



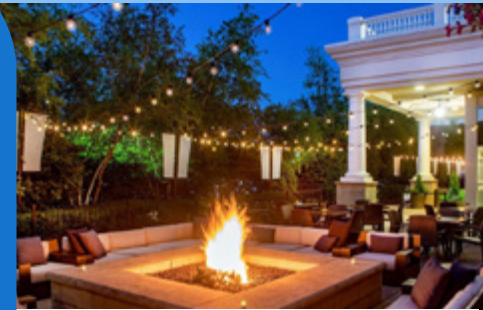
2023 SBP Summit

COURSE DESCRIPTION BOOK

Monday, August 7th and Tuesday, August 8th, 2023
Hilton Columbus at Polaris- NEW LOCATION!

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!



2023 SBP Summit Schedule

MONDAY, August 7th

8:00 - 8:10	Cheryl VanHoose, PT, MHS- Welcome and Speaker Introduction
8:10 - 8:40	Director of the Ohio OEC: Jo Hannah Ward
8:45 - 10:15	Keynote Speaker- Susan W. Cecere, PT, MHS- Complex School based Challenges: Leveraging the Law: Using IDEA, Licensure Regulations and Professional Codes of Ethics to Support School based Therapy Decision making
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
Susan W. Cecere, PT, MHS	Anna Vander Haeghe, BScOT	Amy F. Bailes - PT, PhD, PCS	Mary Massery, PT, DPT, DSc	Robert Constantine, OTR/L	Rebecca Weisshaar - OTD, OTR/L & Brittany Arhin - OTR/L	Shannon Teeters - OTR/L, BCP
Complex School-based Challenges: Applying the Law, Licensure, and Codes of Ethics to Practice Challenges	What Is Interoception And Why Should I Care?	Dosing Therapy Interventions For Children	Breathing, Talking and Postural Control: Why is this relationship so important for School Based Therapists (PT, OT, ST) to Understand? Session A	It's In The Bag: Recognizing The Signs Of Visual Dysfunction	An Introduction to Neurodiversity-Affirming Care	Challenges in Sensory Integration and Sensory Processing-Identifying Presenting Problems and Strategies for Improvement

12:15 - 12:35 Vendors/Break Lunch 12:35-1:05

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
Susan W. Cecere, PT, MHS	Anna Vander Haeghe, BScOT	Barb Elleman, OTD	Mary Massery, PT, DPT, DSc	Robert Constantine, OTR/L	Sarah Fox, PT, DPT	Missy Anthony, Executive Director OTPTAT Board; Cheryl VanHoose, PT, MHS; Nichole Dearth, MOT, OTR/L
Embedded Intervention: In Support of Student Outcomes through Assessment, Supplementary Aids and Services, and Participation Goals	Building Interoception Awareness - Delivery Options For The School-Based Therapist	Children exposure to opioids- Xavier University	Breathing, Talking and Postural Control: Why is this relationship so important for School Based Therapists (PT, OT, ST) to Understand? Session B	It's In The Bag: Assessing Visual Skills	Pelvic Therapy Support in the School Setting	Regulatory Board Perspective on School Services for OTs & PTs ***OT Ethics CE Credit***

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
Susan W. Cecere, PT, MHS	Anna Vander Haeghe, BScOT	Megan McKim - MOT, OTR/L	Mary Massery, PT, DPT, DSc	Robert Constantine, OTR/L	Cindy Dodds, PT, PhD	Christine Urig, MS, OTR/L
Complex School Based Challenges: Progress Monitoring and Dosing Strategies for the School-based Therapist	Planning Interoception Into My Practice – Practical Application!	Considerations for Occupational Therapy Practice with LGBTQIA+ Youth: The Importance of Informed & Affirming Care	Breathing, Talking and Postural Control: Why is this relationship so important for School Based Therapists (PT, OT, ST) to Understand? Session C	It's In The Bag: Treatment of Ocular Motor Dysfunction - Treatment of the Visual System in the School System	The Nice F-Words for Children with Medical Complexity	Navigating through ETR and IEP Processes as a School-Based Practitioner

