

Therapies in the School

24th Annual Conference – ON-DEMAND 10

Recorded at the Live, Virtual Conference
November, 2023

ON-DEMAND LEARNING

Dynamic Topics Presented by Leading Experts!

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.

Some highlights from this year's conference include:

- 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



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.

PROGRAM A (Day 1)

What's Sleep Got to Do with It? - 2 Contact Hours

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).

Reframing School-Based Therapy to Embrace Strengths and Cultivate Autonomy in Autistic Students – 3 Contact Hours

Kristin Jones

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.

Demystifying Dysphagia: Educational Impact and Effective Team Collaboration – 3 Contact Hours

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.

PROGRAM A - CONTINUED

Difficult Conversations: Facilitating Productive Dialogue and Decisions Regarding Entrance/Exit Criteria and Dosing Recommendations – 3 Contact Hours

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.

Move It! Embedding Movement into Academics – 3 Contact Hours

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.

PROGRAM A = 14 CONTACT HOURS

Mental Health and the Importance of Feeling Safe in School – 2 Contact Hours

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.

Harnessing Contemporary Motor Learning: Ensuring Success in School and Beyond – 1.5 Contact Hours

Kim Wynczuk, 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. At the end of this session, participants will be able to:



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

Raising Expectations and Increasing Participation for Students with Medical Complexity – 3.5 Contact Hours

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.

PROGRAM B - CONTINUED

Diving Deeper, Dispelling Myths, and Driving Better Outcomes for Students with ADHD – 3 Contact Hours

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.

Adding to Your Tool-Box: Integrating the CO-OP Approach to Increase Student Engagement and Generalization of Skills – 2.5 Contact Hours

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.

Harnessing Contemporary Motor Learning: Practical Application of Recent Research in Motor Control, Motor Learning, and Neuroplasticity -2 Contact Hours

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.

PROGRAM B = 14.5 CONTACT HOURS

2-DAY CONFERENCE (Program A + Program B) = 28.5 CONTACT HOURS

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.



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 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.



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.



Kristin Jones OTR has been an OT for 23 years. She has worked in multiple pediatric settings and has been at the Community School of Davidson for the past 14 years. There she led guiding the school to become a trauma informed and neurodiversity affirming organization. Kristin has a passion for the latest research in brain development and translating this information to practice. Her favorite quote is “if they could, they would”.

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.



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. Wyncarczuk, 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.

ON-DEMAND INSTRUCTIONS

Course access is available for 1 year from date of registration. Full handouts are provided for each session to download. CEU Certificates are awarded after a post-test is completed and passed.

CEU INFORMATION

The course meets the criteria for up to 28.5 contact hours (2.85 CEUs). Intermediate Level.



Education Resources Inc. is an AOTA Approved Provider of professional development. Course approval ID #08243. This Distance Learning-Independent course is offered at 28.5 contact hours | 2.85 CEUs. (Intermediate level, OT Service Delivery and Foundational Knowledge). AOTA does not endorse specific course content, products or clinical procedures.

This course can be used toward your NBCOT renewal requirements for 28.5 units. Approved for FL OTs for 34 continuing education hours CE Broker.

This course meets the approval of the TX Board of OT Examiners.

Application has been made to the FL Physical Therapy Association for 34 continuing education contact hours.

Application has been made to the MD Board of Physical Therapy Examiners.

Application has been made to the MN Board of Physical Therapy.

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

Approved sponsor by the State of IL Department of Financial and Professional Regulation for Physical Therapy for 34 contact hours. Approved provider by the NY State Board of Physical Therapy for 34 contact hours (3.4 CEUs).

Education Resources, Inc. is an approved provider for Physical Therapy CEUs in the following states: CA, KY, OK and TX. 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 re-licensure: AL, CO, CT, IA, ME, MT, NE, ND, NH, SD, WA.

12 hours of this course qualify towards the discipline-specific hours for the 20-hour requirement for NDTA re-certification. They do NOT qualify towards the 8-hour NDTA Instructor requirement for re-certification.

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ON-DEMAND CONFERENCE REGISTRATION for SCHOOL GROUPS

On-Demand Conference Fees:

\$749/person for 2-Day Conference | \$499/person for Program A or Program B
Individual sessions are not available for purchase.

EARLY BIRD PROMOTION: \$100 off 2-Day Conference when you register by March 13, 2024

Use coupon code **THERAPIES10** at checkout. *Cannot be combined with any other discounts.*

Group Rates (3 or more people, must register at same time):

Purchase one \$749 2-Day Conference, register up to 9 additional participants for \$129/person.

Purchase one \$499 Program A or Program B, register up to 9 additional participants for \$79/person.

Please email Pamela Donnelly to discuss your group registration: pdonnelly@educationresourcesinc.com

We accept Credit Cards, Checks and P.O.s for payment.

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GROUP REGISTRATIONS

Please enter number of registrants. We will contact you for each individual registrant's information.

FULL CONFERENCE # of Registrants _____

PROGRAM A # of Registrants _____

PROGRAM B # of Registrants _____

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