

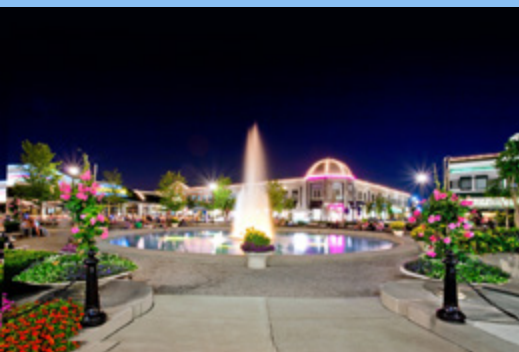


# 2022 SBP Summit

Monday, August 1st and Tuesday, August 2nd, 2022  
Columbus Hilton at Easton

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

*Moving Together, Today & Tomorrow!*



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# 2022 SBP Summit Schedule

## MONDAY, AUGUST 1ST

**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- Ginny Paleg, DScPT, MPT - "Back to Play and Functioning"**

**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
Ginny Paleg, DScPT, MPT	Kim Wiggins, OTR/L	Amy Schlessman, PT, DPT, DHSc	Mike Marotta, ATP, RESNA Certified	Jessica Lewis, PT, DPT & Kristen Blatt PT, DPT	Missy Anthony, Executive Director OTPTAT Board; Cheryl VanHoose, PT; Nichole Dearth, MOT, OTR/L	
The F Words: Family, Fun, Friends, Fitness, Functionality and the Future	Just Right! The Sensory Curriculum PART 1	Must Have Motor Kit: Move and Learn with Simple Supplies	Unleash the Power of Chrome: Tips & Tricks to Promote Engaging Learning for All	Idiopathic Toe Walking: Updated Evaluation and Treatment Techniques for the Physical Therapist	Regulatory Board Perspective on School Services for OTs & PTs ***OT Ethics CE Credit***	

### 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

Ginny Paleg, DScPT, MPT	Kim Wiggins, OTR/L	Amy Schlessman, PT, DPT, DHSc	Mike Marotta, ATP, RESNA Certified	Jessica Lewis, PT, DPT & Kristen Blatt PT, DPT	Missy Anthony, Executive Director OTPTAT Board; Cheryl VanHoose, PT	
Hip Health and Happiness	Just Right! The Sensory Curriculum PART 2	Fill Your Toolkit: School-Based Tests and Measures	It's In There: Accessibility Features Across Platforms	A Fresh Take on Goal Writing using the F-Words in Childhood Disability	Taking the Fear Out of the PT Jurisprudence Assessment Module	

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

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

Ginny Paleg, DScPT, MPT	Kim Wiggins, OTR/L	Amy Schlessman, PT, DPT, DHSc	Mike Marotta, ATP, RESNA Certified	Jessica Lewis, PT, DPT	Sara O'Rourke, MOT, OTR/L, BCP; Shelley Coleman Casto, MS, OTR/L, CPST; Melanie Stevens, MS/CCC-SLP, BCS-S	
The Evidence of Postural Management	Just Right! The Sensory Curriculum PART 3	Let's Collaborate! Developing Collaborative Student Goals: Why and How?	Put Me In Coach: Developing & Nurturing Effective Teams	Clubfoot: The Role of Physical Therapy	International Dysphagia Diet Standardisation Initiative (IDDSI) vs National Dysphagia Diet (NDD) and how making this transition will impact occupational therapy practice	

# TUESDAY, AUGUST 2ND

**8:00 - 8:30** Speaker- Ohio Department of Education - TBD

**8:30 - 10:00** Keynote Speaker - Kim Wiggins, OTR/L- "Push in to the Classroom! The Why and How for Related Service Providers"

**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	Brooke Bernstein, PT, DPT, PCS & Abigail Hall, PT, DPT	Michelle L. Lange, OTR/L, ABDA, ATP/SMS	Robert Constantine, OTR/L	Wendy Kelley, DPT, Owner ABC Therapy & Jodi Loutzenhiser, MOT, Clinical Coordinator (PSI)	Christine Urig, MS, OTR/L	Amy Pratt PT, MPT ; Lindsay Watson PT, MPT
The COVID Slide: OT Strategies to Overcome Regression after COVID	Using Segmental Interventions for Trunk Stability to Enhance Function, Applicable to the School Setting	Positioning Kids: How can I determine if a student is positioned appropriately?	Is It Vision? ADHD? Dyslexia? Learn how to spot the difference	Inspire Learning: Moving Bodies and Active Brains	Navigating through ETR and IEP Processes as a School-Based Practitioner	More than Fun & Games: Leveraging Augment Therapy and other digital health tools in pediatric therapy.

