



2024 SBP Summit

COURSE DESCRIPTION BOOK

Monday, August 5th and Tuesday, August 6th, 2024
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!



www.sbpsummit.com

MONDAY, August 5th

8:00 - 8:10	Cheryl VanHoose, PT, MHS- Welcome and Speaker Introduction
8:10 - 8:40	Ohio Department of Education and Workforce Leadership
8:45- 10:15	KEYNOTE- Candice Sears, Director of Instructional Services, MCESC; Amanda Bickerstaff, Founder & CEO Of AI For Education - "The Future Of Education: Leveraging AI Without Losing The Human Touch"
10:15- 10:20	Mike Collins, Director OSHA - Welcome and Conference Overview
10:20- 10:45	Vendor Time

10:45 - 12:15	Day 1, Session 1
----------------------	-------------------------

ROOM #1	ROOM #2	ROOM #3	ROOM #4	ROOM #5	ROOM #6	ROOM #7
Kim Wiggins, OTR/L	Liesa M Ritchie-Persaud, PT, DPT, PCS	Jaime Spencer, MS, OTR/L	Catie Christensen, PT, DPT, PCS; Mequeil Howard, OTR/L, OTD; Elizabeth Maus, PT, DPT, PCS	Rylie Jarrett, M.Ed, IS; Taylor Ruef, M. Ed, IS; Allison Officer, M. Ed, IS, CAS	Candice Sears, Director of Instructional Services, MCESC; Amanda Bickerstaff, Founder & CEO Of AI For Education	Lori Benson Adams, M.Ed
OT's Role In Social And Emotional Learning	What Toe Walking Really Is And Why It Matters	Are We There Yet? Action Steps To Achieve Vision 2025	Knowledge Translation For The Busy Clinician: A Hands-On Experience (3 Part Session)	Give Me A Break In Action- Part 1: Using Reinforcement Breaks To Meet Your Student Needs	The Future Of Education: Empowering Students With AI (PART 1)	Organization And Time Usage Strategies For Students With EF Challenges

12:15 - 12:35	Vendors/Break
----------------------	----------------------

12:35-1:05	Lunch
-------------------	--------------

1:05 - 1:25	Vendors/Break
--------------------	----------------------

1:30 - 3:00	Day 1, Session 2
--------------------	-------------------------

ROOM #1	ROOM #2	ROOM #3	ROOM #4	ROOM #5	ROOM #6	ROOM #7
Kim Wiggins, OTR/L	Liesa M Ritchie-Persaud, PT, DPT, PCS	Jaime Spencer, MS, OTR/L	Catie Christensen, PT, DPT, PCS; Mequeil Howard, OTR/L, OTD; Elizabeth Maus, PT, DPT, PCS	Terri Dinkelaker, PT, DPT; Denise Campbell, MS, OTR/L; Lynn DeMange, OTR/L, CAS	Candice Sears, Director of Instructional Services, MCESC; Amanda Bickerstaff, Founder & CEO Of AI For Education	Lori Benson Adams, M.Ed
Integrating Primitive Reflexes In A School-Based Setting: Screenings, Compensation Techniques, And Treatment Strategies- Part 1	Simple Shoe Modifications And Specific Orthotics For Toe Walking	Perceptions Of School OTs And PTs As Leaders	Knowledge Translation For The Busy Clinician: A Hands-On Experience (3 Part Session)	Give Me A Break In Action- Part 2: A Team Approach To Proactive Sensory And In The Moment Breaks To Meet Your Student Needs	The Future Of Education: Empowering Students With AI (PART 2)	Promoting Creativity As A Tool For Self-Regulation

3:00 - 3:15	Vendors/ Break
--------------------	-----------------------

3:15 - 4:45	Day 1, Session 3
--------------------	-------------------------

ROOM #1	ROOM #2	ROOM #3	ROOM #4	ROOM #5	ROOM #6	ROOM #7
Kim Wiggins, OTR/L	Liesa M Ritchie-Persaud, PT, DPT, PCS	Jacqueline Renegado OTR/L, M. Ed.	Catie Christensen, PT, DPT, PCS; Mequeil Howard, OTR/L, OTD; Elizabeth Maus, PT, DPT, PCS	Dr. Sarah Fox, PT, DPT	Antonette K. Doty, PT, PhD	Lori Benson Adams, M.Ed
Integrating Primitive Reflexes In A School-Based Setting: Screenings, Compensation Techniques, And Treatment Strategies- Part 2	Toe Walking: Intervention Strategies	Health Promotion And Prevention Efforts Focused On Student Mental Wellness In Schools: The Role Of Occupational And Physical Therapy Practitioners	Knowledge Translation For The Busy Clinician: A Hands-On Experience (3 Part Session)	Urine Luck! Supporting Bowel & Bladder Conditions In The School Setting	Implementing The PDMS 3 For School Based OTs And PTs	Tips And Tools For Reluctant And Struggling Writers

TUESDAY, August 6th

8:00-9:30	Keynote Speaker - Liesa M Ritchie-Persaud, PT, DPT, PCS; "Toe Walking & Sensory Function... Relevance For Both PT & OT!"
9:30-10:00	Missy Anthony- Executive Director: Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board
10:00 - 10:15	Vendor Time

