

Therapies in the School

25th Annual Conference – ON-DEMAND 11

Recorded at the Live, Virtual Conference
November, 2024



ON-DEMAND LEARNING

Dynamic Topics Presented by Leading Experts 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 up to a well-rounded and engaging 22.5 hours of content created just for school-based therapists!



Some highlights of this year's ON-DEMAND offering include: Greg Santucci's Reframing how we look at Behavior, Lori Flynn's ADHD & executive function interventions across school ages, Robert Constantine's Deciphering Vision Problems from Dyslexia, plus...AI, transportation to and around school, sensory health for school engagement and participation, evaluations and goals that matter, PT for neurodivergent students, and better connecting with complex communicators. There's something for everyone!

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)

Don't Tell Me What to Say!: Neurodiversity-Affirming Strategies for Working with Complex Communicators – 1.5 Contact Hours

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 Learn what many Autistic and neurodivergent adults have experienced and how to replace outdated methods with contemporary, evidence-backed practices to foster inclusion, autonomy and flexible language use.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.

Connecting the Dots: Determining Educational Impact Through the Evaluation Process – 1.5 Contact Hours

Denise Swensen

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.



How to be An Effective Member of the IEP Team: Creating Reports and Goals That Matter – 2.5 Contact Hours

Denise Swensen

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.

When Reading Hinders Writing: Deciphering Vision Problems from Dyslexia – 3 Contact Hours

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.

PROGRAM A - CONTINUED

Building Blocks: ADHD and Executive Function Interventions for Different Ages and Developmental Stages – 2.5 Contact Hours

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.

PROGRAM A = 11 CONTACT HOURS

PROGRAM B (Day 2)

Embracing the Future: AI Application and Ethical Considerations in School-Based Practice – 1.5 Contact Hours

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.

Re-Framing Behavior in School: Helping School Personnel Shift From "Managing" Student Behavior to Understanding Students' Needs So They Can Support Learning – 1.5 Contact Hours

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.



PROGRAM B - CONTINUED

- Integrate realistic strategies into the school day that empower kids and help them meet our expectations when they are faced with self-regulation challenges.

The Power of PT: Empowering Participation for Neurodivergent Students – 3 Contact Hours

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.

Sensory Health in the School Setting: Supporting Engagement and Participation Through a Sensory Lens – 3 Contact Hours

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.

Getting Around: Supporting Participation in Transportation Throughout the Education Program – 2.5 Contact Hours

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.

PROGRAM B = 11.5 CONTACT HOURS

2-DAY CONFERENCE (Program A + Program B) = 22.5 CONTACT HOURS

Conference Faculty

At the Forefront of School-Based Practice

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.



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.



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 Swensen, 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: <https://educationresourcesinc.com/faculty/>

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 22.5 contact hours (2.25 CEUs). Intermediate Level.



Education Resources Inc. is an AOTA Approved Provider of professional development. Course approval ID#10721. This Distance Learning-Independent course is offered at 22.5 contact hours, 2.25 CEUs. (Intermediate level, OT Service Delivery & Professional Issues). AOTA does not endorse specific course content, products or clinical procedures.

This course can be used toward your NBCOT renewal requirements for 22.5 units.

Approved Provider for the FL Occupational Therapy Association CE Broker for 27 CE Hours.

This course has been approved by the MD State Board of Physical Therapy Examiners.

Approved by the NJ State Board of Physical Therapy Examiners.

Approved sponsor by the State of IL Department of Financial and Professional Regulation for Physical Therapy for 27 contact hours. Approved provider by the NY State Board of Physical Therapy for 27 contact hours (2.7 CEUs).

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

The following state boards of physical therapy accept other states' approval: AK, AR, AZ, DC, DE, GA, HI, ID, IN, KS, KY, 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.

Education Resources Inc. 266 Main St, Suite 12, Medfield, MA 02052 • 800-487-6530

ON-DEMAND CONFERENCE REGISTRATION for SCHOOL GROUPS

On-Demand Conference Fees:

\$699/person for 2-Day Conference | \$399/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 14, 2025

Use coupon code THERAPIES11 at checkout. *Cannot be combined with any other discounts.*

Group Rates:

Purchase one \$699 2-Day Conference, register up to 9 additional participants for \$145/person.

Purchase one \$399 Program A or Program B, register up to 9 additional participants for \$95/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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Name _____ Discipline _____

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Email address (needed for confirmation and directions) _____

How did you hear of this conference? _____

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

2-DAY CONFERENCE # of Registrants _____

PROGRAM A # of Registrants _____

PROGRAM B # of Registrants _____

PAYMENT INFORMATION

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