



2026 SBP Summit

COURSE DESCRIPTION BOOK

Monday, August 3rd and Tuesday, August 4th, 2026
Hilton Columbus at Polaris

Join us for an exciting conference of education and networking with your colleagues from across the region. You won't want to miss it!

Moving Together, Today & Tomorrow!



SBP SUMMIT 2026

MONDAY, August 3rd

7:00 - 8:00	Check-in / Breakfast / Visit with Vendors
8:00 - 8:10	Welcome and Speaker Introduction - Cheryl VanHoose, PT, MHS
8:10 - 8:40	OH Education and Workforce Leader - Possibly Johanna Ward
8:45 - 8:55	Welcome from Mike Collins, Director OSHA
9:00 - 10:30	Keynote - Greg Santucci: Curiosity as the Catalyst: Understanding Behavior and Enhancing Participation in Schools
10:30 - 10:50	Visit with Vendors / Break

10:50 - 12:20 Day 1, Breakout Session 1

ROOM #1	ROOM #2	ROOM #3	ROOM #4	ROOM #5	ROOM #6
Greg Santucci- MS, OTR	Ginny Paleg, PT, DScPT, MPT	Katie Rather (PSI)	Susan Blum, PT, C/TMR	Terri Dinkelaker, PT, DPT, Denise A. Campbell, MS, OTR/L, Taylor Rueff, MS, IS and Rylie Jarrett, MS, IS	Candice Sears
The Path to Participation: The Importance of Connection, Felt Safety and Regulation to Promote Behavior and Learning	A Deep Dive into the Paradigm Shift: Moving Beyond Handling to Participation for Non-Ambulatory Children	Building Strong OT and OTA Collaborative Partnerships in School-Based Practice Settings	Part 1 Why Can't Johnny Jump? Why Can't Johnny Write? Total Motion Release	Start with Heart: Inclusive Clubs that make a Difference	Human Expertise in an AI World: Preserving the Therapeutic Core & Keeping Humanity at the Center

Lunch: 12:20 - 12:45

12:45 - 1:10 Visit with Vendors / Break

1:10 - 2:40 Day 1, Breakout Session 2

ROOM #1	ROOM #2	ROOM #3	ROOM #4	ROOM #5	ROOM #6
Kelli Fetter, MS, OTR/L & Penny Stack, OTD, OTR/L, COTA, CLT, NBC-HWC	Ginny Paleg, PT, DScPT, MPT	Johanna Farris MOT, OTR/L, MHA and Melissa Queen, BS, COTA/L	Susan Blum, PT, C/TMR	Guy Stephens, founder of Alliance Against Seclusion and Restraint (AASR)	Candice Sears
Dyslexia and Dysgraphia OT Assessment for Academic Success	The EBP Toolkit: Translating Evidence into Functional Outcomes for Non-Ambulatory Children	Rolling Out The Motor Lab: Getting Elementary Students Ready To Learn Using a Mobile Motor Lab as a Tier 1 Support	Part 2 Why Can't Johnny Jump? Why Can't Johnny Write? Total Motion Release	Beyond Behaviorism: The Need for Trauma-Informed, Neuroscience-Aligned, Neurodiversity-Affirming, Relationship-Driven, and Collaborative Approaches	Teaching Students to Use AI as a Learning Partner, Not a Shortcut

2:40 - 3:00 Visit with Vendors / Break

3:00 - 4:30 Day 1, Breakout Session 3

ROOM #1	ROOM #2	ROOM #3	ROOM #4	ROOM #5	ROOM #6
Kelli Fetter, MS, OTR/L & Penny Stack, OTD, OTR/L, COTA, CLT, NBC-HWC	Ginny Paleg, PT, DScPT, MPT	Dr. DeeAnna D. Conley-Stemple PP-OTD, OTR/L and Dr. Kelly Campbell, SLPD, CCC/SLP	Susan Blum, PT, C/TMR	Guy Stephens, founder of Alliance Against Seclusion and Restraint (AASR)	Candice Sears
Beyond Reading and Writing: The OT's Role in Supporting Students with Dyslexia and Dysgraphia	Assistive Mobility Technology: Implementing Evidence and the On-Time Mobility Framework	A Transdisciplinary Approach to the Occupational Therapist and Speech-Language Pathologist Collaboration	Part 3 Why Can't Johnny Jump? Why Can't Johnny Write? Total Motion Release	Restraint and Seclusion: What OTs and PTs Need to Know	Designing Smart AI Workflows: Saving Time While Strengthening Relationships

TUESDAY, August 4th

7:00 - 8:00	Breakfast / Visit with Vendors
8:00 - 9:00	OT/PT/AT Board- Tackling Tough Topics: From Ethics to Informed Consent (Missy Anthony, Cheryl, Nichole Dearth)
9:00 - 9:10	United States of Kindness: Stuart Muszynski
9:10 - 10:10	Keynote Speaker - Andrina Sabet - PT, ATP: Keynote: ON Time Mobility- A Mobility Rights Perspective
10:10 - 10:30	Visit with Vendors / Break

10:30 - 12:00 Day 2, Breakout Session 1

ROOM #1	ROOM #2	ROOM #3	ROOM #4	ROOM #5	ROOM #6
Kim Wiggins - OTR/L	Toni Doty - PT, PhD.	Bonnie Boenig, MEd, OT/L, C/NDT	Andrina Sabet, PT, ATP,	Angela Brouhard, MA CCC-SLP, Allison Hoffmann, M.A., CCC-SLP, & Kristy Hopkinson, MA, CCC-SLP	Brittany Miracle , BSW, MPA - Ohio Dept. of Medicaid
Empower Classrooms with MTSS: Unleash Student Potential with OT and PT Strategies	Is Gait Assessment and Intervention Really Educationally Relevant? Session 1: Foundations of Pediatric Gait Development	Beyond the Classroom – Building Bridges Between School-Based and Medical Model Therapy	Mobility Bootcamp	The School-Based Toolkit: Hot Topics for Related Service Providers	Implementing MSP Updates: Moving from Policy to Practice

