-3:15 Implementing the Zones</p> <ul style="list-style-type: none"> •Adapting to different population/group discussion •Using with other approaches •Assessment and data collection •Multi-disciplinary collaborative approach
<p>11:30-12:00 Zones curriculum</p> <ul style="list-style-type: none"> •Introducing the Zones to students •Identifying the Zones in self and others 	<p>3:15-4:00 Case Study</p>

THURSDAY NOVEMBER 17 2016

8:15-8:45 Registration/Continental Breakfast

8:45-9:00 Welcome and Introduction - Carol Loria, Conference Chair

**9:00-10:30 A Collaboration Challenge:
Therapists Successfully Supporting Differentiated Instruction in the Classroom**

Sara Harvey

With increased focus on Differentiated Instruction and Universal Design for Learning, teachers are working to manage various types of learners. Learn how to effectively communicate instructional strategies (based on task analysis, neurologic development and student ability) partner to create accommodations and demonstrate students supports to empower teachers to create classrooms that support all types of learners.

10:30-10:50 Break

10:50-12:20 Current Issues for Related Services: Addressing What Matters

Jan Hollenbeck, Margaret Morris

This session will address commonly asked questions from related service providers including how to evaluate school function, write meaningful IEP goals, support students in natural school contexts and use flexible service delivery models to address what matters most for student success.

12:20-1:45 Lunch (on your own)

1:45-5:00 Concurrent Workshops I: *Afternoon breaks will be scheduled for each workshop. (Indicate your first and second choices on the registration form)*

A. The Functional but Struggling Child: Effectively Addressing Mild Motor Impairments in Children with Aspergers Syndrome, DCD, mild CP, Visual Challenges and Sensory Processing Concerns

Sara Harvey

We all know students who test well but struggle to manage their day or students who have ongoing mild motor challenges that will follow them during their school career. Learn interventions across grade levels to improve student efficiency, participation and engagement while balancing the need for the student to remain in the least restrictive environment.

B. Applying School Based Strategies: Support Fine Motor, Visual Perceptual, and Visual Motor Integration Skills in the Classroom

Karen Hefler

This session will provide strategies to integrate services that address fine motor and visual perceptual motor skills across school settings.

C. Access for Students with Moderate to Severe Physical Challenges: What is Relevant?

Maureen McCabe, Christopher Marotta

This session will discuss access and participation for students with complex physical needs (orthopedic and neuromotor challenges) in the school setting. Concomitantly, examples of adaptive seating and positioning, school ADL, assistive technology and adaptive mobility devices for these students will be described.

D. Building an Evidence-Based Action Plan to Achieve Functional Outcomes

Jan Hollenbeck, Margaret Morris

Analyze and apply available evidence and current best practice in areas of contextual services and desired functional outcomes for students with IEPs. Prioritize one practice area for potential change and develop a sequential plan to implement this change.

FRIDAY NOVEMBER 18 2016

8:00-8:30 Registration/Continental Breakfast

8:30-10:00 Mindfulness, Movement and Music: Classroom Strategies

John Pagano

Mindfulness, movement and music activities improve student attention, behavior and learning. Learn strategies for individual, small group, and classroom intervention through group practicum exercises. Emphasis will be given to strategies for improving learning in students with behavioral, developmental and sensory processing challenges.

10:00-10:20 Break

10:20-11:50 Evidence Based School Practice: Therapeutic Implications of Current Knowledge on How the Brain Works, Motor Control and Motor Learning

Bobby Nabeyama

This seminar will highlight findings and applications of neuroplasticity, the validity in central nervous system changes, motor outcomes, and contributing variables. Explore the challenges of translating evidence to practice, how to choose valid therapies, common practices, and discuss the feasibility and fidelity of practices. Learn interventions that set up neuroplastic changes in children with disabilities.

11:50-1:00 Luncheon (provided)

1:00-4:15 Concurrent Workshops II *Afternoon breaks will be scheduled for each workshop. (Indicate your first and second choice on the registration form)*

A. Group Treatment Strategies

John Pagano

This workshop builds on the morning session to help school therapists enhance their small group and classroom interventions. Experiential exercises and a treatment video will be used to teach sensory-based interventions and multi-sensory active learning tasks for use in small group and classroom wide therapy sessions. Through experiential activities, participants will learn many brief movement and mindfulness activities for students of varied ages and developmental levels.