**11:45- 12:00** Poster Presentations, Vendors/Break

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

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

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

Kim Wiggins, OTR/L	Elena Noble, MPT	Michelle L. Lange, OTR/L, ABDA, ATP/SMS	Robert Constantine, OTR/L	Dr. Carly Wilbur - PSI Medical Director and UH Pediatrician & Dr. Julian Dooley - PSI SEL Manager and YMHFA Master Trainer	Mark H. Smith MPA, ODE & Cheryl VanHoose, PT	
Effective Sensory Diets	Functional Mobility: The Use of Adaptive Equipment in Schools	Slip Sliding Away: Positioning the Pelvis	It's In The Bag part 1- Assessing the Visual System with items in your Therapy Bag	Move Your Body, Move Your Emotions - A Healthy Perspective	Medicaid School Program: Overview and Updates	

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

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

Kim Wiggins, OTR/L	Lori M. Grisez, PT, DPT & Kristen Martin, MOT, OTR/L	Michelle L. Lange, OTR/L, ABDA, ATP/SMS	Robert Constantine, OTR/L	Shelly Kyle PT, MPT; Morgan Stefanoff, PT, DPT	Mark H. Smith MPA, ODE & OSHA Panel	
Motor Labs and School Wide Movement Initiatives	OT & PT Considerations for the Myelomeningocele Population	Heads Up! Positioning the Head	It's In The Bag Part 2- Treating vision issues from things in your therapy bag	Put Your Own Spin On It: Ideas for Creating Your Own Sensorimotor Activities	Looking over the Horizon: Perspectives on the Future Medicaid School Expansion of School Health Opportunities	

Ohio School Health Services Association presents:

# School Based Practitioners Summit

August 1st and 2nd • Columbus Hilton at Easton • Columbus, Ohio

## Conference Schedule and Course Descriptions

### MONDAY, AUGUST 1ST, 2022

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*
- ▶ *"Back to Play and Functioning" Presented by Ginny Paleg, DScPT, MPT*

COVID took a lot of energy and increased our stress. Now that things are going "back" to closer to "normal", it is a good time to shake up your bag of therapy strategies. Most of us are trained in "hands-on", handling and facilitation. We focus on goals that are listed in the International Classification of Function (ICF) as body structure and function. New evidence points us to another domain of the ICF: Participation. We will discuss pivoting all our goals and interventions toward participation. There is building evidence that when we focus on things like stretching and strengthening, we neither achieve these goals nor improve participation. Yet, when we focus on participation, we get improvements in it as well as things like active range of motion and abilities to accomplish skills that require improved strength. Together we will look at the evidence and examples to see if this approach can enhance our own mental health and well-being as well as that of classroom staff, our students, and their families. You will leave feeling invigorated to modify the environment so that children can amass whole task practice in natural environments that lead to improved functioning and participation. You will understand and believe that "the role of the environment, and specifically support and relationships, may be an essential consideration for enabling physical activity participation" (Willis, 2021).

10:20-10:45 AM

- ▶ Break, Exhibits, Vendor Time

▶ NOTE: Kim Wiggins' Monday session(s) "Just Right the Sensory Curriculum" is a 3 part series. The expectation is that you sign up for **all 3 sessions on Monday**. There will be an additional charge for the session, as each attendee for those sessions will receive a copy of the materials, but at a discounted Summit rate than purchasing it online, on your own.