Lunch: 12:00 - 12:30

12:30 - 1:00 Visit with Vendors / Break

1:00 - 2:30 Day 2, Breakout Session 2

ROOM #1	ROOM #2	ROOM #3	ROOM #4	ROOM #5	ROOM #6
Kim Wiggins - OTR/L	Toni Doty - PT, PhD.	Bonnie Boenig, MEd, OT/L, C/NDT	Amy Schlessman, PT DPT, DHSc	Angela Brouhard, MA CCC-SLP & Sara Hiatt, Ed.S, NCSP	Courtney Monastra (MagicSchool)
Push-in to the Classroom! The Why and How for Related Service Providers	Is Gait Assessment and Intervention Really Educationally Relevant? Session 2: Application of Typical Gait Parameters	The Functional Hand – Translating Clinical Principles into Classroom Practice	From Vision to Action: Creating Ohio's School-Based PT Guidelines	Enhancing ETR Compliance for Special Educators: A Practical Workshop	AI That Works in Real Life: Practical Tools for School-Based Therapists

2:30 - 2:45 Visit with Vendors / Break

2:45 - 4:15 Day 2, Breakout Session 3

ROOM #1	ROOM #2	ROOM #3	ROOM #4	ROOM #5	ROOM #6
Kim Wiggins - OTR/L	Toni Doty - PT, PhD.	Bonnie Boenig, MEd, OT/L, C/NDT	Amy Schlessman, PT DPT, DHSc	Angela Brouhard, MA CCC-SLP, Allison Hoffmann, M.A., CCC-SLP, & Kristy Hopkinson, MA, CCC-SLP	Phillip Blough, PT, DPT - Rifton
Visual Skills and Their Impact on Learning	Is Gait Assessment and Intervention Really Educationally Relevant? Session 3: Evidence-Based Gait Interventions for Students with Disabilities	Reconnecting with Your Why – Reflective Practices for Purposeful School-Based Therapy	You and UDL, Designing for ALL: Integrating UDL with School-Based OT and PT to Empower Every Learner	Enhancing IEP Compliance for Special Educators: A Practical Workshop	Implementing Adaptive Standing in the School-based Environment

Ohio School Health Services Association presents:
School Based Practitioners Summit

August 3rd & 4th • Hilton Columbus Polaris • Columbus, Ohio

Conference Schedule and Course Descriptions

MONDAY, AUGUST 3rd, 2026

7:00-8:00 AM

- ▶ Registration, Continental Breakfast, Exhibits

8:00-10:30 AM

MORNING KEYNOTE - 1.5 CE HOUR

- ▶ *Ohio Department of Education and Workforce Leadership, JoHannah Ward*
- ▶ Monday Morning Keynote: **"Curiosity as the Catalyst: Understanding Behavior and Enhancing Participation in Schools."** Greg Santucci, MS, OTR, Pediatric OT for 26 years, Supervisor of OT at Children's Specialized Hospital (New Jersey), Executive Director of Power Play Pediatric Therapy, and Founder and Chief Occupational Therapist at ThinkSensory

Every child wants to do well in school. While school can be challenging, especially for neurodivergent children, neuroscience shows us that when kids feel safe, regulated and understood, they thrive. This keynote presentation will explore how curiosity about behavior, sensory processing and felt safety allows us to co-create environments where all students can fully participate and succeed.

10:30-10:50 AM

- ▶ Break, Exhibits, Vendor Time



PRESENTED BY:



10:50 AM-12:20 PM

Breakout Sessions 1 (Please Choose One From Group, continued on next page) - 1.5 CE HOUR

<p>“The Path to Participation: The Importance of Connection, Felt Safety and Regulation to Promote Behavior and Learning</p>	<p>A Deep Dive into the Paradigm Shift: Moving Beyond Handling to Participation for Non-Ambulatory Children</p>	<p>Building Strong OT and OTA Collaborative Partnerships in School-Based Practice Settings</p>
<p><i>Greg Santucci- MS, OTR</i></p>	<p><i>Ginny Paleg, PT, DScPT, MPT</i></p>	<p><i>Katie Rathers - M.S., OT/L(PSI)</i></p>
<p>This course will give participants a better understanding of the neuroscience of learning and behavior, emphasizing connection, felt safety and regulation as the foundation. Key elements of the Model of Child Engagement will be explored, and participants will understand how sensory processing can shape a child’s experience in the classroom. By re-framing behavior away from the rigid “four functions”, attendees will adopt a neuro-affirming lens, gaining practical strategies to help kids feel safe, connected, and fully able to participate and thrive at school.</p>	<p>This course examines the paradigm shift in pediatric rehabilitation away from therapist-driven handling approaches and toward participation-focused, child-active intervention for non-ambulatory children. Grounded in contemporary evidence and developmental science, participants will explore participation as a primary outcome—defined as a child’s involvement in meaningful life activities at home, school, and in the community—and its central role in shaping health, development, and quality of life. Learners will critically review the evidence related to traditional handling approaches, including Bobath/Neurodevelopmental Treatment (NDT), and DMI to examine findings demonstrating that these methods are no more effective than no therapy at all for children with cerebral palsy. In contrast, the course highlights child-directed, child-active approaches that promote autonomy, agency, exploration, problem-solving, and motor learning through real-world experiences in daily routines. The course also explores key developmental concepts that underpin this shift, including developmental cascades, emphasizing how early motor experiences can drive gains across domains such as language and cognition. Participants will revisit long-held assumptions about primitive reflexes, clarifying current understanding that reflexive movements do not transform into volitional, goal-directed action, and discussing the clinical implications of this distinction. Through case examples, discussion, and application to practice, this course supports clinicians in re-aligning assessment, goal setting, and intervention toward participation, mobility, and meaningful engagement for non-ambulatory children—moving beyond handling to interventions that truly matter in children’s everyday lives.</p>	<p>This course will cover AOTA and OOTA rules and guidelines for OT and OTA supervision, delineation of roles, and responsibilities during the delivery of occupational therapy services. Practical strategies, ethical considerations, and resources for supervisors and supervisees working in school-based practice settings will also be provided.</p>