10:15 - 11:45	Day 2, Session 1
----------------------	-------------------------

ROOM #1	ROOM #2	ROOM #3	ROOM #4	ROOM #5	ROOM #6	ROOM #7
Kim Wiggins, OTR/L	Liesa M Ritchie-Persaud, PT, DPT, PCS	Ann Anzalone, MS	Amy Morgan, PT, ATP Permobil	Sara J. Weis, Bestselling Author, MA in Education, RYT-200, RCYT	Mark Smith, CPM, MPA; Cheryl Vanhooose, PT, MHS	Nisha S. Sanghvi, OTR/L Integrated Practice
Empower Classrooms With MTSS: Unleash Student Potential With OT Strategies	Significance Of The Sensory Systems In Support Of Functional Performance	Moving To Learn, Learning To Move	Learning Through Independent Mobility: Implementation In The Educational Setting	Yoga & Mindfulness Tools For The Classroom	Medicaid School Program: Overview And Updates	Reflect, Recharge & Renew: Transformative Power Of Reflection To Build Resiliency And Sustain Passion

11:45- 12:00	Vendors/Break
---------------------	----------------------

12:00 - 12:30	BOX LUNCH
----------------------	------------------

12:30 - 12:45	Poster Presentations, Vendors/Break
----------------------	--

12:45 - 2:15	Day 2, Session 2
---------------------	-------------------------

ROOM #1	ROOM #2	ROOM #3	ROOM #4	ROOM #5	ROOM #6	ROOM #7
Kim Wiggins, OTR/L	Liesa M Ritchie-Persaud, PT, DPT, PCS	Ann Anzalone, MS	Amy Morgan, PT, ATP Permobil	Sara J. Weis, Bestselling Author, MA in Education, RYT-200, RCYT	Kim Helms, OTR/L	Nisha S. Sanghvi, OTR/L Integrated Pediatrics
Push In To The Classroom! The Why And How For Related Service Providers (Part 1)	How To Test And Screen For Sensory Involvement That Affects Motor Skills	Teaching A Brain Exposed To Trauma	"Solutions For Every Body" Including Preschool/Elementary/Middle/High School	Trauma Informed Yoga In The Classroom	ETR/IEP Updates- For Veterans And Newbies	Nurturing Neurodiversity: Redesigning Routines For Enhanced Engagement And Executive Function Development

2:15- 2:30	Vendors/Break
-------------------	----------------------

2:30 - 4:00	Day 2, Session 3
--------------------	-------------------------

ROOM #1	ROOM #2	ROOM #3	ROOM #4	ROOM #5	ROOM #6	ROOM #7
Kim Wiggins, OTR/L	Liesa M Ritchie-Persaud, PT, DPT, PCS	Ann Anzalone, MS	Carly W. Wilbur, M.D., FAAP; Amanda Smith, MOT, OTR/L PSI Solutions	Sara J. Weis, Bestselling Author, MA in Education, RYT-200, RCYT	Lori Potts, PT, Rifton	Nisha S. Sanghvi, OTR/L Integrated Pediatrics
Push In To The Classroom! The Why And How For Related Service Providers (Part 2)	Sensory System Intervention Strategies To Maximize Motor Skills	Setting Teens Up For Success	Emotion & Motion	Yoga & Mindfulness Tools For Educators And Physical Therapists	Adaptive Cycling As An Effective Intervention: A School-Based Approach	Multiple Perspectives, Common Goals: Success Through Synergistic Teaming And Communication

Ohio School Health Services Association presents:
School Based Practitioners Summit

August 5th & 6th • Hilton Columbus Polaris • Columbus, Ohio

Conference Schedule and Course Descriptions

MONDAY, AUGUST 5th, 2024

7:00-8:00 AM

▶ Registration, Continental Breakfast, Exhibits

8:00-10:20 AM

MORNING KEYNOTE - 1.5 CE HOUR

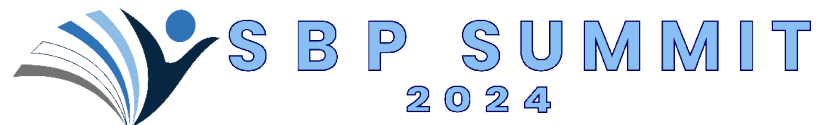
▶ ***Ohio Department of Education and Workforce Leadership, Speaker TBD***

▶ ***“The Future Of Education: Leveraging AI Without Losing The Human Touch” Presented by Candice Sears, Director of Instructional Services, MCESC; Amanda Bickerstaff, Founder & CEO Of AI For Education***

In this dynamic presentation, we will delve into the transformative potential of Artificial Intelligence in education, emphasizing its role as a powerful ally rather than a replacement for the crucial human connection in learning. Discover how AI can revolutionize personalized learning, streamline administrative tasks, and provide educators with valuable insights to enhance their teaching methods. By striking a delicate balance between technological innovation and the irreplaceable human touch, we will explore how AI can amplify the educational experience, creating a future where students and teachers alike thrive in a harmonious partnership between technology and humanity.