PRESENTED BY:



10:45–12:15 AM

## Breakout Sessions 1 (Please Choose One) – – 1.5 CE HOUR

<b>(ALL DAY) Just Right! The Sensory Curriculum</b> <b>(NOTE: Additional Fee)</b>	<b>The F Words: Family, Fun, Friends, Fitness, Functionality and the Future</b>	<b>Must Have Motor Kit: Move and Learn with Simple Supplies</b>
<i>Kim Wiggins, OTR/L</i>	<i>Ginny Paleg, DScPT, MPT</i>	<i>Amy M Schlessman, PT, DPT, DHSc</i>
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. This course will review how to address SEL with students that have sensory modulation issues through the 3 tiers of Response to Intervention. Sensory modulation is seen as a component of emotional regulation and social-emotional learning and it is critical for academic and social success. Research shows that sensory modulation is a skill that can be taught. This course will review the evidence supporting instruction in sensory modulation and basic concepts and terminology to be used in this instruction. <b>A digital version of Just Right! A Sensory Modulation Curriculum for K-5 is included in this course and will be referenced throughout the course so make sure you have your devices handy! You will have the opportunity to download the Curriculum during the course.</b>	Evidence suggests that hands-off participation based strategies are superior to hands-on facilitation interventions focused on body structure and function. In this session we will look at the evidence and discuss how we might want to implement this for our students who are non-ambulatory	One box, big fun! This session features practical, creative fine and gross motor activities with simple supplies to motivate, educate, and engage children .....all in one box! (audience: related service providers)

<b>Unleash the Power of Chrome: Tips &amp; Tricks to Promote Engaging Learning for All</b>	<b>Regulatory Board Perspective on School Services</b>	<b>Idiopathic Toe Walking: Updated Evaluation and Treatment Techniques for the Physical Therapist</b>
<i>Mike Marotta, ATP, RESNA Certified</i>	<i>Cheryl VanHoose, PT; Missy Anthony, Executive Director OTPTAT Board; Nichole Dearth, OT</i>	<i>Elena Noble, MPT</i>
Unleash your Chromebook and realize the power of the G Suite as we explore ways to promote the principles of UDL and build an inclusive learning environment that leads to learner independence and success. Let's explore Chrome embedded tools, built in accessibility features, creative features of the G Suite apps, supports for reading, writing and executive function.	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. <b>***This session will count toward the OT requirement for an ethics CE.***</b>	Idiopathic toe walking is a common diagnosis seen in school-aged children. This course will define what idiopathic toe walking is and how to screen for non-idiopathic causes for toe walking. An evaluation and treatment algorithm will be reviewed and screening tools and outcome measures specific to idiopathic toe walking will be discussed. This presentation will describe common treatment strategies such as serial casting, ankle stretching and strengthening, orthoses, and sensory activities.

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><b>(ALL DAY) Just Right! The Sensory Curriculum</b> <b>(NOTE: Additional Fee)</b></p>	<p><b>Hip Health and Happiness</b></p>	<p><b>Fill Your Toolkit with School-based Tests and Measures</b></p>
<p><i>Kim Wiggins, OTR/L</i></p>	<p><i>Ginny Paleg, DScPT, MPT</i></p>	<p><i>Amy M Schlessman, PT, DPT, DHSc</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. This course will review how to address SEL with students that have sensory modulation issues through the 3 tiers of Response to Intervention. Sensory modulation is seen as a component of emotional regulation and social-emotional learning and it is critical for academic and social success. Research shows that sensory modulation is a skill that can be taught. This course will review the evidence supporting instruction in sensory modulation and basic concepts and terminology to be used in this instruction. <b>A digital version of Just Right! A Sensory Modulation Curriculum for K-5 is included in this course and will be referenced throughout the course so make sure you have your devices handy! You will have the opportunity to download the Curriculum during the course.</b></p>	<p>Let's talk about standing and abduction to promote hip health. There have been a few studies published and we will look at them to glean information we can apply in the classroom.</p>	<p>What's in your toolbox? This session reviews a plethora of pediatric tests and measures that OTs and PTs can utilize with a variety of ages and abilities. (audience: OT and PT)</p>
<p><b>It's In There: Accessibility Features Across Platforms</b></p>	<p><b>"Taking the Fear Out of the PT Jurisprudence Assessment Module"</b></p>	<p><b>A Fresh Take on Goal Writing using the F-Words in Childhood Disability</b></p>
<p><i>Mike Marotta, ATP, RESNA Certified</i></p>	<p><i>Cheryl VanHoose, PT; Missy Anthony, Executive Director OTPTAT Board</i></p>	<p><i>Jessica Lewis, PT, DPT &amp; Kristen Blatt PT, DPT</i></p>
<p>With so many apps and software tools available for our technology today, it is sometimes difficult to know what might work for an individual. But wait ..... what about built in accessibility features? These supports are built into every computer and mobile device platform, yet many people don't know what they already have! Come participate in this BYOD session as we dive deep into the built in accessibility features of your devices (iOS, Android, Mac, Windows, Chromebook) to explore options to support individuals in the area of reading, writing, vision, physical access and more!</p>	<p>Representatives from the Ohio Occupational Therapy, Physical, Therapy and Athletic Trainers Licensure Board will discuss the recent new jurisprudence requirement for PT and PTA renewal. Topics covered for will include the rationale for the Jurisprudence Assessment Module (JAM), its contents, how to access the JAM, and an update on recent rule changes and disciplinary case review.</p>	<p>The F-Words in Childhood Disability is a structure created by CanChild that uses the ICF model in a unique way for children with disabilities. The six F-Words in this model are: function, family, fitness, fun, friends, and future. This presentation will help physical therapists in any setting understand how to use the F-Words in Childhood Disability to create meaningful goals for children. We will discuss how this construct was used for a quality improvement program for children undergoing a selective dorsal rhizotomy and explore different options for utilization within a school setting.</p>