<p>Part 1 Why Can’t Johnny Jump? Why Can’t Johnny Write? Total Motion Release, Part 1</p>	<p>Start with Heart: Inclusive Clubs that make a Difference</p>	<p>Human Expertise in an AI World: Preserving the Therapeutic Core & Keeping Humanity at the Center</p>
<p><i>Susan Blum, PT, C/TMR</i></p>	<p><i>Terri Dinkelaker, PT, DPT, Denise A. Campbell, MS, OTR/L, Taylor Rueff, MS, IS and Rylie Jarrett, MS, IS</i></p>	<p><i>Candice Sears, CEO and Founder of ThinkBeyond EDU</i></p>
<p>This TMR Tots course is an interactive workshop where participants will actively experience assessment and treatment of blocks in mobility on themselves. We will present how blocks in mobility and alignment can limit a student’s ability to achieve optimal educational outcomes in all areas of development. Prepare to move and have fun! Because each part of the workshop builds on the information in the previous, each part is a prerequisite for the next. Be prepared to move and partner with a peer as you learn to assess and treat yourself and each other. A helpful option to visualize and feel blocks is to bring a flexible doll and roll of masking tape to the class. In addition to learning the blocks in mobility we will be learning how they create a GPS for motor learning. Identification of the struggle becomes the strength. The scientific methodology of the TMR Session Note for documentation functional outcomes will be introduced. The curriculum discusses 8 building blocks for optimal outcomes presented by Dr. Joni Redlich in her book “Turn Stumbling Blocks into Building Blocks” The TMR Tots ABC address 2 of those blocks: Equal Access (A. Release) & Sensational Sense (B.Activate & C. Organize) The other building blocks are vital in comprehensive treatment for all disciplines and complement the work we do in TMR. The instructor will share some of her experiences as a school PT. what she loved, what was challenging, and if she would do differently if given another 51 years to be a therapist. She will discuss application in a wide variety of issues will be discussed including: Autism, Neurological Diagnoses, Low Tone, Developmental Coordination Challenges, Terminal Diagnoses, ADAH & Developmental Delays Note: This class is not the complete TMR Tots curriculum which is 32 hours of training, but a condensed version for the educational setting to appreciate what symmetrical mobility and optimal infrastructure offer for the therapist in the school setting.</p>	<p>The Bike Club is an inclusive after-school program that brings together students of all abilities to build friendships, confidence, and physical fitness through use of adaptive bikes. The club emphasizes teamwork, accessibility, and the joy of movement, ensuring every student can participate meaningfully — regardless of ability level or adaptive needs. The Basketball for All program is an inclusive initiative designed to bring together students with disabilities in a supportive, engaging environment. The program focuses on developing basketball skills through fun, interactive activities that promote teamwork, confidence, and physical fitness. By encouraging participation from all abilities, Basketball for All fosters a sense of belonging, friendship, and shared enjoyment of the game. Both programs are designed and coordinated by Occupational and Physical Therapists, in collaboration with Intervention Specialists who support and teach students with a varying range of abilities. Responsibilities shared among adult and peer volunteers. Each program emphasizes inclusion, welcoming students of all abilities and, when possible, their siblings to participate and assist. The goal is to create supportive, engaging environments where all participants can build skills, confidence, and a sense of community through shared activities.</p> <p>Goals:</p> <ul style="list-style-type: none"> • Promote Inclusion: Create a welcoming space where students with and without disabilities can play, learn, and grow together. • Encourage Physical Activity: Develop coordination, strength, and endurance through accessible sports. • Foster Social Connection: Build peer relationships and teamwork skills through cooperative activities. • Empower Students: Boost self-esteem and independence by offering adaptive equipment and individualized support. <p>To support implementation in other communities, program materials include:</p> <ul style="list-style-type: none"> • Visuals: step-by-step visuals to assist kids with program participation. • Program Development Guides: detailed outlines on planning, organizing, and adapting activities to meet diverse needs. • Schedule of Events: sample timelines and session structures to help recreate and tailor the programs within your own community setting. 	<p>Artificial intelligence is rapidly entering educational environments, offering new tools that can assist with information organization, documentation, communication, and problem-solving. At the same time, these technologies raise important questions about professional judgment, ethics, and the human relationships that sit at the core of therapeutic and student support work. While AI can assist with certain tasks, it cannot replace the relational insight, contextual understanding, and ethical decision-making that trained professionals bring to their work with students and families. This session explores how school psychologists, therapists, counselors, intervention specialists, and educators can thoughtfully navigate the growing presence of artificial intelligence while preserving the human elements that define effective practice. Participants will examine practical examples of AI-supported tasks alongside scenarios where professional expertise must remain central. The session will also explore strategies for maintaining professional voice, safeguarding confidentiality, and ensuring that technology strengthens rather than diminishes the relational and therapeutic foundations of student support. Attendees will leave with practical guidance for maintaining human-centered practice in an increasingly AI-enabled educational landscape.</p>

