

Therapies in the School

25th Annual Conference

November 14 & 15, 2024

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



LIVE WEBINAR

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

When we know better, we do better. Whether you're a well-seasoned school therapist or still in the early years of your school-based career, join our expert and esteemed speakers for the **Therapies in the School 25th Annual Conference**.

We're taking a fresh look at what behavior really tells us, how to communicate with individuals in ways that work, what it means to address students' sensory health, the easy to miss gross motor needs of neurodivergent students and how to confidently tackle the workflow of the school therapy process using best practices, even in hard cases. We're bringing back some frequent flyers: positioning and writing and sparking your clinical reasoning and critical thinking on these ever-present challenges in the school setting. We'll help you deepen your practice for students with visual difficulties, unique transportation requirements, ADHD and executive function needs. You'll also come away with the latest ideas on using AI for yourself and your students-it's sure to inspire your creativity and innovation!



Reserve your spot now - choose the track that best meets your needs! We can't wait to learn with you!

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 14, 2024 – 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 **Don't Tell Me What to Say!: Neurodiversity-Affirming Strategies for Working with Complex Communicators**
Alexandra Nelson

How do you communicate with complex communicators, including AAC users? Learn what many Autistic and neurodivergent adults have experienced and how to replace outdated methods with contemporary, evidence-backed practices to foster inclusion, autonomy and flexible language use. Rebuild your “tool kit” for connection with complex communicators.

- Recognize what a complex communicator is and that their communication remains valid despite looking or sounding different from others.
- Identify the difference between a strategy that is neurodiversity-affirming in nature and one that is not.
- Select a strategy when working with a complex communicator that promotes flexible language use and autonomous communication (as opposed to a compliance-based interaction).
- Modify an approach “in the moment” based on the feedback obtained from a complex communicator.
- Recognize the way we interact with our students NOW impacts the way they will communicate and view themselves in the future.

11:45-12:00 Break

12:00-1:30 **Connecting the Dots: Determining Educational Impact Through the Evaluation Process**
Denise Swenson

Improve your school-based evaluations to more competently and confidently answer the question of whether or not a student has needs that may require your specialized services. Understand the difference between an assessment vs evaluation and what a top-down approach means. Better articulate and embrace the differences between the educational and medical models of therapy. Learn to find and utilize the assessment tools that best match your students' needs and contribute to a comprehensive participation-focused evaluation report.



- Determine the difference between assessment vs evaluation in school-based therapy.
- Choose the appropriate assessment tools using a top-down evaluation process based on a child's profile and areas of suspected disability.
- Assimilate the evaluation data to determine services based on the student's needs.

1:30-2:00 Lunch Break

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

A. How to be An Effective Member of the IEP Team: Creating Reports and Goals That Matter

Denise Swenson

Dive deeper into the evaluation process by dissecting evaluation reports for the information all stakeholders want and need in a comprehensive report. Utilize a participation-focused framework as you create SMART student goals that are discipline free. Design intervention plans that meet the student's needs while determining appropriate dosage. Be the effective IEP team member professionals, families and students all want on their team!

- Determine the necessary components for a comprehensive report that is accurate, informative, professional and parent-friendly and reflects assessment findings.
- Differentiate between “intervention” and “treatment” strategies.
- Select SMART goals with an emphasis on participation in school activities.
- Utilize an intervention plan that addresses school participation needs using case scenarios.

B. **When Reading Hinders Writing: Deciphering Vision Problems from Dyslexia**

Robert Constantine

School-based referrals are often generated when a child is skipping words when reading. “Poor tracking” may be cited as the cause but is this the root of the problem or just tip of the iceberg? Learn the basics of objective saccade assessment using real life examples and treatment ideas to improve the visual deficits associated with reading problems.

- Differentiate between dyslexia and saccade difficulties using observation and objective testing.
- Recognize the signs of dyslexia in a writing sample or during a reading task.
- Apply proven interventions to improve saccade accuracy.
- Utilize vision-based interventions that can support appropriate dyslexia intervention.

C. **Making the Connection: Use AAC to be an Affirming Communication Partner**

Mia Baugher

What does it mean to truly use affirming strategies to connect and communicate with students who use AAC and those who cannot rely on speech alone to be heard and understood? Build your foundation of connection with these students by learning to incorporate all types of AAC in your therapy and educational activities.

Communication is not just for speech-language sessions. You can support students’ communication development at the same time as you address motor, regulation, academic and other educational needs. This session is designed to build communication confidence for PTs, OTs and educators, but it is also for the speech pathologist who is just beginning to develop their understanding of this area.

- Identify affirming practices to support connection and communication with AAC users and those who cannot rely upon speech alone to be heard and understood.
- Recognize their role in developing the language of emergent AAC users.
- Apply what they’ve learned to understand the importance of echolalia.