10:20-10:45 AM

▶ Break, Exhibits, Vendor Time



PRESENTED BY:



10:45 AM-12:15 PM

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

<p>OT's Role In Social And Emotional Learning</p>	<p>What Toe Walking Really Is And Why It Matters</p>	<p>Are We There Yet? Action Steps To Achieve Vision 2025</p>
<p><i>Kim Wiggins, OTR/L</i></p>	<p><i>Liesa M Ritchie-Persaud, PT, DPT, PCS</i></p>	<p><i>Jaime Spencer, MS, OTR/L</i></p>
<p>Social and emotional learning (SEL) is essential to human development, and helps create a positive learning environment for all students. Many school districts are establishing systemic, schoolwide approaches to SEL. Therefore, it is important for school-based occupational therapy practitioners to understand their role in implementing SEL within therapy sessions or as members of the school team. SEL is required for successful participation in most areas of occupational performance and falls well within the scope of occupational therapy. This course will provide you with specific strategies to address SEL within your current role immediately.</p>	<p>This session provides a functional description of Toe Walking in order to clarify the problems & concerns regarding Toe Walking in children. Specifically, the necessity of two bases of support & the influence of an anterior center of mass is discussed.</p>	<p>Vision 2025 promotes OTPs as leaders who influence change for the school community (AOTA, 2017). Recent studies show that current school-based practice trends may not be aligned with the guidelines for best practices (Seruya & Garfinkel, 2020) or AOTA's Vision 2025. While school OTPs are competent advocates for their students, they desire leadership resources to advocate for themselves and the profession's role (Seruya & Garfinkel, 2020). Limited self-advocacy skills, decreased administrative support, and confusion about the role of the school OTP may create many obstacles for practitioners. Self-advocacy techniques to overcome barriers include asking for more, negotiating, and following up (Daly, 2014). AOTA (2021) also encourages OTPs to "ask the right questions, educate others, and sell your OT background." In this course, we will use case studies to demonstrate these approaches to facilitate change. Equipped with advocacy resources, OTPs will be fully prepared as leaders to expand their roles within the school setting. As we approach 2025, we must increase our efforts and implement proactive strategies to meet AOTA's Vision of OTPs as influential leaders. To self-advocate, school OTPs must first understand the barriers impacting their position and facilitators to influence change. A reflection time will be used to consider solutions. Participants will partner to discuss and create an actionable plan to apply advocacy strategies in their workplace. A Q & A period will solidify the plan to advocate for change. The strategies taught in this course will empower school OTPs to forge new pathways in the school setting. Armed with new advocacy tools, attendees can promote the role of school-based occupational therapy, influence leaders, and promote practical student-centered solutions to achieve Vision 2025 on time.</p>
<p>Knowledge Translation For The Busy Clinician: A Hands-On Experience (3 Part Session) (All Day)</p>	<p>Give Me A Break In Action- Part 1: Using Reinforcement Breaks To Meet Your Student Needs</p>	<p>Empowering School-Based Therapists: Leveraging AI for Enhanced Physical, Speech, and Occupational Therapy</p>
<p><i>Catie Christensen, PT, DPT, PCS; Mequeil Howard, OTR/L, OTD; Elizabeth Maus, PT, DPT, PCS</i></p>	<p><i>Rylie Jarrett, M.Ed, IS; Taylor Ruef, M. Ed, IS; Allison Officer, M.Ed, IS, CAS</i></p>	<p><i>Candice Sears, Director of Instructional Services, MCESC; Amanda Bickerstaff, Founder & CEO Of AI For Education</i></p>
<p>Searching for and appraising research is often a barrier to evidence based practice for clinicians practicing in schools. Access to literature is often limited, time is tight, and having the necessary skills to appraise literature might be lacking. This 3 part presentation will teach clinicians how to search for and appraise research articles. Examples of how research can be translated when resources are variable will be shared. A review of search strategies and appraisal tools will occur. Each clinician will have the opportunity to practice searching for and appraising articles on a topic they choose. The speakers will assist and facilitate this hands-on experience and participants will leave with the answer to a clinical question of their choice. Participants will also leave with an understanding of how to repeat the process when they have a new clinical question. This course includes 50% didactic content and 50% hands on practice, guided by course facilitators. Please bring an electronic device that you can search for research articles on during the course.</p>	<p>In this two part series, participants will see what it looks like to implement different types of breaks to meet specific student needs. In part 1, intervention specialists will share what it looks like to implement reinforcement breaks in their classrooms. They will share how these breaks are implemented, how to use visual supports to communicate student expectations including transitioning back to work, and how consistent reinforcement breaks improve student behavior and work completion. Participants will see these strategies "in action" through the use of video examples.</p>	<p>In this dynamic and interactive session, school-based therapists specializing in physical, speech, and occupational therapy are invited to explore the transformative potential of artificial intelligence (AI) in enhancing therapeutic outcomes and streamlining daily processes. As we delve into the rapidly evolving landscape of AI technologies, participants will gain valuable insights into practical tools and resources that are specifically designed to support their work with students.</p>

10:45 AM-12:15 PM

Breakout Sessions 1 (Please Choose One, continued from last page) – 1.5 CE HOUR

Organization And Time Usage Strategies For Students With EF Challenges

Lori Benson Adams, M.Ed

Students with weak executive functions are often lacking the skills necessary to estimate and use time intentionally, organize personal and school materials, and get homework and projects turned in completed and on time. This strategy-based course will review what is going on in the executive system that causes such challenges, as well as provide loads of practical, immediately-usable ideas to help students succeed!

