

Therapies in the School

Twenty-Fourth Annual Conference

November 16-17, 2023

09:30 am EST ▪ 08:30 am CST ▪ 07:30 am MST ▪ 06:30 am PST

LIVE VIRTUAL WEBINAR

Dynamic Topics Presented by Leading Experts at the Annual Conference for School-Based Therapists!

For 24 years, ERI has been committed to renewing your passion for school-based therapy and providing you with tools and strategies you can use right away to improve learning outcomes for your students.

This year is no different!

Some of the conference highlights include:

- Understanding and Adopting **Neurodiversity-Affirming Practice** in School-Based Therapy
- Why **sleep** matters for school participation and performance
- Educational impact of **dysphagia** management in school
- How to facilitate **productive dialogue** and **decisions** around hard topics with parents, colleague and administrators
- Ways to embed **movement into academics**
- How to support student **mental health & feeling safe** in schools
- Updates in **neuroplasticity** and the application to school-based practice
- Improving outcomes for students with **ADHD**
- **Integrating the CO-OP Approach** to increase engagement and generalization of skills
- Strategies to increase **postural control and function**



Be sure to reserve your spot now. We can't wait to learn with you!

Choose the track that best meets your needs!

AUDIENCE

This intermediate level conference is for PTs, PTAs, OTs, OTAs, SLPs and special educators working with the school aged child.

Join the ERI community that fosters therapists building connections, sharing ideas, and actively learning.

We hope to see you at this year's conference.

Thursday, November 16, 2023 – All Times Are EST (US)

09:30-10:00 **Zoom Registration/Course Opens**

10:00-10:15 Welcome and Introduction – *Alyson Loria, VP, Carolyn Cwalinski*, Conference Chairperson

10:15-11:45 **In with the New: Understanding and Adopting Neurodiversity-Affirming Practice in School-Based Therapies**
Lisa Marnell

Are we meeting the needs of our autistic students and serving their long-term best interests? Presented by an autistic OT (who prefers identify first language),The neurodiversity-affirming paradigm will be defined and then utilized to identify ableist practices and to adopt goals and accommodations that align with autistic neurology. The question of collaboration with traditional behavioral staff will be addressed and strategies to support the focus and regulation of autistic students will be provided.

- Categorize therapy goals as either ableist or neurodiversity-affirming.
- Relate neurobiological differences in autism to student function.

11:45-12:00 Break

12:00-1:30 **What's sleep got to do with it?**

Arsenio Paez

Sleep has an enormous impact on a child's school day. When disrupted, impaired sleep leads to poor focus, attention, memory, concentration, motor coordination, executive function, and often mimics behaviours associated with ADD or sensory dysregulation. In this session, you will learn strategies to help sleep be more effective and support learning and participation in school.

- Identify the role of sleep in maintaining brain and body health across the lifespan.
- Correlate behaviours in school-aged children that may result from/indicate poor sleep
- Identify common causes of poor sleep in school-aged children.
- Choose a sleep screening tool to determine if a student may have sleep difficulties impacting school performance.
- Relate sleep hygiene concepts and recommendations to parents and caregivers to facilitate healthy sleep in school-aged children (integrate sleep hygiene and CBTi principles).

1:30-2:00 Lunch Break

2:15-5:30 Concurrent Workshops 1: Afternoon breaks will be scheduled for each workshop.

A. Picture This! Reframing School-Based Therapy to Embrace Strengths and Cultivate Autonomy in Autistic Students

Lisa Marnell

This session, led by an autistic OT, (who prefers identity first language), will provide evidence-informed reasons to incorporate autistic students' strengths into school-based therapy. Master assessment tools and learn practical strategies to develop strengths-based remedial goals as well as neurodiversity-affirming goals and accommodations. Acquire leadership strategies to steer schools through the process of change, reframing deficit-based assumptions and language of IEP documents and embrace approaches of active listening and a growth mindset to counter natural pushback from staff.



- Identify a difference between medical and social models of disability when providing therapy intervention to an autistic student.
- Choose an assessment method to identify the strengths of an autistic child.
- Determine a goal which incorporates the child's strengths in order to promote function using the provided case study.
- Update a current IEP goal to align with neurodiversity-affirming and strengths-based practices.
- Utilize one of the leadership theories presented to guide a school through the transition from behaviorally-based goals and accommodations to neurodiversity-affirming practices.