TUESDAY, August 8th

8:00-9:30 Keynote Speaker - Athena Oden, PT - "Ready Bodies, Learning Minds; Cultivating the Complete Child"

9:30-10:00 Dept of Ed/Governor/Speaker TBD

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
Athena C. Oden - PT	Ann Anzalone - MS, Teacher Consultant	Dr. Brenda Montecalvo - OD, FCOVD, FAAO, FCSO	Matthew Elliot - COTA/L	Robert Constantine - OTR/L	Terri Dinkelaker - PT, DPT, Denise Campbell - MSOTR/L, Kim Helms - OTR/L	Amy Pratt - PT, MPT & Elise Baron - PhD.
How to Use the RBLM Motor Lab Concept for Your Campus	Moving to Learn, Learning to Move	Visual Secrets for Success in Math, Reading, Spelling, and Writing	CVI, Access, and AAC: Visual Considerations for the Pediatric Patient with Cerebral Palsy and Cortical Visual Impairment	Visual Processing: Sight vs. Vision	Level Up - Tier Levels For MTSS/RtI	It's More Than Just A Game: Leveraging Augment Therapy And Other Digital Health Tools In Pediatric Therapy

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
Athena C. Oden - PT	Ann Anzalone - MS, Teacher Consultant	Dr. Brenda Montecalvo - OD, FCOVD, FAAO, FCSO	Douglas Nunn - PT, DPT	Robert Constantine - OTR/L	Katie Rathers - MS, OT/L and Melissa Mortensen - MS, OTR/L (PSI)	Mark H. Smith - MPA, ODE & Cheryl VanHoose - PT
Ready Bodies, Learning Minds; Strategies for Special Populations (Part A)	Teaching A Brain Exposed To Trauma	Setting Up the Right Visual Environment for Improved Academic Success	24-Hour Positioning: Equipment Management of the Medically Complex Patient from Birth through School Age	Visual Processing: Assessing Visual Processing	Providing Contextual and Collaborative OT Services in the School Setting	Medicaid School Program: Overview and Updates

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
Athena C. Oden - PT	Ann Anzalone - MS, Teacher Consultant	Dr. Brenda Montecalvo - OD, FCOVD, FAAO, FCSO	Jason Long - Ph.D.	Robert Constantine - OTR/L	Katie Rathers - MS, OT/L and Melissa Mortensen - MS, OTR/L (PSI)	
Ready Bodies, Learning Minds; Strategies for Special Populations (Part B)	Setting Teens up for Success	Optometry's Role in Learning and School Success	Instrumented Gait Analysis in Neuromuscular Care	Visual Processing: Treating Visual Processing- Improving Visual Processing Skills For Improved Academic Performance	Incorporating Telehealth Into Your School-Based Practice	

Ohio School Health Services Association presents:
School Based Practitioners Summit

August 7th & 8th • Hilton Columbus Polaris • Columbus, Ohio

Conference Schedule and Course Descriptions

MONDAY, AUGUST 7th, 2023

7:00-8:00 AM

- ▶ Registration, Continental Breakfast, Exhibits

8:00-10:20 AM

MORNING KEYNOTE - 1.5 CE HOUR

- ▶ *Jo Hannah Ward, EdD., Office for Exceptional Children at Ohio Department of Education*
- ▶ *"Complex School based Challenges: Leveraging the Law: Using IDEA, Licensure Regulations and Professional Codes of Ethics to Support School Based Therapy Decision Making" Presented by Susan W. Cecere, PT, MHS*

This session describes the laws and regulations including professional codes of ethics school based practitioners need to know and understand in order to mitigate challenges that may arise in their practice. The IDEA, state and local regulations, state practice acts and professional organization Codes of Ethics are explored. A conflict resolutions model is introduced along with talking points in order to prepare practitioners for challenging situations.