12:15–12:35 PM AND 1:05 – 1:30PM

▶ **Break, Exhibits, Vendor Time**

12:35–1:05 PM

▶ **Lunch**

1:30–3:00 PM

▶ **Breakout Sessions 2 (Please Choose One From Group, continued on next page) – 1.5 CE HOUR**

<p>Integrating Primitive Reflexes In A School-Based Setting: Screenings, Compensation Techniques, And Treatment Strategies- Part 1</p>	<p>Simple Shoe Modifications And Specific Orthotics For Toe Walking</p>	<p>Perceptions Of School OTs And PTs As Leaders</p>
<p><i>Kim Wiggins, OTR/L</i></p>	<p><i>Liesa M Ritchie-Persaud, PT, DPT, PCS</i></p>	<p><i>Jaime Spencer, MS, OTR/L</i></p>
<p>Primitive reflexes emerge in utero and should be integrated no later than 2 years of age. Unfortunately, studies show that approximately 75% of school-aged children with learning disabilities have retained primitive reflexes, which are becoming more common and strongly impact the function of these students, especially in a school based setting. This course provides therapists with a screening process to identify each of these retained primitive reflexes: MORO, Tonic Labyrinthine Neck Reflex, Asymmetrical Tonic Neck Reflex, Spinal Galant, and Symmetrical Tonic Neck Reflex. Kim also provides compensation techniques and treatment strategies to help integrate each reflex covered. This course is packed with videos, examples, and functional exercises and activities that can be embedded into the classroom to help school-aged children reach their full potential.</p>	<p>This session describes how to modify commercial (“regular”) shoes, adjust pre-fabricated orthoses, AND/OR provide specific recommendations for custom orthotics. A result of providing appropriate footwear, participants will learn how to improve function in treatment sessions with children who Toe Walk.</p>	<p>Background: School leadership is widely recognized to be in the hands of educational administrators. However, occupational and physical therapy practitioners still need a clear pathway to obtain school leadership positions in most state education departments.</p> <p>Content: We will explore the relationship between federal and state mandates and school leadership opportunities. We will present our research study’s findings that examine school-based occupational and physical therapy practitioners’ awareness of legislative barriers, their perceptions and attitudes toward leadership opportunities, and their inclination to advocate for change in the New York State school system. Our research results demonstrate that practitioners desire opportunities for leadership and wish to advocate for changes in state legislative policy. Such change aligns with ESSA (Every Student Succeeds Act, 2015) and Vision 2025 (AOTA, 2017), supporting practitioners’ ability to perform quality occupational therapy according to best practices.</p>
<p>Knowledge Translation For The Busy Clinician: A Hands-On Experience (3 Part Session) (All Day)</p>	<p>Give Me A Break In Action- Part 2: A Team Approach To Proactive Sensory And In The Moment Breaks To Meet Your Student Needs</p>	<p>Student Empowerment Through AI: Enhancing OT, PT, and Speech Therapy Outcomes in Education</p>
<p><i>Catie Christensen, PT, DPT, PCS; Mequeil Howard, OTR/L, OTD; Elizabeth Maus, PT, DPT, PCS</i></p>	<p><i>Terri Dinkelaker, PT, DPT; Denise Campbell, MS, OTR/L; Lynn DeMange, OTR/L, CAS</i></p>	<p><i>Candice Sears, Director of Instructional Services, MCESC; Amanda Bickerstaff, Founder & CEO Of AI For Education</i></p>
<p>Searching for and appraising research is often a barrier to evidence based practice for clinicians practicing in schools. Access to literature is often limited, time is tight, and having the necessary skills to appraise literature might be lacking. This 3 part presentation will teach clinicians how to search for and appraise research articles. Examples of how research can be translated when resources are variable will be shared. A review of search strategies and appraisal tools will occur. Each clinician will have the opportunity to practice searching for and appraising articles on a topic they choose. The speakers will assist and facilitate this hands-on experience and participants will leave with the answer to a clinical question of their choice. Participants will also leave with an understanding of how to repeat the process when they have a new clinical question. This course includes 50% didactic content and 50% hands on practice, guided by course facilitators. Please bring an electronic device that you can search for research articles on during the course.</p>	<p>In this two part series, participants will have the opportunity to see what it looks like to implement different types of breaks to meet specific student needs. In part 2, an occupational and a physical therapist will discuss the importance of implementing a proactive, concrete plan for sensory breaks as well as spontaneous “in the moment” breaks. They will further discuss the importance of having a collaborative plan with classroom staff. Attendees will learn about when and why to implement each type of break and “in action” video examples will be provided throughout the live presentation.</p>	<p>Join us for a cutting-edge session focused on harnessing the power of Artificial Intelligence (AI) to transform and enhance the educational outcomes of students undergoing Occupational Therapy (OT), Physical Therapy (PT), and Speech Therapy. This session is meticulously designed to equip educators, therapists, and school administrators with the knowledge and tools to leverage AI technologies, aiming to foster greater student empowerment and success within the educational system. Participants will gain foundational knowledge of AI in education, discover AI tools and resources, and learn practical application strategies.</p>