D. **Getting Around: Supporting Participation in Transportation Throughout the Education Program**

Sarah Scow & Tim Dokken

Transportation is a related service under IDEA where therapists’ expertise is often overlooked. Discover how to effectively support student transportation needs by understanding barriers & current legislative mandates. Learn to utilize a tool recently published for school-based PTs, leverage additional transportation resources & the importance of collaborating with all transportation stakeholders from the early elementary to the post-secondary transition years.

- Identify reasons transportation services benefit students with disabilities.
- Recognize transportation-specific resources currently available to school providers
- Determine appropriate IEP/504 goals that support access to transportation services.
- Choose appropriate interventions to address IEP/504 goals that support access to transportation services.

E. **Building Blocks: ADHD and Executive Function Interventions for Different Ages and Developmental Stages**

Lori Flynn

Explore the intricate relationship between executive function skills, ADHD and academic success starting in preschool and continuing through graduation. Learn what to expect and when to expect it when it comes to the emergence and refinement of EF skills for the age and developmental stage of your students. Gain practical approaches to implement interventions that support executive function skills, tailored for the preschooler through the high school graduate.

- Determine the executive function skills expected at different developmental stages within the school setting.
- Utilize evidence-based interventions to address executive function deficits in students with ADHD across various educational levels.
- Correlate the impact of ADHD on specific executive functions with academic performance in different age groups.

Friday, November 15, 2024 – All Times are EST (US)

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 and the Importance of Feeling Safe in School**

Addie Segal

Discover the potential for Artificial Intelligence (AI) to enhance your practice. Learn about the development and types of AI while considering possible applications, benefits, and challenges in implementing AI in school-based therapy services. Examine ethical and legal considerations involved in implementing these technologies, such as data privacy, bias, and the overall impact on student well-being. Expand your knowledge to utilize AI effectively in your school-based practice!

- Determine the differences between supervised and unsupervised AI.
- Select the most suitable AI applications for enhancing therapeutic practices in school-based settings.
- Recognize an impact of AI tools on student outcomes and therapy efficiency when using AI to enhance school-based services.
- Apply knowledge of ethical principles to modify the implementation of AI tools in school-based settings, ensuring alignment with best practices for data privacy, bias mitigation, and student well-being.

11:45-12:00 Break

12:00-1:30 **Re-Framing Behavior in School: Helping School Personnel Shift From "Managing" Student Behavior to Understanding Students' Needs So They Can Support Learning**

Greg Santucci

Observable behavior is a signal. When behavior is "good", it signals the child is regulated and ready to learn. If the observable behavior is concerning, it means there's a problem on the inside and we have to problem solve to help kids meet the expectations of school. Improve behavior with actionable strategies that focus on validation, sensory safety, co-regulation, meeting kids where they are.

- Identify how the sensory systems impact behavior in school and at home.
- Modify the traditional "functions of a behavior" to a more supportive, neuroscience informed description of behavior.
- Integrate realistic strategies into the school day that empower kids and help them meet our expectations when they are faced with self-regulation challenges.

1:30-2:00 Lunch Break

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

A. The Power of PT: Empowering Participation for Neurodivergent Students

Lindsay Hartsell

Might neurodivergent students need PT in school? Can neurodivergent students be impacted by underdeveloped gross motor skills? Yes and yes! Better equip yourself to collaborate with IEP teams using a decision tree framework; develop goals that are neuro-affirming and design interventions that align with your student's special interests, regulation, and readiness.

- Increase engagement during interventions (in a variety of school activities) using student led gross motor and mobility related activities.
- Relate gross motor skill development to student success in the classroom.
- Determine if physical therapy services are indicated using a decision tree model.
- Utilize strength-based neuro affirming language when creating goals and interventions.

B. **It's Not Just About the Letters: Making the Occupation of Writing Meaningful**

Elizabeth Goodrich

Writing is personal and meaningful for those who succeed, but for those who are challenged, it quickly becomes a chore. Boundaries in service delivery models, settings, or methods can reduce our occupational analysis to an activity analysis. We can advocate for removing those boundaries by considering the perspective (regulations? culture?). Learn to focus assessment and interventions on purposeful and meaningful participation in the natural context.



- Align writing as an occupation with federal laws, regulations and best practices.
- Choose assessment methods and practices to assess writing as an occupation.
- Determine occupation-based writing interventions aligned with a child's literacy instructional level.
- Identify real and perceived boundaries that impact interventions for written production as an occupation.