10:20-10:45 AM

- ▶ Break, Exhibits, Vendor Time



PRESENTED BY:



10:45 AM-12:15 PM

Breakout Sessions 1 (Please Choose One) - 1.5 CE HOUR

<p>Complex School-based Challenges: Applying the Law, Licensure, and Codes of Ethics to Practice Challenges</p>	<p>What Is Interoception And Why Should I Care?</p>	<p>Dosing Therapy Interventions For Children</p>
<p><i>Susan W. Cecere, PT, MHS</i></p>	<p><i>Anna Vander Haeghe, BScOT</i></p>	<p><i>Amy Bailes, DPT</i></p>
<p>This session is a follow-up to the keynote session that goes into detail regarding laws, regulations, and codes of ethics that all school-based practitioners should know and understand. Information regarding special education administrators' perceptions of why conflicts exist surrounding the IEP process will be shared. This session will have the participant apply the laws, regulations, and codes of ethics to challenging cases as part of group activity. Using the conflict resolution model from Katz and McNulty, the participants will share their strategies for mitigating the practice challenges faced in the cases they are given.</p>	<p>Did you know that Interoception is the most talked about topic of study in many health fields right now? You may have heard about interoception but don't know how it is relevant to a school-based therapist. You may be a PT and think that interoception is just for OTs. Or Interoception is a new term to you and you want to start learning about it. Whatever you're thinking, this course will provide you with the knowledge base of what interoception, the 8th sensory system is. And more importantly, how it can impact our students and why it is critically important for PTs and OTs to fully understand and embrace using an interoception lens with all of our students. It is most often the students that are struggling the most with interpreting their body signals (interoception) that are exhibiting challenging behaviors or difficulty learning in the educational environments. Providing help to students in the way of interoception supports will help the student, teacher and class be more successful. I can't wait for you to join me.</p>	<p>Determining the appropriate dose or frequency, intensity, timing and type of intervention to produce best outcomes is a major priority for our profession. A complex model that illustrates the possible interactions with the child, family, and community to produce best outcomes. The differential impact of optimal types of interventions- harnessing plasticity of brain, muscle, or bone and/or improving activity & participation, will be explored. Known principles and parameters for promoting bone, muscle, and brain plasticity will be reviewed. Using practice based evidence examples from the literature, we will discuss how therapists can begin to standardize how they document their sessions, to advance our knowledge and optimize dose at each session. We will share findings from our recent improvement work that resulted in the ability to track dose at each session for children with a variety of conditions and what we are learning about time and type of interventions delivered to various pediatric populations served by the professions. Videotapes of therapy sessions will be used to apply this information.</p>
<p>Breathing, Talking and Postural Control: Why is this relationship so important for School Based Therapists (PT, OT, ST) to Understand? Session A (ALL DAY)</p>	<p>It's In The Bag: Recognizing The Signs Of Visual Dysfunction. Is it Vision? ADHD? Dyslexia? Learning to spot the difference.</p>	<p>An Introduction to Neurodiversity-Affirming Care</p>
<p><i>Mary Massery, PT, DPT, DSc</i></p>	<p><i>Robert Constantine, OTRL/L</i></p>	<p><i>Rebecca Weisshaar - OTD, OTR/L</i></p>
<p>This course, developed by Mary Massery, proposes a new definition of "core stability;" redefining it as the dynamic control of trunk pressures to optimize postural stability (balance). Dr. Massery's novel "soda pop can model" links breathing mechanics (including the vocal folds), to postural control using multi-system interactions. These concepts will be on applied to PT, OT and ST activities from walking to talking in the school-based therapy environment.</p>	<p>This 90 minute course will point out the research supporting the links between vision and function. It will explain the common signs that a child needs glasses. It will detail specific behaviors associated with visual dysfunction and the visual contribution to letter reversals</p>	<p>An Introduction to Neurodiversity-Affirming Care is for occupational, physical, and speech therapists to learn about the neurodiversity movement and apply its concepts to intervention with autistic children. This course will guide the learner through the origins of the neurodiversity movement and the current evidence base for this model. We will then explore present day shifts in terminology and therapeutic teaching methods. This will include review and discussion of neurodiversity-affirming goal setting, treatment approaches, and desired outcomes of therapy. Interactive learning opportunities using case studies will be integrated throughout this presentation to maximize the learner's engagement.</p>

10:45 AM-12:15 PM

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

Challenges in Sensory Integration and Sensory Processing–Identifying Presenting Problems and Strategies for Improvement

Shannon Teeters - OTR/L, BCP

This presentation will offer a brief overview of sensory integration and sensory processing. We will then explore how various conditions or issues, such as ADHD and autism may impact a child's sensory system. Further, we will identify what we, as providers, can do to recognize sensory challenges and strategies that can help them be successful in the school environment.