B. Demystifying Dysphagia: Educational impact and effective team collaboration

Anais Villaluna, Carolyn Dolby, Dana Kizer

Learn tools and strategies to guide your clinical decision-making process for assessment and treatment of a child with pediatric feeding disorders in the educational setting. Resources regarding applicable laws, IEP meetings, feeding and swallowing plans, and the challenges unique to implementation in the educational setting will be provided.

- Determine the legal requirements for the provision of pediatric dysphagia management in the educational setting.
- Determine a benefit of providing dysphagia services to the child with pediatric feeding disorders in the school setting.
- Determine when to apply strategies for managing pediatric dysphagia in the educational setting based on presenting impairment, response to intervention, and prior instrumental assessment.
- Identify components necessary to develop culturally competent feeding and swallowing interventions in the educational setting.
- Apply an intervention strategy to address an identified functional limitation when implementing pediatric dysphagia management in the educational setting by applying assessment strategies and implementing appropriate treatment techniques during interactive case studies.

C. Difficult Conversations: Facilitating productive dialogue and decisions regarding entrance/exit criteria and dosing recommendations.

Susan Cecere

Learn to (1) identify students who need the expertise of school-based OT and or PT (2) apply best practices to those students (3) “dose” services both to and on behalf of students and (4) learn effective negotiating strategies when difficult conversations arise.

- Apply procedural requirements and clinical reasoning to make decisions regarding the need for therapist expertise.
- Identify an example of best practice to support outcomes for students who receive therapy services in school.
- Apply a dosing concept to make a service decision for an eligible student.
- Utilize a conflict management model to assist with a difficult conversation regarding services.

D. Move it! Embedding Movement into Academics

Josephine Bardebelias

Explore the importance of movement on cognitive functioning! Examine key neurodevelopmental learning concepts as well as the cognitive benefits of movement. Integrating these views into the school context, we will identify and apply therapeutic techniques into a variety of school settings. This interactive course will provide creative ideas intertwining movement and academics that can be implemented the very next day and can be easily embedded into classroom, individual or group sessions.

- Relate neuromotor development to learning.
- Recognize the benefit of motor activities on learning.
- Enhance current treatments by incorporating movement to improve participation in academic activities.

E. Struggling Learners: Is Vision the Hidden Factor? Choosing the Right Path for Better Outcomes

Traci Ziemkiewicz

Learn vision impairments commonly present in the schools, screening tools for ocular and cortical vision impairments and common associated diagnosis with each. Clinical reasoning and results-based interventions will be discussed to help the therapists create a comprehensive plan in addition to compensation versus remediation when working with students.

- Determine if ocular or functional vision screenings and assessments are needed to address common diagnosis encountered in a school setting.
- Differentiate between ocular and cortical vision impairments and their subsequent interventions.
- Identify an appropriate accommodation for visual access vs. remediation.

8:30-9:30 **Morning Yoga Session**

Anne Buckley-Reen

09:30-10:00 **Zoom Registration/Course Opens**

10:00-10:15 **Introduction, Scholarship Presentations, Raffles**

10:15-11:45 **Mental Health & the Importance of Feeling Safe in School**

Monica Keen

Learn about common mental health diagnoses encountered in school aged children. We'll explore the red flags indicating the need for further services and the effects mental health impairments have on academic performance and engagement. Learn to see the TOTALITY of the school-aged child which includes considering their mental health. We will also explore the impact COVID 19 continues to have on our students both in the classroom and at home.

- Determine how COVID 19 impacted and continues to impact the mental health of school-aged students.
- Identify at least 3 issues that impact mental health and school performance in school aged children.
- Determine a strategy to address mental health needs and behavior seen in the classroom.
- Recognize common mental health diagnoses in the school setting.
- Modify interventions in real time, taking into account mental health considerations of the student given the case study provided.

11:45-12:00 Break

12:00-1:30 **Harnessing contemporary motor learning: Ensuring success in school and beyond**

Kim Wynarczuk, Jennifer Elinich

Learn updates in evidence related to motor control, motor learning, and neuroplasticity and apply this rapidly expanding research to contemporary school-based therapy practice. This session will 1) explain contemporary research on motor and learning, 2) articulate primary principles of experience-dependent neuroplasticity, and 3) explore motor learning and neuroplasticity applications to support students.