B. Motor Challenges in Children with Autism Spectrum Disorders

Bobby Nabeyama

Children with autism spectrum disorders often present with varied motor impairments that interfere with their school participation. This seminar will enable therapists to apply scientific principles to their interventions and decisions to improve motor outcomes and participation in children with ASD.

C. Visual Processing/Visual Deficits: Treat, Remediate, Compensate, Refer?

Melissa Gerber

This session will highlight visual processing skills and how they impact the student in the class room. Learn when it's appropriate to treat, remediate or compensate and when it's time to refer the student for further testing.

D. How to Collect Data and Use It To Drive School-Based Therapies.

Judah Axe

Teachers and therapists working with students with disabilities must collect data on student performance to ensure interventions are effective or make changes if they are ineffective. Learn how to design measurement systems for specific learning objectives and conduct and select various data collection methods.

CONFERENCE FACULTY

Join our faculty of experts who are on the forefront of school based practice.

Judah B. Axe, PhD., BCBA-D, received his MA. and PhD. in Special Education and Applied Behavior Analysis at The Ohio State University. He is currently an Associate Professor of Education and Behavior Analysis at Simmons College, the Director of the Special Education Program at Simmons and a Board Certified Behavior Analyst.

Melissa K. Gerber, MS, OTR/L is a school based Occupational Therapist for the Great Neck Public Schools and is currently completing a doctorate in occupational therapy at Quinnipiac University. She is the president of 4MYKIDSOT, a private practice conducting preschool and early intervention evaluations and treatment.

Sara Harvey, PT has served as the Physical Therapist in the Northampton, MA school district for the last 13 years, where she provides training and support for district staff on collaboration, IEP planning and development, sensory processing in the classroom, and inclusion. Sara presented at a previous Therapies in the School Conference.

Karen Hefler, OTR/L, is an Occupational Therapist and owner of Rehabilitation Therapy Associates, a private practice that provides occupational therapy services to public school systems, charter schools, and private schools. She has extensive experience in school-based practice and has presented on school based topics included program development and management, inclusion, goal writing, and classroom based strategies for sensory processing, fine motor development, and visual perceptual motor skills.

Jan Hollenbeck, OTD, OTR is the Special Education Coordinator responsible for related services, assistive technology, 504, and secondary transition services for Medford Public Schools. She has lectured extensively on school-based practice and is first author of the Guidelines for Provision of Occupational Therapy in Massachusetts Schools.

Maureen McCabe PT, DPT provides Physical Therapy to students with moderate to severe physical disabilities at the Henry Viscardi School in Albertson, NY. She also lectures on pediatric orthopedic topics both nationally and internationally.

Christopher Marotta MS, OTR/L provides Occupational Therapy services to students with physical disabilities at the Henry Viscardi School in Albertson, NY. He also presents and lectures on assistive technology topics at colleges and universities in New York.

Margaret Morris, OTD, OTR/L, BCP is on faculty at Tufts University Department of Occupational Therapy. Experience includes 30+ years in pediatrics; research interests include school team collaboration and adult learning strategies.

Bobby Nabeyama, PT, DPT, MS is an expert in evidence-based practice, neurology, and pediatrics. He utilizes and trains professionals in data-driven practices, behavioral skills training, and applied behavior analysis.

John Pagano, PhD, OTR/L works as an Occupational Therapist in an adolescent psychiatric hospital school and presents workshops internationally for therapists and teachers on integrating behavioral, developmental and sensory processing strategies. Dr. Pagano is known for his humorous, practical presentations and FAB Strategies® blog www.fabstrategies.org

*Instructor disclosure information available at:
<http://www.educationresourcesinc.com/faculty-details/multi-faculty>*

LOCATION AND ACCOMMODATIONS

Sheraton Framingham Hotel* 1657 Worcester Road (Route 9) • Framingham, MA

A limited number of rooms have been reserved at the Sheraton Framingham Hotel, **until October 16, 2016** at a rate of \$133.00 per night plus tax.* You may call the hotel directly at 508-879-7200. Mention Education Resources to receive the discounted rate.