1:30-3:00 PM

Breakout Sessions 2 (Please Choose One, continued from last page) – 1.5 CE HOUR

Promoting Creativity As A Tool For Self-Regulation

Lori Benson Adams, M.Ed

Self-regulation, one's ability to understand and control feelings and actions in relation to what is happening within and around you, has been deemed more critical than academic performance in the determination of independent work and living skills. This unique workshop uses tools to identify what is most motivating and inspiring to each student, and how to incorporate creativity such as art, writing, music and movement as tools to promote self awareness and self-control. If you love out-of-the-box intervention ideas, this one is for you!

3:00–3:15 PM

▶ Break, Exhibits, Vendor Time

3:15 – 4:45 PM

Breakout Sessions 3 (Please Choose One From Group, continued on next page) - 1.5 CE HOUR

<p>Integrating Primitive Reflexes In A School-Based Setting: Screenings, Compensation Techniques, And Treatment Strategies- Part 2</p>	<p>Toe Walking: Intervention Strategies</p>	<p>Health Promotion And Prevention Efforts Focused On Student Mental Wellness In Schools: The Role Of Occupational And Physical Therapy Practitioners</p>
<p><i>Kim Wiggins, OTR/L</i></p>	<p><i>Liesa M Ritchie-Persaud, PT, DPT, PCS</i></p>	<p><i>Jacqueline Renegado OTR/L, M.Ed.</i></p>
<p>Primitive reflexes emerge in utero and should be integrated no later than 2 years of age. Unfortunately, studies show that approximately 75% of school-aged children with learning disabilities have retained primitive reflexes, which are becoming more common and strongly impact the function of these students, especially in a school based setting. This course provides therapists with a screening process to identify each of these retained primitive reflexes: MORO, Tonic Labyrinthine Neck Reflex, Asymmetrical Tonic Neck Reflex, Spinal Galant, and Symmetrical Tonic Neck Reflex. Kim also provides compensation techniques and treatment strategies to help integrate each reflex covered. This course is packed with videos, examples, and functional exercises and activities that can be embedded into the classroom to help school-aged children reach their full potential.</p>	<p>This session teaches specific muscle lengthening & strengthening techniques. In addition, therapeutic taping applications & treatment activities are described. Video activity examples are utilized for further demonstration of intervention strategies.</p>	<p>The World Health Organization calls stress the health epidemic of the 21st century. Our students, families, educational systems, and mental health systems are overwhelmed. Daily, we feel the effects of not having enough mental health resources and services available in and outside schools. In December 2021, the U.S. Surgeon General issued a rare warning saying mental health challenges were leading to “devastating effects” among young people, calling all to action. As school-based occupational and physical therapy practitioners, we are in a position to make a difference, fill a void, and be advocates for the advancement of our professions. In this session, we will explore current mental health statistics along with the unique skill sets OT/PT practitioners possess to support mental health and wellness as integral members of multi-disciplinary MTSS school teams. OT/PT implementation strategies prioritizing primary mental health and wellness prevention (Tier 1) practices will be explored.</p>
<p>Knowledge Translation For The Busy Clinician: A Hands-On Experience (3 Part Session) (All Day)</p>	<p>Urine Luck! Supporting Bowel & Bladder Conditions In The School Setting</p>	<p>Implementing The PDMS 3 For School Based OTs And PTs</p>
<p><i>Catie Christensen, PT, DPT, PCS; Mequeil Howard, OTR/L, OTD; Elizabeth Maus, PT, DPT, PCS</i></p>	<p><i>Dr. Sarah Fox, PT, DPT</i></p>	<p><i>Antonette K. Doty, PT, PhD</i></p>
<p>Searching for and appraising research is often a barrier to evidence based practice for clinicians practicing in schools. Access to literature is often limited, time is tight, and having the necessary skills to appraise literature might be lacking. This 3 part presentation will teach clinicians how to search for and appraise research articles. Examples of how research can be translated when resources are variable will be shared. A review of search strategies and appraisal tools will occur. Each clinician will have the opportunity to practice searching for and appraising articles on a topic they choose. The speakers will assist and facilitate this hands-on experience and participants will leave with the answer to a clinical question of their choice. Participants will also leave with an understanding of how to repeat the process when they have a new clinical question. This course includes 50% didactic content and 50% hands on practice, guided by course facilitators. Please bring an electronic device that you can search for research articles on during the course.</p>	<p>This course will define what pediatric pelvic therapy is and how to support a child in the school setting.</p>	<p>This course is provided as an overview of the newest edition of the Peabody Developmental Motor Scales 3 (PDMS 3). The PDMS 3 is a widely used outcome measure in school-based OT and PT especially with preschool and kindergarten children. Topics covered include the following:</p> <ol style="list-style-type: none"> 1) An overview of the new updates to the PDMS 3, 2) Improvements to the PDMS 3, 3) Administration of the PDMS 3, 4) updated normative sampling and psychometric properties, 5) administration of the PDMS 3, and 6) an overview of online scoring and reporting. <p>This session will assist participants and subsequent work sites in decision making in ordering and implementing the new PDMS3 in their practice.</p>