Recognize contemporary motor learning principles.

- Identify three principles of experience-dependent neuroplasticity.
- Apply a motor learning and neuroplasticity principle to school-based practice.



1:30-2:00 Lunch Break

2:15-5:30 Concurrent Workshops II: Afternoon breaks will be scheduled for each workshop.

A. Raising Expectations and Increasing Participation for Students with Medical Complexity

Tanya Myers, AnnMarie Stauffer, Lisa Gradziel

Working with children with medical complexity poses a variety of challenges such as how to effectively assess their skills, identify priorities for treatment, optimize their functional abilities and encourage participation in school. During this session, you will learn to identify strategies to provide meaningful therapy services and determine appropriate interventions, resources and equipment while working towards the child's participatory goals.

- Identify appropriate items to consider in a treatment plan considering the definition of children with medical complexity and using the ICF framework,
- Determine the appropriate equipment to support a child with medical complexity in achieving their functional goals.
- Choose an activity or intervention that promotes participation for a child with medical complexity.
- Select an appropriate assessment measure for a child with medical complexity.

B. **Diving Deeper, Dispelling Myths, and Driving Better Outcomes for Students with ADHD**

Lori Flynn

ADHD is dangerously misunderstood. This comprehensive course will equip school-based practitioners with a robust set of practical evidenced-based resources to improve classroom participation and performance in students with ADHD. We'll challenge myths, improve collaboration, design accommodations, and develop executive function scaffolds to improve classroom performance and positive outcomes for students with ADHD.

- Challenge and dispel harmful misconceptions and stereotypes about students with ADHD.
- Evaluate the impact of ADHD and correlated executive function challenges on academic and social functioning in school-aged children, including challenges related to learning, behavior, and social interactions that impact classroom participation and performance.
- Evaluate the effectiveness of different classroom accommodations, environmental modifications, behavioral interventions, and instructional adaptations supported by evidence to improve academic and social functioning in students with ADHD.
- Apply collaborative consultation skills and strategies to improve classroom participation and performance in students with ADHD.
- Apply best available evidence to select scaffolding interventions to support executive function skills needed for improved classroom participation and performance of students with ADHD.

C. **Adding to Your Tool-Box: Integrating the CO-OP Approach to Increase Student Engagement & Generalization of Skills**

Jeryl Benson

Learn the format and application of Cognitive Orientation to Daily Occupational Performance (CO-OP) Approach in a school setting. Case analysis and discussion will be used to help you think about how to support children with cognitive, executive functioning, and educational participation challenges.

- Identify the key features of the CO-OP Approach.
- Determine the session format/sequence using the CO-OP Approach.
- Apply strategies consistent with CO-OP that can be used during intervention with children ages 5-21.

D. **Straight Up: Strategies to Increase Postural Control and Fuel Function**

Colleen Carey

Expand your knowledge of postural control to support a student's function in school-based tasks in this intermediate level session. Learn to apply current evidence to support participation in children with postural control impairments including updates in research regarding the NDT practice model. School-based interventions to address alignment, activation of postural control and improve functional outcomes will be demonstrated.

- Consider the role of alignment, postural control, environment and task in developing treatment strategies for functional outcomes.
- Recognize how the Contemporary NDT practice model can be used as a framework for school-based interventions.
- Develop school-based intervention strategies to address postural control impairments that limit function.

E. **Harnessing Contemporary Motor Learning: Practical Application of Recent Research in Motor Control, Motor Learning, and Neuroplasticity**

Kim Wynarczuk, Jennifer Elinich

Ensuring student success in the classroom and beyond requires a collaborative, full-team approach. School-based therapists are in a unique position to ensure that their team's approach aligns with contemporary advances in motor control, motor learning, and neuroplasticity. This session will focus on practical application of recent research on motor control, motor learning, and neuroplasticity and will include school-based case scenarios.

- Align school-based practice and feedback with contemporary motor learning principles. Compare contemporary research on motor control, motor learning, and neuroplasticity to school-based guidelines and professional recommendations.
- Apply a principle of experience-dependent neuroplasticity to a school-based case scenario.
- Select a strategy to educate other educational team members on the application of contemporary motor learning and neuroplasticity to school-based practice.