12:20-12:45 PM

▶ Lunch

12:45-1:10 PM

▶ Break, Exhibits, Vendor Time

▶ 1:10-2:40 PM

Breakout Sessions 2 (Please Choose One From Group) - 1.5 CE HOUR

<p>Dyslexia and Dysgraphia OT Assessment for Academic Success</p>	<p>The EBP Toolkit: Translating Evidence into Functional Outcomes for Non-Ambulatory Children</p>	<p>Rolling Out The Motor Lab: Getting Elementary Students Ready To Learn Using a Mobile Motor Lab as a Tier 1 Support</p>
<p><i>Kelli Fetter, MS, OTR/L & Penny Stack, OTD, OTR/L, COTA, CLT, NBC-HWC</i></p>	<p><i>Ginny Paleg, PT, DScPT, MPT</i></p>	<p><i>Johanna Farris MOT, OTR/L, MHA and Melissa Queen, BS, COTA/L</i></p>
<p>Dysgraphia and dyslexia is more than messy handwriting and difficulty with reading. They are a complex barrier to written communication and academic achievement. Occupational therapists are uniquely positioned to uncover and address the sensory-motor, perceptual, and cognitive components that contribute to dysgraphia and dyslexia. This session will guide participants through the OT's essential role in assessment, highlighting how a targeted assessment can transform treatment planning and goal writing. Attendees will learn how to differentiate dysgraphia and dyslexia from other learning challenges, apply evidence-based assessments for handwriting, written expression, and reading to collaborate effectively with educators and families. Participants will leave with practical approaches to help students move from frustration to academic success.</p>	<p>This course equips pediatric rehabilitation professionals with practical tools for translating evidence into meaningful, functional outcomes for children who are non-ambulatory. Emphasizing participation as the primary outcome of therapy, the course defines functional outcomes as observable changes in a child's ability to engage in everyday activities and life roles within their real environments—rather than isolated skill acquisition or impairment-level change. Participants will explore the F-words Lens Tool as a framework for reframing assessment, goal writing, and intervention planning toward functioning, family, fitness, fun, friendships, and future participation. The course highlights how this lens supports alignment between evidence, child and family priorities, and real-world participation across home, school, and community contexts. Through guided examples and case-based application, learners will differentiate participation-based goals from impairment-focused or clinic-based goals. The course provides a structured approach to writing high-quality participation goals that clearly specify meaningful activities, life situations, natural environments, child and family priorities, and observable indicators of participation such as engagement, independence, inclusion, or frequency. We will also explore the concept of performance versus capacity. By integrating evidence-based practice with participation-focused goal setting, this course supports clinicians in moving beyond body structure change toward outcomes that genuinely matter in children's daily lives—ensuring therapy for non-ambulatory children is relevant, accountable, and impactful.</p>	<p>Lake Elementary has rolled out a new program to get students moving! Our Mobile Motor lab helps create a space within the classroom environment where students practice activities that help their brains and bodies work together. The goal is to support skills needed for learning, attention, behavior, and emotional regulation. Research has shown that engaging the whole body helps prepare students for learning and paying attention throughout the school day. The activities curated at each station help fuel learning, strengthen coordination, and build classroom readiness skills that carryover to handwriting, reading, sitting for lessons and social participation. This presentation will include the identified need, process for implementation, and examples of how it is being used throughout the elementary school at Lake Local Schools.</p>

<p>Why Can't Johnny Jump? Why Can't Johnny Write? Total Motion Release, Part 2</p>	<p>Beyond Behaviorism: The Need for Trauma-Informed, Neuroscience-Aligned, Neurodiversity-Affirming, Relationship-Driven, and Collaborative Approaches</p>	<p>Teaching Students to Use AI as a Learning Partner, Not a Shortcut</p>
<p><i>Susan Blum, PT, C/TMR</i></p>	<p><i>Guy Stephens, founder of Alliance Against Seclusion and Restraint (AASR)</i></p>	<p><i>Candice Sears, CEO and Founder of ThinkBeyond EDU</i></p>
<p>This TMR Tots course is an interactive workshop where participants will actively experience assessment and treatment of blocks in mobility on themselves. We will present how blocks in mobility and alignment can limit a student's ability to achieve optimal educational outcomes in all areas of development. Prepare to move and have fun! Because each part of the workshop builds on the information in the previous, each part is a prerequisite for the next. Be prepared to move and partner with a peer as you learn to assess and treat yourself and each other. A helpful option to visualize and feel blocks is to bring a flexible doll and roll of masking tape to the class. In addition to learning the blocks in mobility we will be learning how they create a GPS for motor learning. Identification of the struggle becomes the strength. The scientific methodology of the TMR Session Note for documentation functional outcomes will be introduced. The curriculum discusses 8 building blocks for optimal outcomes presented by Dr. Joni Redlich in her book "Turn Stumbling Blocks into Building Blocks" The TMR Tots ABC address 2 of those blocks: Equal Access (A. Release) & Sensational Sense (B.Activate & C. Organize) The other building blocks are vital in comprehensive treatment for all disciplines and complement the work we do in TMR. The instructor will share some of her experiences as a school PT. what she loved, what was challenging, and if she would do differently if given another 51 years to be a therapist. She will discuss application in a wide variety of issues will be discussed including: Autism, Neurological Diagnoses, Low Tone, Developmental Coordination Challenges, Terminal Diagnoses, ADAH & Developmental Delays Note: This class is not the complete TMR Tots curriculum which is 32 hours of training, but a condensed version for the educational setting to appreciate what symmetrical mobility and optimal infrastructure offer for the therapist in the school setting.</p>	<p>This presentation, "Beyond Behaviorism: The Need for Trauma-Informed, Neuroscience-Aligned, Neurodiversity-Affirming, Relationship-Driven, and Collaborative Approaches," explores the understanding of behavior through the lens of biology and human connection. It challenges compliance-driven and punitive models, calling instead for trauma-informed, neuroscience-aligned, and neurodiversity-affirming practices that center relationships and collaboration. Drawing on both research and lived experience, the presenter examines how traditional behaviorist methods often oversimplify human behavior and can lead to harmful outcomes—particularly for neurodivergent students, students with disabilities, and those with trauma histories. Participants will consider how recognizing the biological foundations of behavior, fostering relational and collaborative approaches, and pursuing systemic change can promote inclusion, dignity, authentic communication, and genuine partnership with children.</p>	<p>Students are already experimenting with AI, often without guidance or guardrails. This session equips school-based practitioners and educators with strategies to help students use AI appropriately to support learning, self-regulation, communication, and problem-solving. Attendees will explore age-appropriate use cases, example prompts, and coaching strategies that promote skill-building rather than dependency—positioning AI as a learning partner that strengthens agency, reflection, and independence.</p>