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) – 1.5 CE HOUR

<p>Embedded Intervention: In Support of Student Outcomes through Assessment, Supplementary Aids and Services, and Participation Goals</p>	<p>Building Interoception Awareness - Delivery Options For The School-Based Therapist</p>	<p>Prenatal Opioid Exposure: Evidence-Based Updates and Implications for School Based Practitioners</p>
<p><i>Susan W. Cecere, PT, MHS</i></p>	<p><i>Anna Vander Haeghe, BScOT</i></p>	<p><i>Barb Elleman, OTD</i></p>
<p>This session will build the case for a participation framework in support of a contextual approach to service delivery. Beginning with understanding IDEA mandates and the application of the ICF to practice, this session will use an ecological assessment to support student outcomes. A path to developing participation goals and objectives and identifying supplementary aids and services that allow for contextual service delivery will be shared. Service models that are aligned with embedded intervention will be discussed.</p>	<p>Interoception is all the rage, but really how can I provide it for my students? I work with so many different ages and developmental levels I don't see how I can offer interoception based support. My school or classroom that I am working in is reluctant to shift towards interoception, what can I do? I don't think that I know enough to offer interoception to my students. I'm just a new grad, this seems too daunting to me. These are all common concerns and barriers for therapists when starting with any new program whether you are a seasoned therapist, a new therapist a part-time therapist or a "new to interoception" therapist.</p> <p>In this course we will dive into different delivery models that need to be in your therapy toolbox for your use. We will discuss a number of different ways to include interoception with your students including: one-on-one targeted interoception supports following a more structured framework; small group delivery for a variety of age groups; classroom based services for Gen Ed classrooms and SPED classrooms; classroom teacher consultation; mentoring school psychologists; interoception modeling with preschool classrooms and parent coaching and education based support.</p>	<p>The opioid epidemic has led to an increase in the number of preschool and school aged children who were exposed to opioids in utero. This prenatal exposure can result in toxic neurodevelopment and may contribute to short term complications and long term developmental, sensory, behavioral and learning challenges. This presentation will introduce attendees to the condition and complications related to in utero opioid exposure with specific focus on long term complications and impact during preschool and school aged children. Approaches and strategies to address sensory processing, behavioral or developmental challenges in the educational setting will be discussed.</p>
<p>Breathing, Talking and Postural Control: Why is this relationship so important for School Based Therapists (PT, OT, ST) to Understand? Session B (ALL DAY)</p>	<p>It's In The Bag: Assessing Visual Skills</p>	<p>Pediatric Pelvic Health Physical & Occupational Therapy</p>
<p><i>Mary Massery, PT, DPT, DSc</i></p>	<p><i>Robert Constantine, OTRL/L</i></p>	<p><i>Sarah Fox, PT, DPT</i></p>
<p>This course, developed by Mary Massery, proposes a new definition of "core stability;" redefining it as the dynamic control of trunk pressures to optimize postural stability (balance). Dr. Massery's novel "soda pop can model" links breathing mechanics (including the vocal folds), to postural control using multi-system interactions. These concepts will be on applied to PT, OT and ST activities from walking to talking in the school-based therapy environment.</p>	<p>In this 90 minute session, we learn techniques for assessing the vision in the school system using inexpensive tools you can carry in a bag. We will also discuss documentation and have a few goal examples for visual dysfunction.</p>	<p>This course will define what pediatric pelvic therapy is and what support looks like in the school setting.</p>