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><b>(ALL DAY) Just Right! The Sensory Curriculum</b> <b>(NOTE: Additional Fee)</b></p>	<p><b>The Evidence of Postural Management</b></p>	<p><b>Let's Collaborate! Developing Collaborative Student Goals: Why and How?</b></p>
<p><i>Kim Wiggins, OTR/L</i></p>	<p><i>Ginny Paleg, DScPT, MPT</i></p>	<p><i>Amy M Schlessman, PT, DPT, DHSc</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. This course will review how to address SEL with students that have sensory modulation issues through the 3 tiers of Response to Intervention. Sensory modulation is seen as a component of emotional regulation and social-emotional learning and it is critical for academic and social success. Research shows that sensory modulation is a skill that can be taught. This course will review the evidence supporting instruction in sensory modulation and basic concepts and terminology to be used in this instruction. <b>A digital version of Just Right! A Sensory Modulation Curriculum for K-5 is included in this course and will be referenced throughout the course so make sure you have your devices handy! You will have the opportunity to download the Curriculum before/during the course.</b></p>	<p>Let's review the evidence for postural management and discuss ways to implement them in an educational setting. Children who are non-ambulatory are sedentary and lack opportunities for activity. This can negatively impact learning. We will analyze the evidence and come up with solutions for our specific students and classrooms.</p>	<p>Need information and motivation for collaboration? This session will assist participants to identify strategies to move towards the development of collaborative student goals. (audience: related service providers)</p>

<p><b>Put Me In Coach: Developing &amp; Nurturing Effective Teams</b></p>	<p><b>Clubfoot: The Role of Physical Therapy</b></p>	<p><b>International Dysphagia Diet Standardization Initiative (IDDSI) vs National Dysphagia Diet (NDD) and how making this transition will impact OT practice</b></p>
<p><i>Mike Marotta, ATP, RESNA Certified</i></p>	<p><i>Jessica Lewis, PT, DPT</i></p>	<p><i>Melanie Stevens, MS/CCC-SLP, BCS-S &amp; Sara O'Rourke, MOT, OTR/L, BCP &amp; Shelley Coleman Casto, MS, OTR/L, CPST</i></p>
<p>Effective Assistive Technology services are MUCH more than just knowing the latest apps. Are you effectively and consistently considering AT for every student? Does every staff member know what they need to know to ensure that every student gets what they need? This session will dive deep into these questions and more as we discuss how to build district capacity to effectively provide Assistive Technology services in order to meet the needs of every student through coaching. As the backbone of this session, we will use the Seven Daily Drivers outlined in Nathan Lang's book, <i>Everyday Instructional Coaching</i>, to develop a roadmap for supporting the effective use of technology in our schools. Through the use of guided discussion prompts and group activities, participants will leave with a plan to effectively support educators in order to meet the needs of their students.</p>	<p>This course will review evidence-based evaluation and treatment strategies that can be used with children with clubfoot. Expected outcomes of conservative treatment will be discussed. Additionally, information on when it is appropriate to refer children with clubfoot to orthopedics vs. continuing to receive therapy care will be presented. Finally, expected outcomes of orthopedic surgeries and conservative strategies used by orthopedic physicians will be reviewed.</p>	<p>Movement is a central component of mental and physical health and wellbeing for educators and students. Self-care strategies consistently include physical activity as a key part of the practice of achieving optimal health. However, the restrictions of school-based learning make it difficult to meet the recommendations regarding optimal daily activity. Recent research has illuminated the benefits of even minimal movement (e.g., meditation, yoga, or sleep) for educators and students. In addition, there is evidence that cognitive reframing techniques can result in mental and physical health and wellbeing outcomes, thus increasing the likelihood of creating a successful self-care plan. This nontraditional approach to physical activity is well-suited to the classroom environment where educators and students face restrictions that impact physical and mental health in addition to cognitive engagement and performance. In this session Drs. Wilbur and Dooley will discuss the central domains of health and wellbeing, components of self-care plans, and the factors that ensure successful outcomes for educators and students. A wide range of classroom-appropriate practical strategies and skills will be shared.</p>