2:40–3:00 PM

▶ Break, Exhibits, Vendor Time

▶ 3:00 – 4:30 PM

Breakout Sessions 3 (Please Choose One From Group) – 1.5 CE HOUR

<p>Integrating Primitive Reflexes In A School-Based Setting: Screenings, Compensation Techniques, And Treatment Strategies- Part 3</p>	<p>Assistive Mobility Technology: Implementing Evidence and the On-Time Mobility Framework</p>	<p>A Transdisciplinary Approach to the Occupational Therapist and Speech-Language Pathologist Collaboration</p>
<p><i>Kelli Fetter, MS, OTR/L & Penny Stack, OTD, OTR/L, COTA, CLT, NBC-HWC</i></p>	<p><i>Ginny Paleg, PT, DScPT, MPT</i></p>	<p><i>Dr. DeeAnna D. Conley-Stemple PP-OTD, OTR/L and Dr. Kelly Campbell, SLPD, CCC/SLP</i></p>
<p>In the past 10 years, there has been a huge explosion of more affordable access to specialized therapy approaches. It has been a great time to be a therapist but it can be overwhelming too. There is reflex integration, vestibular therapy, sensory processing, interoception, oculomotor skills, executive functioning skills and of course regulation (and more)! That on top of the traditional fine motor, gross motor, activities of daily living and play skills. As therapists we are expected to continually learn and stay on top of new information which leads us to take additional training in specific areas of expertise. Unfortunately, that can leave us feeling like there are just too many areas to support in our learners and how do we keep our focus on FUNCTION? Trying to prioritize what approach to take or what to focus on is almost impossible and can actually cause us to narrow our focus too much or feel like we can't apply that specific knowledge into our practice. But it doesn't need to be that way! This 3 part series will initially explore the neurological and developmental overlap of so many base skills that are targeted in specific therapy approaches. We will delve into how we can support multiple skill areas at once and what that can look like in the school and pre-school setting. We will discuss how a learner's function is impacted and how to target functional goals. We will discuss compensatory vs. therapeutic supports. Case examples will be analyzed and break out groups will be used to increase relevance to your caseload. This series is appropriate for all experience levels.</p>	<p>This course provides an in-depth examination of the On-Time Mobility Framework and its application to assistive mobility technology for infants and young children with motor delays or cerebral palsy. Participants will explore the framework's central premise: that mobility interventions and devices should be introduced at the time they are most needed to support participation, exploration, learning, and overall development, rather than being delayed until specific motor milestones are achieved. Grounded in current evidence, the course addresses clinical decision-making related to early access to assistive mobility, including power mobility, power ride-on cars, supported stepping devices (gait trainers), walkers, and supported standing systems. Learners will review research supporting the initiation of mobility-augmenting technology as early as 9–12 months of age, aligning intervention timing with typical developmental opportunities for exploration and engagement. The course also examines evidence-based benefits of supported stepping devices, including improvements in postural control, muscle strength, and opportunities for active participation, while dispelling common myths that powered mobility interferes with motor skill acquisition. Emphasis is placed on understanding that early powered mobility supports exploration, engagement, and learning without hindering the development of walking or standing. Finally, participants will review current evidence regarding dosage parameters for supported standing programs, highlighting the benefits of consistent, moderate-duration standing on postural control, bone density, and participation. Through clinical examples and evidence synthesis, this course equips practitioners to implement assistive mobility technology confidently and effectively, ensuring children receive mobility "on time" to support meaningful participation in daily life.</p>	<p>In the United States, occupational therapy and speech-language pathology are two school-based therapeutic disciplines with clear guidelines and scopes of practice set forth by both federal and state regulatory boards. Although the scopes of practice are specific to each discipline, the boundaries often blend, requiring therapists to depend upon one another and be respectful of each other's perspectives to transcend expected therapeutic outcomes. Multidisciplinary, interdisciplinary, and transdisciplinary are three levels of occupational therapy and speech-language pathology collaboration in the school environment. A transdisciplinary approach is the optimal level of collaboration occupational therapists and speech-language pathologists should strive for in order to improve student outcomes. SpOT Group provides a framework for occupational therapists and speech-language pathologists to incorporate differentiated lesson plans to meet the diverse needs of students while documenting services for billing and licensing purposes. SpOT Group also examines the common barriers to a transdisciplinary collaborative approach including funding, competency, and role release. Following the SpOT Group framework occupational therapists, speech-language pathologists, and their respective students can collectively support goals and support student outcomes.</p>
<p>ETRs and IEPs For Veterans And Newbies</p>	<p>Restraint and Seclusion: What OTs and PTs Need to Know</p>	<p>Designing Smart AI Workflows: Saving Time While Strengthening Relationships</p>
<p><i>Susan Blum, PT, C/TMR</i></p>	<p><i>Guy Stephens, founder and executive director of the Alliance Against Seclusion and Restraint (AASR)</i></p>	<p><i>Candice Sears, CEO and Founder of ThinkBeyond EDU</i></p>
<p>The course will help you identify the pieces of the student's story needed in ETR development. The needs identified in the ETR will support individualized IEPs for the student's needs with disabilities. There are many areas of the IEP related service providers can have significant impact. Everything, including Profile, IEP Goals, and Specially Designed Instruction, should all be linked together to tell a story in order to make a collaborative plan with other providers in the IEP. Included in the presentation will be how to formulate informative IEP goals and develop progress reports using data collection tools. Other IEP services will also be explored to give IEP teams a way to assess student needs. Participants will also be updated with any new information released by the OH Department of Education and Workforce.</p>	<p>This presentation, "Restraint and Seclusion: What OTs and PTs Need to Know," provides an overview of how restraint and seclusion are used in schools and what occupational therapists (OTs) and physical therapists (PTs) need to understand to help create safer, trauma-informed environments. It outlines the historical context, legal landscape, and definitions of restraint and seclusion; examines their disproportionate impact on children with disabilities, neurodivergent youth, and other marginalized groups; and describes the significant physical and psychological risks—including trauma, injury, and death—associated with these practices. The session calls on OT and PT professionals to advocate for humane, neuroscience-aligned, neurodiversity-affirming alternatives and to champion evidence-based frameworks that center safety, relationship-building, and genuine inclusion</p>	<p>Efficiency alone isn't the goal~capacity is. This session helps practitioners design thoughtful AI-supported workflows that reduce friction while preserving relational practice. Participants will examine how AI can assist with planning, follow-up communication, and reflection, freeing time for direct student interaction. Emphasis will be placed on when not to use AI, how to maintain professional voice, and how to ensure technology strengthens, not replaces, human connection.</p>