1:30-3:00 PM

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

Regulatory Board Perspective on School Services for OTs & PTs

*****OT Ethics CE Credit*****

Missy Anthony, Executive Director OTPTAT Board; Cheryl VanHoose, PT, MHS; Nichole Dearth, MOT, OTR/L

Representatives from the Ohio Occupational Therapy, Physical, Therapy and Athletic Trainers Licensure Board will discuss recent updates to the Ohio OT and PT Practice Acts and Speech and Hearing Practice Acts as well as provide information on applying the Practice Acts to school-based practice. Topics covered for OTs and PTs will include recent rule revisions, direct access and physician notification, screenings, plans of care, supervision of assistants in the schools, caseload/workload limitations, delegation and education of teachers and paraprofessionals in the schools, and ethical requirements.

*****This session will count toward the OT requirement for an ethics CE.*****

3:00–3:15 PM

▶ Break, Exhibits, Vendor Time

3:15 – 4:45 PM

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

<p>Complex School Based Challenges: Progress Monitoring and Dosing Strategies for the School based Therapist</p>	<p>Planning Interoception Into My Practice – Practical Application!</p>	<p>Considerations for Occupational Therapy Practice with LGBTQIA+ Youth: The Importance of Informed & Affirming Care</p>
<p><i>Susan W. Cecere, PT, MHS</i></p>	<p><i>Anna Vander Haeghe, BScOT</i></p>	<p><i>Megan McKim, MOT, OTR/L</i></p>
<p>The IDEA and IEP process requires the school-based practitioner to monitor progress and provide services that are educationally relevant and support student outcomes. This session will build on the participation framework and assist with developing progress-monitoring strategies that are IEP team friendly. Concepts that support frequency and duration determination will be shared and discussed along with dosing tools that are available for practitioners to use to assist with service decisions.</p>	<p>You have an understanding of interoception and how as a therapist you can provide interoception work but you don't know where to start. Or you need more specific structure and examples of how to make that happen. This course will offer just that. In this course we will quickly review the most common tier 3, 2, and 1 level interoception supports before breaking down how to start planning interoception right now with your students. We will pick example ages and skill levels and needs, then create step by step what you need to prep, what supplies you will need, how to organize a session and how to lead a session. We will brain storm common barriers in service deliver as therapists and how to overcome them. Some include: difficulty controlling multiple students or a classroom; difficulty getting by-in by the student; disregulated student that can't participate; non-speaking student who uses AAC; developmentally very young children.</p>	<p>Over the last 5 generations, the number of LGBTQIA+ individuals in the US has either doubled or nearly doubled when compared to the previous generation. A recent poll estimated that 15.9% of Generation Z identify as an LGBTQIA+ community member. The Occupational Therapy Practice Framework, 4th Edition, emphasizes the need to consider gender and sexuality as it relates to occupations, contexts, performance patterns, and performance skills. AOTA has additionally engaged in authoring policies and briefings in alignment with our Code of Ethics that address LGBTQIA+ community concerns, including affirming gender diversity and identity and opposing conversion therapy. Due to our specific skill set, scope, and client-centered approach, OT practitioners are uniquely poised to provide and lead other professionals in providing affirming services to youth within the LGBTQIA+ community. This presentation will examine key tenets essential to providing culturally competent care to LGBTQIA+ youth, including the use of appropriate language and allyship, avoiding microaggressions, and understanding key population concerns and demographic trends. Specific considerations for OT practice with LGBTQIA+ youth within the school setting, including strategies for effective and appropriate assessment, intervention, and ethical care will also be discussed.</p>
<p>Breathing, Talking and Postural Control: Why is this relationship so important for School Based Therapists (PT, OT, ST) to Understand? Session C (ALL DAY)</p>	<p>It's In The Bag: Treatment of Ocular Motor Dysfunction. Treatment of the Visual System in the School System</p>	<p>Framing School-Based Goals And Participation Around The F-Words For Children With Medical Complexity</p>
<p><i>Mary Massery, PT, DPT, DSc</i></p>	<p><i>Robert Constantine, OTRL/L</i></p>	<p><i>Cindy Dodds, PT, PhD, PCS (Rifton)</i></p>
<p>This course, developed by Mary Massery, proposes a new definition of "core stability;" redefining it as the dynamic control of trunk pressures to optimize postural stability (balance). Dr. Massery's novel "soda pop can model" links breathing mechanics (including the vocal folds), to postural control using multi-system interactions. These concepts will be on applied to PT, OT and ST activities from walking to talking in the school-based therapy environment.</p>	<p>In this 90 minute course, we will explore the basics of a good ocular motor activity then learn portable inexpensive techniques that you can use in your school. We will learn to use a brock string, the ultimate utility tool for ocular motor activities</p>	<p>The F-words will be the highlighted theme of this session focused on serving children with medical complexity. Development and measurement of goals using goal attainment scaling will be demonstrated as the first step toward implementing F-word school participation. School-based participation focused on evidenced-based movement strategies will also be shared.</p>