3:15-4:45 PM

Breakout Sessions 3 (Please Choose One, continued from last page) – 1.5 CE HOUR

Tips And Tools For Reluctant And Struggling Writers

Lori Benson Adams, M.Ed

Dysgraphia, or disorders of written expression, are one of the most overlooked learning differences due to the high comorbidity rate with other conditions such as ADHD and ASD. This highly practical workshop will review the key signals shown by students with writing disorders, and provides a multitude of immediately-usable strategies and tools to get over the emotional, cognitive and motoric blocks faced by many.

TUESDAY, AUGUST 6th, 2024

7:00-8:00 AM

▶ Registration, Continental Breakfast, Exhibits

8:00-10:00 AM

▶ **MORNING KEYNOTE - 1.5 CE HOUR**

▶ ***Missy Anthony- Executive Director. Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board***

▶ ***KEYNOTE: "Toe Walking & Sensory Function... Relevance For Both PT & OT! Presented by Liesa M Ritchie-Persaud, PT, DPT, PCS***

This session investigates why it is crucial for both physical & occupational therapists & assistants to have a working understanding of how each discipline's perspective complements a holistic approach to intervention. Motor function & sensory processing are interrelated. Therefore, addressing motor acquisition & performance with a sensory system foundation can improve outcomes in children. Related sessions address relevance, assessment & intervention for the tactile, vestibular, proprioceptive & visual systems. In addition, Toe Walking specific sessions explain the significance when a child is a "sensory" Toe Walker.

10:00-10:15 AM

▶ Break, Exhibits, Vendor Time



10:15-11:45 AM

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 Strategies</p>	<p>Significance Of The Sensory Systems In Support Of Functional Performance</p>	<p>Moving To Learn, Learning To Move</p>
<p><i>Kim Wiggins, OTR/L</i></p>	<p><i>Liesa M Ritchie-Persaud, PT, DPT, PCS</i></p>	<p><i>Ann Anzalone - MS, Teacher Consultant</i></p>
<p>Navigating the challenges of handwriting, sensory, and fine motor delays in students can be overwhelming. In today's educational landscape, Multi-Tiered System of Supports (MTSS) plays a crucial role in addressing overall delays across various areas. This course focuses on empowering you to provide effective strategies at both the tier 1 and tier 2 levels.</p> <p>What to expect:</p> <ul style="list-style-type: none"> • Introduction and review of a method for helping teachers select appropriate strategies • Exploration of strategies, with collaborative case study discussions • Practical insights on crafting action plans to tackle common problems • Techniques to seamlessly integrate solutions into existing academic tasks within the classroom <p>Don't miss out on this opportunity to enhance your skills and make a lasting impact on student development.</p>	<p>This session considers the tactile, vestibular, visual & proprioceptive systems, & describes the significance to fine & gross motor function, with emphasis on muscle tone, postural control & movement coordination.</p>	<p>Movement is not only the work of infancy and early childhood but also the foundation of learning. It provides the student with the neurological organization for academic success. The skills of coordination, perception and auditory- visual processing begin their development in early childhood and continue throughout childhood. Learn three specific exercises to develop these skills. Add in two more exercises to develop students' focus and attention skills. Teach your students how to move to learn.</p>
<p>Learning Through Independent Mobility: Implementation In The Educational Setting</p>	<p>Yoga & Mindfulness Tools For The Classroom</p>	<p>Medicaid School Program: Overview And Updates</p>
<p><i>Amy Morgan, PT, ATP Permobil</i></p>	<p><i>Sara J. Weis, Bestselling Author, MA in Education, RYT-200, RCYT</i></p>	<p><i>Mark Smith, CPM, MPA; Cheryl Vanhooose, PT, MHS</i></p>
<p>Selecting a wheelchair can enhance or inhibit self-directed mobility, which in turn can affect other areas of development. When and how mobility devices are evaluated for and issued can promote a student's achievement of developmental milestones in a range of areas. This course will review human development as it relates to mobility skill acquisition and initial social, language, and perceptual development. Case examples demonstrating implementation of several mobility devices will be presented, including manual and power wheelchairs. Participants will learn specific intervention strategies to use in the school setting to promote learning and development while enhancing the student's self-directed mobility skills. An interactive reflective practice component will explore how participants can begin using concepts learned in this course in their everyday practice.</p>	<p>Discover the power of yoga and mindful movement in helping children handle stress in the school environment. This hands-on training will guide you through easy-to-follow sequences to incorporate yoga and mindfulness for use in the school classroom, small groups, and one-on-one interaction. You will have the opportunity to experience the effects of breath work, movement, yoga poses, yoga games, mindfulness and relaxation so that you can confidently and successfully implement these strategies with children. Attendees will learn strategies to immediately support their students and classroom lessons. Previous yoga experience is not necessary.</p>	<p>This session will help therapists better understand the Ohio Medicaid Schools Program and provide opportunities for school based therapists to relay questions, comments and suggestions. The goals of this session are to update therapists on changing standards of practice, to facilitate better understanding of the overall program, to explain some of the core principles, to discuss how these services are delivered and documented, and to address some of the concerns expressed from the field. Issues such as provider enrollment and school based health care centers will be discussed. Attendees should see this session not only as an opportunity to learn about the program, but to offer suggestions that can be relayed to the appropriate state/national agencies. Therapists' input will be gathered and considered from a variety of standards of care, particularly from an efficiency and effectiveness standpoint.</p>