TUESDAY, AUGUST 4th, 2026

7:00-8:00 AM

▶ Registration, Continental Breakfast, Exhibits

8:00-10:10 AM

MORNING KEYNOTE - 1.5 CE HOUR

▶ ***OT/PT/AT Board: Tackling tough topics: from ethics to informed consent (Missy Anthony, Cheryl VanHoose, Nichole Dearth)***

Description: Occupational Therapy, Physical Therapy, and Athletic Trainers Board members and staff will cover difficult topics that are often seen in the field of school-based practice. Ethical quandaries that result from the tangled web of regulations impacting the school setting can often be stressful. This session will provide you with the tools you need to troubleshoot and problem solve.

▶ ***KEYNOTE: "ON Time Mobility- A Mobility Rights Perspective"***

Mobility is the foundation for active exploration, social interaction, and participation with family and friends. However, children with disabilities often experience delays in the onset of self-initiated mobility and thus experience passive mobility more frequently and for longer durations than their typically developing peers. This presentation introduces ON Time mobility- a novel framework for supporting the right of each child to hours of active mobility each day each day to explore, engage in relationships and develop agency to co-create their lives. Such a "mobility rights" perspective reimagines the therapist as ally, educator, and a key provider of both training and technology that advances mobility equity throughout childhood.

The five principles of this perspective- Timing, Urgency, Frequency, Multi-modality, and Sociability- will be applied to critically explore our fields' current mobility practices and provide a roadmap for more equitable mobility interventions. These principles will be illustrated with the voices and lived mobility experience of self-advocates and caregivers from the disability community with the end goal of advancing pediatric mobility and participation outcomes and advocacy in our fields.

10:10-10:30 AM

▶ Break, Exhibits, Vendor Time



PRESENTED BY:



10:30-12:00 PM

Breakout Sessions 1 (Please Choose One From Group, continued on next page) - 1.5 CE HOUR

<p>Empower Classrooms with MTSS: Unleash Student Potential with OT and PT Strategies</p>	<p>Is Gait Assessment and Intervention Really Educationally Relevant? Session 1: Foundations of Pediatric Gait Development (Part 1)</p>	<p>Beyond the Classroom – Building Bridges Between School-Based and Medical Model Therapy</p>
<p><i>Kim Wiggins, OTR/L</i></p>	<p><i>Toni Doty - PT, PhD.</i></p>	<p><i>Bonnie Boenig, MEd, OT/L, C/NDT</i></p>
<p>This course enhances your role as an occupational therapist (OT) and physical therapist (PT) to support teachers and students through Multi-Tiered System of Supports (MTSS). It focuses on equipping therapists with effective strategies to empower teachers in addressing students' needs at Tier 1 and Tier 2 levels, ultimately improving student outcomes before considering referrals for specialized OT or PT services. The course includes:</p> <ul style="list-style-type: none"> • Introduction to MTSS: Understand the framework of MTSS (formerly RTI) and its importance in identifying and supporting student needs through a structured, tiered approach. • Strategy Selection Method: Learn a practical method to assist teachers in selecting and implementing appropriate strategies for students at various levels of need. • Collaborative Case Studies: Engage in hands-on discussions of real-world case studies focusing on challenges such as handwriting difficulties, sensory issues, and fine motor delays. Explore practical solutions and strategies that can be employed in the classroom. • Action Plan Development: Gain insights into crafting effective action plans to address common classroom challenges. Learn how to integrate solutions seamlessly into existing academic tasks to support student success. • Enhanced Collaboration: Discover techniques for collaborating with teachers to provide targeted support and enhance classroom strategies. 	<p>This comprehensive three-session course is designed for school-based physical therapists and assistants seeking to refresh and strengthen their pediatric gait analysis skills. Participants will progress from foundational musculoskeletal development through advanced intervention strategies, with practical applications for students with diverse abilities. While we recommend attending the full-day session for maximum benefit, participants are welcome to select individual sessions that best align with their specific needs. In Session 1 Reconnect with the fundamentals of musculoskeletal development and pediatric gait patterns. This foundational session provides essential knowledge for analyzing movement patterns in children from infancy through maturity, with application to school-based practice.</p>	<p>This course examines how intentional collaboration between school-based and medical model occupational and physical therapists can improve continuity of care and functional outcomes for children with complex needs. Participants will explore similarities and differences in service delivery models, documentation requirements, and goal frameworks, and how these differences can either hinder or enhance coordinated care. Through case-based examples, the course highlights strategies for aligning educational and clinical priorities while maintaining compliance within each system. Practical tools for communication, shared planning, and family-centered collaboration are introduced to support smoother transitions across settings. Participants will leave with actionable strategies to strengthen interdisciplinary relationships and enhance participation across school, home, and community environments.</p>