We urge you to make your hotel reservations as soon as you receive course confirmation. Please call our office to confirm your acceptance before making non-refundable airline reservations.

*Conveniently located only 18 miles west of Boston and just off the Massachusetts Turnpike (I-90).

CEU INFORMATION

The Preconference meets the criteria for 6 contact hours (0.6 CEUs). The Therapies Conference meets the criteria for 12 contact hours (1.2 CEUs, PDUs). Participants who require Massachusetts PDPs can bring their Certificate of Attendance to their respective districts for approval. Approved by the New York State Board of Physical Therapy and by the New York State Education Department for 7.2 contact hours for the preconference and 14.4 contact hours for the Therapies Conference.



Approved provider of continuing education by the American Occupational Therapy Association #3043 for 6 contact hours (0.6 CEUs) for the PreConference and 12 contact hours (1.2 CEUs) for the Therapies Conference. Intermediate level. Occupational Therapy Process: Evaluation, Intervention. The assignment of AOTA CEUs does not imply endorsement of specific course content, products or clinical procedures by AOTA.

National Board for Certification in Occupational Therapy Inc. (NBCOT) Professional Development Provider - Preconference - 6 PDUs, Therapies- 12 PDUs



Education Resources, Inc is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology

and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

The Preconference is offered for up to 6 ASHA CEUs and the Therapies Conference for up to 1.2 ASHA CEUs (Intermediate level, Professional area).

PROGRAM OBJECTIVES

Participants will be able to:

- Discuss collaborative techniques to support differentiated instruction in the classroom
- Select and utilize effective research based treatment techniques, embedded interventions and shared goals.
- Recommend methods that reflect current mandates and best practices for the provision of integrated related services.
- Discuss strategies to treat children within a school setting from the mildly to the moderately to severely impaired child.

TESTIMONIALS

I have attended several Therapies in the School Conferences during my professional career. Each one has been unique, but all share one factor; they all have the same effect on me - to reignite the passion that I have to learn about the field of speech-language pathology and school based therapies, the nuances of working in an educational environment, the latest in cutting edge research, pedagogy. - Aylson Marcello, SLP

Excellent! I am a new PT in school setting. Gave me great strategies to connect with all of my kids (pre-school-high school) Thanks! - Elizabeth Welch, PT

The Therapies in the School Conference is consistently one of the best year to year. Not only are the speakers and topics up to date, the facilities are well thought out. Kathy, OT

REGISTRATION SCHOOL CONFERENCE

Deadline for registration is **October 26, 2016**. Registration will be accepted after the deadline on a space available basis. Groups of 3 or more will be eligible for a discount and must register together. To receive a refund (minus a non-refundable \$75 administrative fee), cancellation must be received by October 26. No refunds after October 26. Enrollment is limited, so register early!

Please make check payable and return to:

Education Resources, Inc., 266 Main St., Suite 12, Medfield, MA 02052
(508) 359-6533 or (800) 487-6530 (outside MA). Fax (508) 359-2959

- Preconference Only Nov 16th _____ **\$265** Group Rate: \$249
 Preconference + Therapies 1 Day _____ **\$495** No Group Rate
 Preconference + Therapies 2 Days _____ **\$675** Group Rate: \$660
 Therapies 1 Day Day1 Day2 _____ **\$265** No Group Rate
 Therapies 2 Days _____ **\$475** Group Rate: \$460

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 For November 17-18

Please write (1) for your first choice and (2) for your second choice of workshops for each day. Sessions do fill. First choices will be allocated on a space available basis

Day 1 _____ **A** _____ **B** _____ **C** _____ **D**

Day 2 _____ **A** _____ **B** _____ **C** _____ **D**

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 Visa Discover MasterCard

Credit Card # _____ Exp. Date _____

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

"This course was excellent. I have been treating for eleven years and this course gave me a renewed passion for my job. The information was very pertinent and new for the field. It was great for any school therapist. It's nice to have a course designed for the job I do!"

Kathryn Biel, physical therapist