3:15-4:45 PM

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

Navigating through ETR and IEP Processes as a School-Based Practitioner

Christine Urig, MS, OTR/L

“Navigating through ETR and IEP Processes as a School-Based Practitioner.” 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 needs and contribute to their success.

TUESDAY, AUGUST 8TH, 2023

7:00-8:00 AM

- ▶ Registration, Continental Breakfast, Exhibits

8:00-10:00 AM

MORNING KEYNOTE - 1.5 CE HOUR

- ▶ *Ohio Department of Education or Governor representative, Speaker TBD*
- ▶ **KEYNOTE: "Ready Bodies, Learning Minds; Cultivating the Complete Child" Presented by Athena Oden, PT**

How strong is the sensory-motor connection to the success of all children? Why do they fall out of chairs, hold their pencils tightly, chew their shirts, and squirm constantly? What can we do to make a difference? The Ready Bodies, Learning Minds program emphasizes how motor and sensory development provide the experiences necessary to perform the many tasks needed for independence, behavioral control, and academic achievement. Discussion concerning current theories of human development and evidence-based research for dynamic systems approach to development are foundational. Videos of motor lab examples and classroom strategies are included. This program was created to support the developmental, motor, sensory, and academic growth of ALL students, including the at-risk and identified population.

10:00-10:15 AM

- ▶ Break, Exhibits, Vendor Time



PRESENTED BY:



10:15-11:45 AM

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

<p>How to Use the RBLM Motor Lab Concept for Your Campus</p>	<p>Moving to Learn</p>	<p>Setting Up The Right Visual Environment For Improved Academic Success</p>
<p><i>Athena C. Oden, PT</i></p>	<p><i>Ann Anzalone - MS, Teacher Consultant</i></p>	<p><i>Dr. Brenda Montecalvo, OD, FCOVD, FAAO, FCSO</i></p>
<p>Every environment, campus and classroom has different needs. How do we fit the Motor Lab concept into each situation? This course considers the curriculum and set-up of a typical campus motor lab, ways to use the concept in an Early Childhood or Kindergarten classroom, methods of use in a Life Skills or self-contained classroom, strategies for individual students, and a demonstration of equipment. We will also discuss how to use the same location for students of differing abilities, legally support a lab that GenEd. students attend, help with teacher and campus buy-in, create local pilot studies, include IEPs, and find funding. The RBLM Screening Report and Manual will also be introduced.</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 the 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>There are over 40 visual skills that are important for effective learning. This presentation will discuss the specific visual skills that are related to the subjects of math, reading, spelling and writing. Simple activities will be demonstrated to provide ways for the student to learn how to use vision to improve academic performance in these areas.</p>
<p>CVI, Access, and AAC: Visual Considerations for the Pediatric Patient with Cerebral Palsy and Cortical Visual Impairment</p>	<p>Sight and Vision; Understanding Visual Processing</p>	<p>Level Up- Tier Levels For MTSS/RtI</p>
<p><i>Matthew Elliot - COTA/L</i></p>	<p><i>Robert Constantine, OTR/L</i></p>	<p><i>Terri Dinkelaker - PT, DPT, Denise Campbell - MSOTR/L, Kim Helms - OTR/L</i></p>
<p>Given the high incidence of CVI and visual processing delays among children with CP, understanding how visual and motor deficits impact opportunities for accessing assistive technologies (AT) and AAC devices/systems is critical to improve outcomes for these children. This course will illustrate how deficits related to visual processing and challenges with visual motor coordination can create barriers to successfully using AAC systems. Topics will include an overview to define CVI, discussion of the 10 characteristic visual behaviors associated with CVI, and review of various levels of functional visual deficits which impact AT and AAC access. Practical clinical approaches will be presented through clinical case examples to highlight strategies to support vision and optimize access of AT and AAC for communicators with varying visual, physical and cognitive abilities.</p>	<p>In this course, therapist will learn the difference between sight and vision. We will discuss the anatomy of visual processing and related this anatomy to the functional issues encountered by the school based therapist.</p>	<p>Tier levels for MTSS/RtI- This course will discuss and explore all Tier levels and what each level entails for both OT and PT.</p> <ul style="list-style-type: none"> • Describe the ideal process for related services within an RtI/MTSS program • How to Document your disciplines role during each Tier • Teacher roles with implementation of related service Tier 1 interventions • When to move a child to Tier 2 and 3 <p>This course will discuss a variety of interventions/practical strategies for each Tier level.</p>