10:15–11:45 AM

Breakout Sessions 1 (Please Choose, continued from last page) - 1.5 CE HOUR

**Reflect, Recharge & Renew:
Transformative Power Of Reflection To
Build Resiliency And Sustain Passion**

Nisha S. Sanghvi, OTR/L Integrated Pediatrics

This session emphasizes the critical role of reflective practice in supporting practitioners dealing with complex and uncertain situations, mitigating stress, and preventing burnout. It underscores the importance of slowing down, analyzing past experiences, and exploring multiple perspectives to enhance decision-making and foster empathy. By incorporating moments of reflection into everyday practice, practitioners can cultivate self-awareness and maintain effective therapeutic relationships with their clients.

11:45-12:00 PM **AND** 12:30 - 12:45PM

▶ Break, Exhibits, Vendor Time

12:00-12:30 PM

▶ **Lunch**

12:45-2:15 PM

▶ **Breakout Sessions 2 (Please Choose One From Group, continued on next page) - 1.5 CE HOUR**

Push In To The Classroom! The Why And How For Related Service Providers (Part 1)	How To Test And Screen For Sensory Involvement That Affects Motor Skills	Teaching A Brain Exposed To Trauma
<i>Kim Wiggins, OTR/L</i>	<i>Liesa M Ritchie-Persaud, PT, DPT, PCS</i>	<i>Ann Anzalone - MS, Teacher Consultant</i>
<p>Pushing-in to the classroom for OT, PT, and Speech therapy is an evidenced based and effective treatment strategy. Due to many barriers, therapists are often more comfortable providing pull out therapy sessions. This course will review research, provide strategies for pushing-in, and discuss the benefits of carryover and collaboration.</p>	<p>The following Tests & Screens are described & analyzed for procedure, relevance & interpretation:</p> <ul style="list-style-type: none"> • Post rotary nystagmus • Prone extension & supine flexion • Modified Clinical Test of Sensory Interaction in Balance • The Kaplan Non-Verbal Battery (test of vision) • Comprehensive Observations of Proprioception • Direct measurements of proprioception & clinical procedure 	<p>Trauma and its impact on brain growth and development is powerful. Learn the effects of trauma on the developing brain. Understand the wisdom of the reflex patterns in protecting the body and their influence on learning. Identify five key pieces of the puzzle that aid in trauma recovery, why they make a difference and how to integrate them in teaching to foster healthy brain growth.</p>
“Solutions For Every Body” Including Preschool/Elementary/Middle/High School	Trauma Informed Yoga In The Classroom	“ETR/IEP Updates- For Veterans And Newbies”
<i>Amy Morgan, PT, ATP Permobil</i>	<i>Sara J. Weis, Bestselling Author, MA in Education, RYT-200, RCYT</i>	<i>Kim Helms, OTR/L</i>
<p>Utilizing several student case examples across the educational spectrum, participants will be taken through the decision-making process for selecting mobility and positioning options to promote independence and peer interaction. The solutions highlighted will demonstrate achievement of the student’s functional goals and needs in each phase of their education. By the end of the session, participants will better understand the variety of solutions available and how they can easily be modified or adjusted to meet specific needs at each transition. Participants will be encouraged to think outside the box in relation to optimizing equipment – even if they were not involved in the original equipment prescription.</p>	<p>Discover tools that can be easily implemented in the classroom to help students successfully navigate trauma through the use of breath work, yoga and other mindful movement activities. Enhance your knowledge as an educator and empower your students to help create a compassionate and mindful learning environment.</p>	<p>The course will provide an overview of ETR and IEP processes for new comers as well as experienced therapists in the school-based arena. There will be a discussion of the ETR elements with emphasis on how the ETR drives the IEP and the importance to gather clear assessment data and identify student’s needs in order to establish a student’s profile, present level of performance, and develop individualized IEP goals. Information will be provided related to the development of appropriate and quantitative baseline data during the ETR or annual reviews and how to develop measurable annual goals and objectives and the importance of student progress monitoring and updating the student’s plan of care. Guidance will be provided regarding therapy services that are provided as “specially designed instruction” versus those provided as “related services.” The need for delineation of direct services from support for school personnel will be discussed when considering section 7 in the IEP. Therapist/therapist assistant interaction and supervision will be discussed; including the necessary collaborative process recommended to address the student’s enter text.</p>