Conference Faculty

At the Forefront of School-Based Practice

Josephine Bardabelias, PT has over 30 years of experience in a variety of settings with a focus on pediatrics and school-based therapy. She has presented on numerous topics such as motor learning through movement, awareness of self in space aligning strategies to meet motor needs and is known for her relevant application-based ideas that can be utilized the very next day.



Jeryl Benson, EdD, OTR/L, FAOTA has over 30 years working in pediatrics with extensive experience in school-based practice and as an educational consultant for schools and families. She is certified to administer the Sensory Integration and Praxis Test, is a certified infant massage instructor and is trained in Neurodevelopmental Treatment for children with cerebral palsy. As a full professor at Duquesne University, her research interests include school-based practice, sensory processing and occupation. Dr. Benson is currently the editor of AOTA Children & Youth SIS Quarterly Practice Connections.

Colleen Carey DPT, C/NDT is the owner and director of the Children's Therapy Center, a pediatric outpatient center located in Suburban Philadelphia. She teaches frequently in seminars to professionals on the topics of early intervention, therapeutic handling/NDT, orthotics, and functional goal outcomes. Colleen has extensive experience with a variety of developmental disorders and coordination disorders. She also has experience in indications for physical therapy within the educational environment and the role of adaptive physical education. Colleen has worked in community early intervention programs, preschool settings, educational settings, rehabilitation hospitals, and outpatient centers.



Susan Cecere, PT, MHS is an experienced speaker on practice and administrative school-based therapy topics. She 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 was the VP of the Academy of Pediatric Physical Therapy for 8 years and represented the academy in several national public education coalitions.

Carolyn Dolby SLP specializes in pediatric feeding and swallowing evaluations and interventions as the Dysphagia Support Speech Language Pathologist for Cypress-Fairbanks Independent School District located in Houston, Texas. As a sought-after speaker for both national and local professional events, she shares her passion of providing dynamic, student-centered, school-based dysphagia services.



Jennifer Elinich, PT, DPT, a board-certified clinical specialist in neurologic physical therapy who has practiced in a variety of settings and is currently in an outpatient setting. She has conducted, published, and presented research on the impact of mindset on learning, burnout in physical therapists, and diversity, equity, and inclusion in physical therapy education.

Lori Flynn MS OT is a practicing school-based occupational therapist with over two decades of continuous experience working in the public school system. She holds a master's degree in occupational therapy and is certified as an ADHD practitioner and parent coach. As the founder of OT4ADHD.com, Lori is committed to providing school-based professionals with effective, research-based strategies to support both students with ADHD and their teachers. Her expertise and passion are driven by ongoing continuing education and lived experience.





Lisa Gradziel, PT, DPT, PCS, C/NDT is a pediatric PT with over 19 years of pediatric experience and is works at the Center for Discovery in NY. She has an interest in promoting functional movement skills for individuals with complex disabilities, as well as an interest in adapted recreational opportunities. Lisa is a member of the Academy of Pediatric Physical Therapy and the APPT School-Based SIG Subcommittee for Children with Medical Complexity.

Monica Keen, OTD, OTR/L has over 33 years of experience, 27 of which is in the schools. She is passionate about OT and has a distinct interest in mental health, trauma-informed care, and pediatrics, particularly autism. The findings of her research during her doctoral program were sobering and have ignited a desire to discover ways to re-establish OT as a recognized mental health provider.



Dana Kizer OT has a special interest in feeding and sensory processing. Dana has presented on feeding therapy and interventions nationally and is a published author on pediatric feeding disorders. She currently volunteers her time with Feeding Matters by serving on the Family Advisory Council to help families navigate the complex world of pediatric feeding disorders.

Lisa Marnell, OT, OTD, MBA is a pediatric OT with over twenty years of experience. The focus of Lisa's OT specialization includes sensory integration, emotional regulation, and executive function. Dr. Marnell is the founder of Kids Master Skills LLC, a member of the board of directors at the STAR Institute, faculty member at BU, and recently began a private practice in California, where she provides neurodiversity-affirming and strengths-based OT support to autistic clients and their families. Diagnosed autistic herself, Lisa works with teachers and families to cultivate autonomy, agency, and quality of life in autistic children and teens.