C. **Positioning in Schools - DIY to DME: Building Better Educational Experiences Through Adaptive Positioning**

Rachel Okazaki

Embrace innovation in positioning! Use a design thinking approach to customize equipment that integrates naturally into the educational space. Better assess your students' needs and safety, while considering your full scope of practice. Whether you're adapting existing equipment or in the market for something new, sharpen your collaboration with school staff and vendors to ensure successful implementation of your adaptive solutions.

- Apply design thinking principles to creatively solve positioning challenges for students, focusing on practical adaptations using materials like cardboard, foam, towels, and pillows.
- Choose the most appropriate adaptations for typical classroom equipment to support various positioning needs (seating, standing, supine/prone) while considering the educational impact and daily routine integration.
- Relate comprehensive assessment outcomes, including student preferences and classroom activities, to specific adaptations and modifications, ensuring that all solutions are tailored to enhance educational access and participation effectively.

D. **Sensory Health in the School Setting: Supporting Engagement and Participation Through a Sensory Lens**

Mim Ochsenbein

We all know the importance of a student's physical and mental wellness for school success, but what about their sensory health? Learn to assess for sensory "goodness of fit" across a student's individual sensory capacities, sensory-based task demands, and environmental sensory features. Discover sensory supportive strategies you can apply immediately in both consultation and direct intervention models.

- Determine the 3 components of sensory health for a student.
- Select an assessment tool that provides applicable sensory data for a student.
- Choose a sensory-health based strategy that applies to a student's engagement and participation in the school context.

E. **Help! Strategies to Navigate Difficult IEP Meetings**

Susan Cecere

The session will assist the participant to be able to (1) identify students who need the expertise of school-based OT and or PT (2) articulate and apply best practices to identified students (3) "dose" services using evidence-based concepts and (4) learn effective negotiating strategies when difficult team conversations arise.

- Apply procedural requirements and clinical reasoning to make decisions regarding the need for therapist expertise.
- Identify three dosing concepts therapists can use in service decision making.
- Utilize a conflict management model to assist with a difficult conversation regarding services.

Conference Faculty

At the Forefront of School-Based Practice

Mia Baugher, MA, CCC-SLP, has been a SLP for 33 years. For 17 years, she's worked at the Community School of Davidson, a K-12 public charter school. She has special interests in neurodiversity and supporting those who cannot rely upon speech alone to be heard and understood. Throughout her career, Mia has been motivated and energized by collaborating with those she serves as well as those she works alongside.



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.

Robert Constantine, OTR/L, provides vision rehabilitation services to pediatric and adult patients at the Pearl Nelson Center in Pensacola, Florida. He has a passion for evidenced-based treatment, sharing information and the functional effects of the visual system. Robert completed Clinical Level 1 and 2 training offered by the Neuro-Optometric Rehab Association and enjoyed a 3-year tenure at an optometry practice where he learned techniques working closely with low vision, pediatric and adult optometrist.



Tim Dokken, PT, MPT, has over 24 years of experience working in the Fairfax County Public Schools (FCPS). He helps coordinate the PTOT support for Extended School Year, and through his role as the PTOT Transportation Liaison, works with FCPS Transportation in supporting students with unique transportation needs and advocating for student's rights and independence while always stressing student and staff safety. Tim served as a member of the workgroup that developed the APTA Pediatrics fact sheet on School Transportation for Children with Special Needs and has presented nationally on the role of PTs in school transportation.

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.



Elizabeth (Beth) Goodrich, OTR, APT, PhD, FAOTA, currently serves as an Occupational Therapist in the Tomball Independent School District and as the district's Related Services Lead. She has over 30 years of experience working in school-based practice as both a practitioner and special education administrator in large urban and in fast growing suburban school districts. Her leadership at local, regional, state, and national levels has served to facilitate the implementation of evidence-based practices through research, publications, collaborative policies/procedures and professional development.

Lindsay McGlamery Hartsell, PT, MA, is a physical therapist with over 23 years of experience. For the past 15 years, she has worked in the public, charter, and preparatory school settings with children from 5-22 years. During that time, she has had the privilege to work cohesively with teachers, occupational therapists, and speech therapists to build a neuro-affirming team-based approach to providing care to students. She believes all kids have purpose and potential and when you tap into their passions, you can see what is possible and help them thrive!





Alexandra Nelson, MS, CCC-SLP, SYC in Educational Leadership, is a current SLP for a public school system and a prospective Special Education administrator. Alex has provided comprehensive AAC evaluations to students and facilitates a “reframing” of student profiles through a strengths-based lens. She is an ardent advocate for neurodiversity, accessibility, and inclusive practices and previously designed and implemented communication boards for school & town park playgrounds.