12:45-2:15 PM

Breakout Sessions 2 (Please Choose One, continued from last page) – 1.5 CE HOUR

**Multiple Perspectives, Common Goals:
Success Through Synergistic Teaming And
Communication**

Nisha S. Sanghvi, OTR/L Integrated Pediatrics

In this session, participants will delve into the significance of collaboration and teaming to improve practice and service delivery. Attendees will gain insights into strategies for fostering cohesive teams, navigating inter-professional dynamics, and promoting open communication to share information respectfully and effectively. The importance of building trust and recognizing team members' expertise will be emphasized to facilitate interactive planning and decision-making. Active listening, ongoing information exchange, joint planning, and shared responsibilities will be highlighted as essential components of an inclusive approach. Additionally, attendees will explore the value of culturally responsive practices in respecting family priorities and fostering collaborative partnerships to empower caregivers and drive positive outcomes. Through embracing a collaborative mindset and leveraging the power of teaming, participants will be better equipped to enhance their effectiveness and satisfaction in their roles.

2:15 – 2:30 PM

▶ Break, Exhibits, Vendor Time

2:30 – 4:00 PM

➔ **Breakout Sessions 3 (Please Choose One From Group, continued on next page) – 1.5 CE HOUR**

Push In To The Classroom! The Why And How For Related Service Providers (Part 2)	Sensory System Intervention Strategies To Maximize Motor Skills	Setting Teens Up For Success
<i>Kim Wiggins, OTR/L</i>	<i>Liesa M Ritchie-Persaud, PT, DPT, PCS</i>	<i>Ann Anzalone – MS, Teacher Consultant</i>
<p>Pushing-in to the classroom for OT, PT, and Speech therapy is an evidenced based and effective treatment strategy. Due to many barriers, therapists are often more comfortable providing pull out therapy sessions. This course will review research, provide strategies for pushing-in, and discuss the benefits of carryover and collaboration.</p>	<p>The following Tests & Screens are described & analyzed for procedure, relevance & interpretation:</p> <ul style="list-style-type: none"> • Post rotary nystagmus • Prone extension & supine flexion • Modified Clinical Test of Sensory Interaction in Balance • The Kaplan Non-Verbal Battery (test of vision) • Comprehensive Observations of Proprioception • Direct measurements of proprioception & clinical procedure 	<p>Learning how the teen brain learns is crucial for learning success. Understanding how sensorimotor and adolescent brain development affects learning is key for teaching success. This session identifies what the adolescent brain needs to succeed and as well as three best practices to incorporate in your daily interactions.</p>

Emotion & Motion	Yoga & Mindfulness Tools For Educators And Physical Therapists	Adaptive Cycling As An Effective Intervention: A School-Based Approach
<i>Carly W. Wilbur, M.D., FAAP; Amanda Smith, MOT, OTR/L – PSI Solutions</i>	<i>Sara J. Weis, Bestselling Author, MA in Education, RYT-200, RCYT</i>	<i>Lori Potts, PT, Rifton</i>
<p>Our presentation “Emotion & Motion” covers the relationship between physical movement and emotional state. Physical and mental health are innately intertwined, and we’ll demonstrate how a person’s physicality can not only be a reflection of emotional expression, but how moving one’s body can alter our emotional position. Stress in life is unavoidable, so we will offer up some helpful ways to bolster our tolerance by taking care of our bodies and minds.</p>	<p>Are you an educator or school-based therapist who wants to improve your well-being and better connect with children through the use of self care practices? Educators and school-based therapists can improve their well-being and better connect with children through the use of self care practices. This training will provide tools and techniques to help you discover not only how a mindful self care routine can support your well-being, but also help you develop a personal plan to begin the school year in a more mindful way. This is a perfect time to invest in yourself for the benefit of both you and the children you teach!</p>	<p>This 90-minute presentation offers an introduction to adaptive cycling as an effective intervention for students with disabilities. Adaptive cycling offers a solution for achieving current physical activity guidelines, and promotes health as described by the framework of the International Classification of Functioning, Disability and Health. This session incorporates an overview of the specific benefits of cycling as evidenced in research with children with cerebral palsy and autism, and discusses the use of adaptive cycling as a successful strategy for physical activity promotion in school-based practice. The ICF F-Words model for childhood disability will offer a comprehensive basis for specific case examples, and the session will conclude with an interactive equipment demonstration followed by Q&A.</p>

2:30 - 4:00 PM

Breakout Sessions 3 (Please Choose, continued from last page) - 1.5 CE HOUR

Nurturing Neurodiversity: Redesigning Routines For Enhanced Engagement And Executive Function Development

Nisha S. Sanghvi, OTR/L Integrated Pediatrics

Executive function skills serve as the cornerstone for independence, efficiency, and success in an ever-evolving world, playing a pivotal role in learning, academic achievement, behavior regulation, emotional control, and the establishment of successful relationships. The session will delve into the gradual and individualized nature of executive function skill development, influenced by the maturation of the prefrontal cortex, exploring the interplay between genetics and environment. Participants will gain insights into the core dimensions of executive function and learn practical strategies to support these skills across various environments based on unique and individual learning styles. Attendees will also explore ways to adapt existing activities to increase engagement with a strengths-based approach to foster active learning and support novel experiences. Attendees will review how to customize strategies to support neurodivergent individuals to promote inclusion, independence and success in a variety of settings.