# TUESDAY, AUGUST 2ND, 2022

7:00-8:00 AM

- ▶ Registration, Continental Breakfast, Exhibits

8:00-10:00 AM

## **MORNING KEYNOTE - 1.5 CE HOUR**

- ▶ *Ohio Department of Education, Speaker TBD*
- ▶ *“Push in to the Classroom! The Why and How for Related Service Providers” Presented by Kim Wiggins, OTR/L*

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.

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><b>The COVID Slide: OT Strategies to Overcome Regression after COVID</b></p>	<p><b>Is it Vision? ADHD? Dyslexia? Learn how to spot the difference</b></p>	<p><b>Positioning Kids: How can I determine if a student is positioned appropriately?</b></p>
<p><i>Kim Wiggins, OTR/L</i></p>	<p><i>Robert Constantine, OTR/L</i></p>	<p><i>Michelle L. Lange, OTR/L, ABDA, ATP/SMS</i></p>
<p>Are you looking for ways to CLOSE THE GAP for elementary students that need support because of COVID-19? COVID Slide is a term used to express the expected level of regression due to remote learning and students' absences during the COVID pandemic. School professionals around the country foresee a significant regression in social-emotional and fine motor skills, sensory functioning, and so much more! Unfortunately, this will most likely drastically increase referrals to RtI, special education, and OT resulting in larger caseloads for all. This course reviews how occupational therapy practitioners can embed strategies into the classroom that align with their districts' Multi-Tiered System of Supports (MTSS) to help our children succeed and avoid regression.</p>	<p>This 90 minute course will point out the research supporting the links between vision and function. We will discuss common behaviors that may indicate a visual issue and learn to differentiate between visual dysfunction, ADHD and dyslexia.</p>	<p>Positioning children is not the same as positioning adults. Children grow in stature, but other changes occur with this growth including range of motion, muscle tone, orthopedic status, functional abilities, and more. Pediatric seating must meet the child's needs today and in the future. This course will address positioning children and utilize a checklist which can be used to determine if a seating system is meeting a child's needs.</p>
<p><b>Using Segmental Interventions for Trunk Stability to Enhance Function, Applicable to the School Setting</b></p>	<p><b>Inspire Learning: Moving Bodies and Active Brains</b></p>	<p><b>Navigating through ETR and IEP Processes as a School-Based Practitioner</b></p>
<p><i>Brooke Bernstein, PT, DPT, PCS &amp; Abigail Hall, PT, DPT</i></p>	<p><i>Wendy Kelley, DPT, Owner ABC Therapy &amp; Jodi Loutzenhiser, MOT, Clinical Coordinator (PSI)</i></p>	<p><i>Christine Urig, OTR/L</i></p>
<p>Impaired postural control found in children with cerebral palsy and other neurological disorders leads to functional limitations in upper extremity use, upright sitting, gross motor skills, and participation in daily activities in both the home and school setting. The Segmental Assessment of Trunk Control (SATCo) is a validated assessment tool that sequentially evaluates trunk control to determine the specific spinal segment where control is lost. We will discuss how results from the SATCo guides physical therapy treatment and equipment set-up to produce both immediate and long-term functional improvements. We will discuss several case examples to highlight treatment ideas and functional outcomes across a diverse patient population. By the end of this course, participants will have general knowledge of the SATCo assessment, and will be equipped to begin integrating principles of segmental postural treatment on patients of any age with moderate to severe motor impairment.</p>	<p>Join us on a journey to strive for excellence, to inspire children to learn, to reach children where they are, and to unlock the limitless potential within each child. To increase your knowledge and effectiveness as comprehensive and integrated school based practitioners, their presentation will delve into the following topics in ways not typically viewed as school-based therapy:</p> <ul style="list-style-type: none"> <li>- Today's cultural influences on childhood, development and learning</li> <li>- The impact of trauma on learning and development</li> <li>- Neuroplasticity and the impact of movement on the developing brain</li> <li>- Essential components for a healthy and active life</li> <li>- Essential elements for successful movement and learning</li> <li>- Multi-dimensional movement approaches to motivate children to learn</li> <li>- Dynamic movement strategies for children and classroom integration</li> </ul> <p>Emphasis will be on empowerment to focus on child centered services, on whole-classroom and inclusive learning alternatives, and to help each child succeed at school and in their unique life.</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. A discussion of ETR required and optional forms and how to contribute and compose elements of the IEP. Emphasis on how the ETR drives the IEP and our role 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 measurable baseline data during the ETR and when establishing annual goals and objectives and the importance of student progress monitoring and updating the student's plan of care. The current 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. Guidance will be provided regarding therapy services that are provided as "specially designed instruction" versus those provided as "related services."</p>