10:15–11:45 AM

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

It's More Than Just A Game: Leveraging Augment Therapy And Other Digital Health Tools In Pediatric Therapy

Amy Pratt PT, MPT & Elise Baron, PhD.

Introduction to a digital health software, Augment Therapy, designed for pediatric physical and occupational therapy. Will include evidence-based research discussion on use of digital health tools for all practice settings, how to leverage features for a variety of use cases, and discussion of virtual and augmented reality in pediatrics. Also, will discuss telehealth and the new remote therapeutic monitoring codes and how digital health tools can augment your practice. Active lab time to play with the games and ask questions of the Augment Therapy Director of Research, Elise Baron and early adopter, Amy Pratt.

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) – – 1.5 CE HOUR

<p>Ready Bodies, Learning Minds for all Children; Strategies for Special Populations (Part A)</p>	<p>Teaching a Brain Exposed to Trauma</p>	<p>Setting Up The Right Visual Environment For Improved Academic Success</p>
<p><i>Athena C. Oden, PT</i></p>	<p><i>Ann Anzalone - MS, Teacher Consultant</i></p>	<p><i>Dr. Brenda Montecalvo, OD, FCOVD, FAAO, FCSO</i></p>
<p>The Ready Bodies, Learning Minds programming builds a foundation for all students. Yet, like all persons, each of our students are different. This course is focused on special populations with specific attention to students with MI, VI, DHH, ASD, behavioral concerns, and others that may not be able to attend a standard motor lab. The dynamic systems and embodied cognition theories support strategies which include the development of the whole child, whatever the diagnosis may be. Strategies to implement stimulation of multiple systems are discussed. This course includes various video case studies. A Q&A time will be provided at the end of the course.</p>	<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>	<p>Factors that impact a student's quality of learning include lighting, desk, chair, colors, temperature, hydration, digital devices, air quality, and vision breaks. Dr. Montecalvo will review how to choose the right components that will create an enjoyable, comfortable and visually pleasing learning environment.</p>
<p>A 24-Hour Positioning: Equipment Management of the Medically Complex Patient from Birth through School Age</p>	<p>Visual Processing: Assessing Visual Processing</p>	<p>Providing Contextual and Collaborative OT Services in the School Setting</p>
<p><i>Douglas Nunn - PT, DPT</i></p>	<p><i>Robert Constantine, OTR/L</i></p>	<p><i>Katie Rathers - MS, OT/L and Melissa Mortensen - MS, OTR/L (PSI)</i></p>
<p>This course will provide information on the equipment management of the medically complex patient from birth through school age. It will define Complex Rehab Equipment and review 24-hour positioning and its application to daily activities throughout the lifespan. There will be discussion on the importance of positioning for postural management, functional ADLs, communication, active participation and support positive outcomes following surgical interventions. Attendees will learn the main components of 24-hour positioning equipment evaluation process including application of an equipment plan of care to educate patient and caregivers and implementation of a referral process for pre-surgical evaluations and equipment recommendations for families and care teams.</p>	<p>In this course, therapists will review ocular motor assessment and then discuss assessment of ventral and dorsal stream function including the visual aspects of dyslexia</p>	<p>This session will offer school-based service/ support providers and administrators with evidence-based rationale and strategies to support provision of contextual and collaborative services and support to students in the school-based practice setting. Affordances and barriers impacting implementation of contextual services will be discussed along with strategies to build interdisciplinary collaborative competencies and promote design and implementation of innovative and actionable school-based practice.</p>