<p>Mobility Bootcamp</p>	<p>The School-Based Toolkit: Hot Topics for Related Service Providers</p>	<p>Implementing MSP Updates: Moving from Policy to Practice</p>
<p><i>Andrina Sabet, PT, ATP</i></p>	<p><i>Angela Brouhard, MA CCC-SLP, Allison Hoffmann, M.A., CCC-SLP, & Kristy Hopkinson, MA, CCC-SLP</i></p>	<p><i>Brittany Miracle, BSW, MPA - Ohio Dept. of Medicaid</i></p>
<p>A key component of human life is our mobility within physical and social environments. This is perhaps best displayed in the day long activity of the toddler. The typically developing toddler enjoys or rather demands that their mobility be self-generated, socially nested, and co-creative across all available environments. Indeed, most cultures approve of toddler-mobility-reducing technology such as playpens, backpacks with leashes etc. In contrast, children with atypical mobility rely to a greater extent on mobility-enhancing technology and adult supports to achieve just a fraction, often less than an hour per day of those same opportunities. So now what? None of this information is new. And because it is not new, we need to ask ourselves: How have we re-calibrated our clinical practice towards mobility equity? Or have the significant number of barriers resulted in accommodation and complacency? This presentation will explore conceptual elements such as embodied development, ON time mobility, ableism, enriched environments as well as practical strategies for elevating clinical and community mobility necessary to build hours rather than minutes of mobility per day. Participants will engage in small group discussions including case studies as well as hands on opportunities to trial both low and high tech mobility solutions. Let's get moving!</p>	<p>School-based related service providers are continually balancing evolving standards with complex student needs. This session delivers a practical toolkit focused on timely, high-impact topics essential for efficient and effective practice. Participants will gain actionable strategies to develop strong intervention programs, make data-based decisions for entry and exit, enhance goal-writing and progress reporting, and use AI in practical and ethical manners. Mastering these hot topics ensures better outcomes for students and reduces burnout for practitioners. Walk away with immediate, usable strategies to streamline your daily workflow and elevate your clinical impact.</p>	<p>Presenters will provide a detailed explanation of the Medicaid School Program and best practices for implementing in a school-based setting. Presenters will learn about the MSP updates, including new services, plans of care and compliance requirements. A clinical expert will translate policy into practice through case studies, examples and participant interaction.</p>

12:00-12:30 PM

▶ **Lunch**

12:30-1:00 PM

▶ Break, Exhibits, Vendor Time

1:00-2:30 PM

Breakout Sessions 2 (Please Choose One From Group) - 1.5 CE HOUR

<p>Push-in to the Classroom! The Why and How for Related Service Providers</p>	<p>Is Gait Assessment and Intervention Really Educationally Relevant? Session 2: Application of Typical Gait Parameters (Part 2)</p>	<p>The Functional Hand – Translating Clinical Principles into Classroom Practice</p>
<p><i>Kim Wiggins, OTR/L</i></p>	<p><i>Toni Doty, PT, PhD</i></p>	<p><i>Bonnie Boenig, MEd, OT/L, C/NDT</i></p>
<p>Push-in to the classroom is an evidence-based and effective treatment strategy for OTs, PTs, and SLPs. Because of multiple barriers, therapists are often more comfortable providing pull-out therapy sessions. In this 2-hour course, the speaker includes a research review, push-in and distance-learning strategies, and a discussion of the benefits of carryover and collaboration strategies.</p>	<p>In Session 2 Build your technical expertise in gait analysis through systematic examination of temporal, kinematic, and electromyographic components. This session bridges theoretical knowledge with clinical observation skills essential for accurate student assessment. This comprehensive three-session course is designed for school-based physical therapists and assistants seeking to refresh and strengthen their pediatric gait analysis skills. Participants will progress from foundational musculoskeletal development through advanced intervention strategies, with practical applications for students with diverse abilities. While we recommend attending the full-day session for maximum benefit, participants are welcome to select individual sessions that best align with their specific needs.</p>	<p>This course focuses on the foundational role of posture, alignment, and sensory-motor integration in the development of functional hand use within the classroom. Participants will examine how proximal stability, proprioceptive input, and postural control influence grasp, manipulation, tool use, and endurance for academic tasks. Drawing from neurodevelopmental treatment principles, sensory integration, and task-based approaches, the course connects clinical reasoning to practical school-based strategies. Through demonstrations and applied activities, participants will explore simple, evidence-informed interventions and adaptations that can be implemented within classroom routines to support independence and participation. Emphasis is placed on translating clinical concepts into feasible strategies that align with educational demands.</p>
<p>From Vision to Action: Creating Ohio’s School-Based PT Guidelines</p>	<p>Enhancing ETR Compliance for Special Educators: A Practical Workshop</p>	<p>AI That Works in Real Life: Practical Tools for School-Based Therapists</p>
<p><i>Amy Schlessman, PT DPT, DHSc</i></p>	<p><i>Angela Brouhard, MA CCC-SLP & Sara Hiatt, Ed.S, NCSP</i></p>	<p><i>Courtney Monastra (MagicSchool)</i></p>
<p>This session provides an inside look at the collaborative development of the Ohio School-Based OT/PT Guidelines, led by members of the OPTA and OOTA. Participants will gain insight into how practitioner feedback, state educational expectations, and evidence-based school therapy practices shaped the creation of the guidelines. Key takeaways include understanding the rationale for establishing statewide OT/PT practice expectations, the structures and decision-making processes behind the guidelines, and how OTs/PTs can use the document to advocate for appropriate services, clarify professional responsibilities, and strengthen documentation and service delivery in educational settings.</p>	<p>This essential workshop is designed for Speech-Language Pathologists, Intervention Specialists, Administrators, Occupational Therapists, Physical Therapists, and School Psychologists who want to ensure their special education documentation is not only compliant but also truly effective. This interactive session will provide practical strategies, real-world examples, and opportunities for hands-on application, leaving you with actionable skills to enhance your daily practice. Bring your own ETR to work through the process with your own case. Join us to elevate your ETR writing, ensuring better outcomes for your students and greater confidence in your work!</p>	<p>School-based practitioners are balancing growing caseloads, increasing documentation demands, and diverse student needs—often with limited time and support. AI is already showing up in schools, but most tools aren’t designed for the realities of related service work.</p> <p>In this session, we’ll explore how MagicSchool supports school-based providers—speech-language pathologists, occupational therapists, physical therapists, and other specialists—by reducing time spent on paperwork, strengthening student-facing materials, and maintaining professional judgment and ethical standards.</p> <p>Participants will see real examples of how AI can support session planning, documentation drafts, family communication, and individualized student supports—without replacing clinical expertise or compromising student privacy.</p>