10:15–11:45 AM

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

**More than Fun & Games: Leveraging Augment Therapy and other digital health tools in pediatric therapy.**

*Amy Pratt PT, MPT & Lindsay Watson PT, MPT*

Introduction to digital health augmented reality-based 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 PT founder, Lindsay Watson 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><b>Effective Sensory Diets</b></p>	<p><b>Its In The Bag Part 1-Assessing the Visual System with items in your Therapy Bag</b></p>	<p><b>Slip Sliding Away: Positioning the Pelvis</b></p>
<p><i>Kim Wiggins, OTR/L</i></p>	<p><i>Robert Constantine, OTR/L</i></p>	<p><i>Michelle L. Lange, OTR/L, ABDA, ATP/SMS</i></p>
<p>What's the purpose of a sensory diet, who needs one, and how do you make them effective? Knowing how, when and what sensory strategies should be provided in a school setting can be complicated. It's important to collaborate with the student and staff to create an effective sensory plan. This course will review how to effectively create a sensory plan, including breaks, routines, and modifications, for a classroom setting. Several case studies will be reviewed to provide you with specific examples.</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 visual dysfunction goal examples provided.</p>	<p>What is the cornerstone of wheelchair positioning? The pelvis. The position of the pelvis very much determines the position of the trunk and lower extremities and so achieving and maintaining the optimal position is critical. This course will present common pelvic asymmetries with suggested strategies to address each challenge. Providing as neutral a pelvic position as possible improves overall posture, stability and function.</p>
<p><b>Functional Mobility: The Use of Adaptive Equipment in Schools</b></p>	<p><b>Move Your Body, Move Your Emotions - A Healthy Perspective</b></p>	<p><b>Medicaid School Program: Overview and Updates</b></p>
<p><i>Elena Noble, MPT</i></p>	<p><i>Dr. Carly Wilbur - PSI Medical Director and UH Pediatrician &amp; Dr. Julian Dooley - PSI SEL Manager and YMHA Master Trainer</i></p>	<p><i>Mark Smith MPA, BA, QIDP, CPM, ODE &amp; Cheryl VanHoose, PT</i></p>
<p>This course will address the use of adaptive mobility towards improving a student's functional performance in school, while citing current research to support evidence-based practice. Motor learning strategies from the MOVE (Mobility Opportunities Via Education) Program, a successful activity-based approach for teaching motor skills to children with multiple disabilities, will be integrated throughout. Best positioning practices in adaptive equipment to support activity-based skill building and participation will be discussed and attendees will have the opportunity for hands-on discovery and learning with the equipment.</p>	<p>Movement is a central component of mental and physical health and wellbeing for educators and students. Self-care strategies consistently include physical activity as a key part of the practice of achieving optimal health. However, the restrictions of school-based learning make it difficult to meet the recommendations regarding optimal daily activity. Recent research has illuminated the benefits of even minimal movement (e.g., meditation, yoga, or sleep) for educators and students. In addition, there is evidence that cognitive reframing techniques can result in mental and physical health and wellbeing outcomes, thus increasing the likelihood of creating a successful self-care plan. This nontraditional approach to physical activity is well-suited to the classroom environment where educators and students face restrictions that impact physical and mental health in addition to cognitive engagement and performance. In this session Drs. Wilbur and Dooley will discuss the central domains of health and wellbeing, components of self-care plans, and the factors that ensure successful outcomes for educators and students. A wide range of classroom-appropriate practical strategies and skills will be shared.</p>	<p>Every year students are exhibiting increased challenges in motor skills, attention, visual skills, and behavior. Research also indicates an increase in childhood obesity. School based therapists have the expertise to increase participation in school routines and design programming to improve function and inclusion. It is the responsibility of school-based therapists to collaborate with a variety of school partners to support student success and contribute to both general and special education. School wide movement initiatives, such as motor labs and sensory paths, can be added to the school environment to promote healthy school climates needed for learning. This course will review the research to encourage using these school-wide movement initiative programs. It will also provide you with specific strategies for adding motor labs into your school environment.</p>