Mim Ochsenbein, MSW, OTR/L, has practiced pediatric OT over 28 years. She received advanced training in sensory integration (SIPT certification, STAR ProCert1, STAR ProCert2), listening therapy (Therapeutic Listening, iLs), feeding therapy (SOS), DIR, mental health (DC:0-5 Diagnostic Classification of Mental Health Disorders of Infancy and Early Childhood), and infant massage (CIMI). She held director positions at STAR Institute from 2017-2024 at the invitation of Dr. Lucy Jane Miller, PhD, FAOTA, OTR.



Rachel Okazaki, PT, Rachel Okazaki’s expertise lies in assistive technology, pediatric PT, and designing inclusive experiences. She is dedicated to transforming disability services through innovative approaches. She excels in design thinking, prototyping, and driving improvement. She is a certified Makerspace Coordinator at the Krause Center for Innovation and supports their mission of providing inclusive and equitable access to education.

Greg Santucci, MS, OTR, has been a Pediatric OT for 25 years and is supervisor of OT at Children’s Specialized Hospital in NJ. Greg is also the Founding Director of Power Play Pediatric Therapy, certified in Sensory Integration and creator of the Model of Child Engagement, a neurodevelopmentally informed approach to improving felt safety, regulation and participation. He received the Award of Merit from NJOTA for advocating for neurodiversity-affirming care.



Sarah Scow, PT, DPT, Board-Certified Pediatric Clinical Specialist, Sarah Scow has over 10 years’ experience working in a variety of pediatric settings including school-based practice in NC and PA and hospital-based outpatient setting at the Children’s Hospital of Pittsburgh. Sarah’s passion for school-based practice led her to contribute to PA’s Guidelines for the Practice of OT and PT in Educational Settings and the APTA Pediatrics fact sheet on School Transportation for Children with Special Needs in addition to presenting nationally on the role of PTs in school transportation. She was a LEND fellow and has a certificate in Public Health. Her teaching experience includes positions as an affiliate assistant professor on Wheeling University DPT Program’s international service-learning trips, an adjunct professor and guest lecturer at Campbell University, and a teaching assistant at Elon University.

Addie Segal, OTD, OTR/L, has practiced in clinical settings ranging from a rehabilitation center for veterans with traumatic brain injuries to home-health OT for adults with physical and neurological disorders. Dr. Segal’s current research addresses technology trends among OTs. She is an adjunct faculty member in Kean University’s Occupational Therapy Community Cares Clinic and previously served as a mentor for students from underrepresented groups in Duke University’s entry-level OTD program. Prior to her OT career, she served in the military as a tank instructor, managing courses for combat soldiers and training courses for instructors.



Denise Swenson, PT, DPT, has over 30 years of experience working in Maryland public schools. As a clinical leader, she has been a Part C to Part B Transition Specialist and chairperson of APTA Pediatric Section work groups that developed the Part C to Part B Discipline-Free Guidelines for Providers & Families and the Part C to Part B transition form for PT providers. Denise serves as the Maryland State Pediatric Advocate Liaison and is a member of both the EI and School-Based SIGS of the Academy of Pediatrics of the APTA.

Instructor disclosure information available at: www.educationresourcesinc.com/faculty/

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 minutes 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 AOTA approval for 12 contact hours 1.2 CEUs (2 day) or 6 contact hours 0.6 CEUs (1 day) (Intermediate level, OT Service Delivery & Foundational Knowledge). AOTA does not endorse specific course content, products or clinical procedures.

Approved Provider for the FL Occupational Therapy Association CE Broker for 14 CE Hours (2 day) or 7 CE hours (1 day). NBCOT Professional Development for 12 PDUs (2 day) or 6 PDUs (1 day). Approved by the TX Board of OT Examiners.



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Application has been made to the NJ Board of Physical Therapy Examiners for 12 (2 day) or 6 (1 Day) CEC's.
Application has been made to the OH Physical Therapy Association.

Approved sponsor by the State of IL Department of Financial and Professional Regulation for Physical Therapy for 14 (2 day) or 7 (one day) contact hours. Approved provider by the NY State Board of Physical Therapy for 14.4 contact hours (1.44 CEUs) (2 day) or 7.2 (0.72 CEUs) (2 day). Education Resources is an approved agency by the PT Board of CA for 12 (2 day) or 6 (1 day) contact hours. Approved by the KY Physical Therapy Association for 12 (2 day) or 6 (1 day) Category 1 contact hours. This activity is provided by the TX Board of PT Examiners for 12 (2 day) or 6 (1 day) CCUs. 12 hours qualifies 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.

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

\$479.00/person. Group rate: **\$439.00/person** (3 or more must register together). Single-day rate: **\$245.00.**

EARLY BIRD RATE: \$399 until August 23, 2024 using coupon code **Therapies2024** at checkout. *Cannot be combined with any other discounts.*

Deadline for registration is **November 1, 2024**. 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 1, 2024.

We accept Checks and P.O.s (must be received prior to the Conference).

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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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