Tanya Myers, PT, DPT, CAS has practiced for over 30 years with most of her time spent in pediatrics. She is currently a school-based PT serving children 3-21 and also works at a local outpatient facility providing services for children with SMA. Tanya is an active member of the Lititz AMBUCS, the APTA-PA, and the APTA as well as serving on the APPT-School-based SIG Subcommittee- Children with Medical Complexity

Arsenio Paez, PT was a school -based PT for over 20 years and has taught in higher education on motor learning, pediatric and neurological topics. As time progressed, he became more interested in the brain and pursued his PhD in brain neurology with a focus on sleep from Oxford University. He is now a research fellow at the Sleep, Cognition and Neuroimaging Laboratory (SCNLab) at Concordia University.



AnnMarie Stauffer, PT, DPT is a PT with 32 years of experience (25 years in schools). She currently sees students with a variety of diagnoses and medical needs. She is the APTA-PA Southcentral District Director, the Pediatric Special Interest Group Secretary, and the APTA School to AADA SIG Liaison and is a member of the APPT-School-based SIG Subcommittee- Children with Medical Complexity.

Anais Villaluna SLP, is Board Certified Specialist in Swallowing and Swallowing Disorders, and Certified Lactation Counselor. Anais has specialized training in a variety of feeding and swallowing interventions methods and instrumental assessment of swallowing. Anais has presented nationally on feeding and swallowing and is a published author on the interdisciplinary management of PFD.



Kimberly D. Wynarczuk, PT, DPT, PhD, MPH, is a board-certified clinical specialist in pediatric physical therapy and practiced in schools for 11 years. She serves as the APTA's School-Based Special Interest Group research representative and has published and presented research on school-based topics, including goal development and the participation of students with disabilities in school trips.

Traci Ziemkiewicz OTR/L is a pediatric OT with more than 20 years of experience. She is the Director of Therapy Services & Early Intervention Director at The Children's Home and Lemieux Family Center of Pittsburgh. She is also Co-Director alongside Dr. Christine Roman-Lantzy in the Pediatric VIEW Program, a program focused on evaluating CVI.



WEBINAR INSTRUCTIONS

Two weeks prior to the Therapies in the School webinar, you will receive detailed log in instructions, and password protected access to a comprehensive handout. Check out [Webinar FAQs here!](#)

IMPORTANT! Please be sure to sign in **15 mins prior to the start time of each Session (AM and PM)** so we can complete the registration process. If you do not sign on early, there may be a delay in admitting you to the course.

CEU INFORMATION

The course meets the criteria for 12 contact hours (1.2 CEUs). Intermediate Level.



Education Resources Inc. is an AOTA Approved Provider of professional development. This Distance Learning-Interactive course is pending approval for 12 contact hours 1.2 CEUs. (Intermediate level, OT Service Delivery). AOTA does not endorse specific course content, products or clinical procedures.

Approved provider of the **FL** Board of Occupational Therapy-CE Broker 14 hours. This course meets the approval of the **TX** Board of OT Examiners.

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



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

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

Approved sponsor by the State of **IL** Department of Financial and Professional Regulation for Physical Therapy for 14 contact hours.

Approved provider by the **NY** State Board of Physical Therapy and by the **NY** State Education Department for 14.4 contact hours (1.44 CEUs).

Most Physical Therapy State Boards accept webinars as a live offering. Please check with your state board to confirm.

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 licensure: **AL, CO, CT, IA, ME, MT, NE, ND, NH, SD, WA**.

Participants who require Massachusetts PDPs can bring their Certificate of Attendance to their respective districts for approval.

Please contact us with any special needs requests: info@educationresourcesinc.com or 508-359-6533

SCHOOL CONFERENCE REGISTRATION

REGISTER ONLINE

EARLY BIRD RATE: \$339. Until August 31st 2023. (Cannot be combined with any other discounts)

\$439.00 fee Group rate (3 or more must register together) **\$399.00**. Single day rate **\$225.00**.

Deadline for registration is **November 3, 2023**. Registration will be accepted after deadline on a space available basis. To receive a refund (minus a non-refundable \$75 administrative fee), cancellation must be received by November 3.

We accept Checks and POs. (Must be received prior to the webinar)

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How did you hear of this conference? _____

Workshop Selections

Please write (1) for your first choice and (2) for your second choice of workshops for each day.

Day 1 A _____ B _____ C _____ D _____ E _____

Day 2 A _____ B _____ C _____ D _____ E _____

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