2:30 – 2:45 PM

▶ Break, Exhibits, Vendor Time

▶ 2:45 – 4:15 PM **Breakout Sessions 3 (Please Choose One From Group) – 1.5 CE HOUR**

<p>Visual Skills and Their Impact on Learning</p>	<p>Is Gait Assessment and Intervention Really Educationally Relevant? Session 3: Evidence-Based Gait Interventions for Students with Disabilities (Part 3)</p>	<p>Reconnecting with Your Why – Reflective Practices for Purposeful School-Based Therapy</p>
<p><i>Kim Wiggins, OTR/L</i></p>	<p><i>Toni Doty, PT, PhD</i></p>	<p><i>Bonnie Boenig, MEd, OT/L, C/NDT</i></p>
<p>Research shows that 80% of all learning in school settings is acquired through vision, and unfortunately, there is an increase in focus and attention issues in the classroom that can be linked to visual challenges. If children have difficulty using their eyes, they will often give up or work twice as hard as other students, resulting in frustration and a lack of motivation. Children are often misdiagnosed with attention deficits without looking at possible visual insufficiencies. This course includes easy-to-understand explanations of the visual system, a variety of FREE resources, and examples of implementation strategies for clinicians to utilize in practice.</p>	<p>In Session 3, Transform assessment into action with evidence-based intervention strategies applicable to your school setting. Explore current research supporting interventions for common pediatric conditions, with practical implementation strategies you can use immediately. This comprehensive three-session course is designed for school-based physical therapists and assistants seeking to refresh and strengthen their pediatric gait analysis skills. Participants will progress from foundational musculoskeletal development through advanced intervention strategies, with practical applications for students with diverse abilities. While we recommend attending the full-day session for maximum benefit, participants are welcome to select individual sessions that best align with their specific needs.</p>	<p>This course provides a structured, reflective experience designed to support school-based therapists in reconnecting with their professional purpose amid the emotional and practical demands of practice. Participants will explore the role of values, strengths, and meaning in sustaining engagement and managing emotional investment in therapeutic work. Through guided journaling, reflection prompts, and facilitated discussion, the course introduces reflective practices that can be integrated into daily or weekly professional routines. Emphasis is placed on cultivating perspective, balance, and clarity to support ethical decision-making, resilience, and long-term professional fulfillment. Participants will leave with practical tools to embed reflection into their work life in sustainable and meaningful ways.</p>

<p>You and UDL, Designing for All: Integrating UDL with School-Based OT and PT to Empower Every Learner</p>	<p>Enhancing IEP Compliance for Special Educators: A Practical Workshop</p>	<p>Implementing Adaptive Standing in the School-based Environment</p>
<p><i>Amy Schlessman, PT DPT, DHSc</i></p>	<p><i>Angela Brouhard, MA CCC-SLP, Allison Hoffmann, M.A., CCC-SLP, & Kristy Hopkinson, MA, CCC-SLP</i></p>	<p><i>Phillip Blough, PT, DPT – Rifton</i></p>
<p>School-based therapists routinely create handouts, activity guides, and digital communication for students, teachers, and families; yet these materials may unintentionally exclude diverse learners. This interactive session demonstrates how Universal Design for Learning (UDL) principles can transform clinical communication and educational supports. Attendees will explore “Top 10 Tips” for making therapy materials more accessible and engaging, analyze “before and after” examples, and participate in hands-on stations to redesign sample resources using UDL best practices. By connecting UDL with core OT/PT roles and real-world school scenarios, this session empowers therapists to become leaders in inclusive design and helps ensure every learner can access, understand, and participate meaningfully.</p>	<p>This essential workshop is designed for Speech-Language Pathologists, Intervention Specialists, Administrators, Occupational Therapists, Physical Therapists, and School Psychologists who want to ensure their special education documentation is not only compliant but also truly effective. This interactive session will provide practical strategies, real-world examples, and opportunities for hands-on application, leaving you with actionable skills to enhance your daily practice. Bring your own IEP to work through the process with your own case. Join us to elevate your IEP writing, ensuring better outcomes for your students and greater confidence in your work!</p>	<p>This session explores the latest evidence supporting adaptive standing for children and youth with disabilities, with a focus on its application in school-based practice. Beyond traditional benefits such as bone health and hip stability, the presentation highlights research on other health and participation outcomes. Emphasis will be placed on how standing directly impacts classroom engagement and peer interaction, thereby aligning with the IEP as an essential component of inclusive education. Case examples will illustrate real-world applications, and participants will leave with practical strategies to overcome barriers and optimize outcomes through evidence-based standing programs.</p>