2:15 – 2:30 PM

▶ Break, Exhibits, Vendor Time

2:30 – 4:00 PM

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

<b>Motor Labs and School Wide Movement Initiatives</b>	<b>Its In The Bag Part 2-Treating Vision Issues From Things In Your Therapy Bag</b>	<b>Heads Up! Positioning the Head</b>
<i>Kim Wiggins, OTR/L</i>	<i>Robert Constantine, OTR/L</i>	<i>Michelle L. Lange, OTR/L, ABDA, ATP/SMS</i>
<p>Every year students are exhibiting increased challenges in motor skills, attention, visual skills, and behavior. Research also indicates an increase in childhood obesity. School based therapists have the expertise to increase participation in school routines and design programming to improve function and inclusion. It is the responsibility of school-based therapists to collaborate with a variety of school partners to support student success and contribute to both general and special education. School wide movement initiatives, such as motor labs and sensory paths, can be added to the school environment to promote healthy school climates needed for learning. This course will review the research to encourage using these school-wide movement initiative programs. It will also provide you with specific strategies for adding motor labs into your school 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>You've positioned the client. You've tried every head support available. And yet your client spends most of their time looking at their lap. This course will discuss various strategies to optimize head position. First, we will explore strategies beyond the head support, including specific positioning interventions and addressing visual issues. Second, we will explore posterior head supports in depth, matching specific features to client needs. Third, we will explore other options which may be required if posterior support alone is inadequate, including anterior head support. Case studies will be used throughout.</p>

<b>OT &amp; PT Considerations for the Myelomeningocele Population</b>	<b>Put Your Own Spin On It: Ideas for Creating Your Own Sensorimotor Activities</b>	<b>Looking over the Horizon: Perspectives on the Future Medicaid School Expansion of School Health Opportunities</b>
<i>Lori M. Grisez, PT, DPT &amp; Kristen Martin, MOT, OTR/L</i>	<i>Michelle Kyle, PT, MPT &amp; Morgan Stefanoff, PT, DPT</i>	<i>Mark Smith MPA, BA, QIDP, CPM, ODE &amp; Panel from OSHA</i>
<p>This course will provide participants with a detailed overview of occupational and physical therapy considerations when working with the myelomeningocele population in the school setting. Relevant background including review of anatomy, differences in signs and symptoms based on the type of spina bifida and level of involvement, comorbidities commonly seen in the myelomeningocele population, and physiological indicators that require immediate medical evaluation for these individuals will be examined. We will discuss common occupational performance deficits encountered in this population and treatment approaches to support participation in daily activities in the school setting. Evidence will be presented regarding evaluation to assist with predictive factors for mobility, bracing support, and equipment needs, and considerations for mobility in the school setting. A look at the aging process and overall health and wellness across the lifespan will be presented using a multi-disciplinary lens.</p>	<p>Explore some of the latest trends in sensory motor activities circulating the internet. Break out into groups and practice designing sensorimotor paths, developing google slides, and interacting with mobile motor lab kits. Through guided collaboration, this course is intended to provide treatment ideas and useful websites to help therapists develop their own tools for individual and classroom implementation. Please bring a laptop or digital device with your Google account if wishing to create Google slides during the presentation.</p>	<p>The purpose of this presentation is to highlight both national and state initiatives on school health services and the potential to expand the Medicaid in Schools Program (MSP). Attendees will learn of other states' efforts, national efforts from both the Health and Human Services (HHS) perspective as well as the US Department of Education (USDOE) on national initiatives being promoted to states to encourage an expansion of school health options that can be covered by school Medicaid programs.</p>