12:45-2:15 PM

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

Medicaid School Program: Overview and Updates

Mark Smith MPA, BA, QIDP, CPM, ODE & Cheryl VanHoose, PT

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.

2:15 – 2:30 PM

▶ Break, Exhibits, Vendor Time

2:30 – 4:00 PM

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

Ready Bodies, Learning Minds for all Children; Strategies for Special Populations (Part B)	Setting Teens Up For Success	Optometry's Role In Learning And School Success
<i>Athena C. Oden, PT</i>	<i>Ann Anzalone – MS, Teacher Consultant</i>	<i>Dr. Brenda Montecalvo, OD, FCOVD, FAAO, FCSO</i>
<p>The Ready Bodies, Learning Minds programming builds a foundation for all students. Yet, like all persons, each of our students are different. This course is focused on special populations with specific attention to students with MI, VI, DHH, ASD, behavioral concerns, and others that may not be able to attend a standard motor lab. The dynamic systems and embodied cognition theories support strategies which include the development of the whole child, whatever the diagnosis may be. Strategies to implement stimulation of multiple systems are discussed. This course includes various video case studies. A Q&A time will be provided at the end of the course.</p>	<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>	<p>20/20 eyesight is only one of over 40 visual skills important for learning. The optometrist specializing in optometric vision therapy is trained and certified to assess and treat under-developed visual skills. This presentation will explain what is involved in a comprehensive visual and eye health evaluation. This presentation will also discuss how to treat vision related learning difficulties, and how optometrists collaborate with other members of the school based learning team. Finally, information will be provided on what questions to ask the doctor of optometry to ensure that all the visual skills will be evaluated.</p>
Instrumented Gait Analysis in Neuromuscular Care	Visual Processing: Treating Visual Processing- Improving Visual Processing Skills For Improved Academic Performance	Incorporating Telehealth Into Your School-based Practice
<i>Jason Long, Ph.D.</i>	<i>Robert Constantine, OTR/L</i>	<i>Katie Rathers – MS, OT/L and Melissa Mortensen – MS, OTR/L (PSI)</i>
<p>This course will cover the role of motion capture for instrumented gait analysis in the care of patients with neuromuscular disorders and other ambulatory dysfunction. A high-level view of the technology will be provided, as well as an in-depth explanation of measurements made during the walking cycle and relevance for functional improvements. Several case examples will be featured.</p>	<p>This course will discover techniques for improving visual processing with specific tips for improving visual perception to improve reading, handwriting and letter reversals.</p>	<p>This session will explore the opportunities and challenges of delivering school-based therapy services via telehealth modalities. Participants will learn how to effectively use technology to assess, treat, supervise and monitor their students' progress remotely. The session will cover best practices for teletherapy, including tips for creating a therapy-friendly environment, ensuring HIPAA compliance, effectively communicating with students, families, and school staff, as well as collaborating with the special education team. It is valuable information for both therapists wanting to incorporate some strategies of telehealth to accommodate supervision needs, distance, time, and high demands as well as therapists serving remote and online students more specifically. By the end of the session, participants will have a comprehensive understanding of how to effectively incorporate telehealth into their school-based therapy practice, maximizing the impact of their services, and improving outcomes for their students and teams. This session is ideal for occupational therapists, assistants, physical therapists, speech therapists, and related professionals who work in school-based settings and are looking to expand their telehealth skills and knowledge.</p>