Innovations in School-Based Physical Therapy Practice 2014
formerly, “Providing School-Based Physical Therapy under IDEA”

Friday-Saturday, July 11-12, 2014; Mercer University; Atlanta, GA
(15 Contact Hours)

Program Description
This will be the Section’s ninth annual school-based conference. It will highlight advanced practice issues, in addition to the foundational information provided in previous years. The sessions will provide information on decision making and the delivery of physical therapy services to support the educational program for all students with disabilities. Nationally recognized speakers will address federal laws, the provision of school-based physical therapy services, and innovations in practice.

Audience
This two-day course is intended for physical therapists who currently provide, or intend to provide, related services under IDEA.

Course Objectives
Participants will be able to:
- Understand the primary federal laws, regulations, and case law pertaining to the education of children with disabilities under IDEA and the provision of related services.
- Make appropriate decisions regarding assessment, models of service delivery, intervention, assistive technology, and advocacy.
- Explain the importance of cardiopulmonary function to postural control in school-based practice.
- Develop individualized bus evacuation plans for students with special needs.
- Appreciate the role of the school-based physical therapist in preparing students and their families for the post-school transition.
- Recognize ways to promote self-determination among students of all ages.
- Describe the documentation required for cost recovery through Medicaid in school-based practice.

Course Location
Mercer University, Atlanta Campus
College of Pharmacy Teaching and Research Center
3001 Mercer University Drive
Atlanta, GA 30341
Campus Map: http://about.mercer.edu/mu-resources/upload/AtlantaCampusWebMap.pdf

Accommodations
Atlanta Marriott Century Center/Emory Area; 2000 Century Boulevard NE; Atlanta, GA 30345; (5 miles from Mercer University)
Call (800) 228-9290 or (404) 325-0000 to make a reservation under "American Physical Therapy Association 2014 School-Based Conference.” Rooms are $119 plus tax per night, including continental breakfast; free Wi-Fi; heated outdoor pool; fitness center; and free parking. The block of rooms has been reserved until Friday, June 20, 2014.
The hotel offers complimentary shuttle service within a 3-mile radius, which includes several area restaurants and the Brookhaven Marta Station (train), providing access to many Atlanta area attractions. A free shuttle from the Marriott to and from Mercer University will be provided at the start and close of each day’s program to those who select this service on the registration form.

Transportation between Atlanta Hartsfield Jackson Airport & Marriott Century Center
Shuttle service provided by Superior Shuttle: $30 (one way). Reservation required:

Estimated taxi fare: $45 (one way). MARTA (Metropolitan Atlanta Rapid Transit Authority) offers train service from the airport to the Brookhaven MARTA Station. From there it is a short taxi ride. Or, if you arrive at the station between 7:00 am and 10:00 pm, you may call the hotel (404-325-0000) to request the hotel shuttle.
## Course Schedule

The planning committee reserves the right to change the presenters and/or order of presentations, based on speaker needs and travel arrangements.

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<th>Friday* Track 1: Foundational Topics</th>
<th>Friday* Track 2: Contemporary Issues</th>
<th>Saturday Single Track</th>
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<tr>
<td><strong>8:00 - 8:30 am</strong> Registration</td>
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<tr>
<td><strong>8:30-10:00 am</strong> Providing School-Based Physical Therapy under IDEA &amp; Section 504 Mary Jane Rapport, PT, DPT, PhD, FAPTA</td>
<td><strong>8:30-10:00 am</strong> Motor Control &amp; Its Effects on Learning Sally Westcott McCoy, PT, PhD, FAPTA</td>
<td>Self-Determination: Kindergarten through High School Carlo Vialu, PT</td>
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<td><strong>10:00-10:15 am</strong> Break</td>
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<tr>
<td><strong>10:15 am-11:45 am</strong> Making Decisions about School-Based Physical Therapy Services Irene McEwen, PT, DPT, PhD, FAPTA</td>
<td><strong>10:15 am-11:45 am</strong> Evidenced-Based School Practice: Implications from the Literature &amp; PT COUNTS Study Susan Effgen, PT, PhD, FAPTA</td>
<td><strong>10:15 am-11:45 am</strong> Customizing Bus Evacuation Plans for Students with Special Needs Susan Englert Shutrump, OTR/L</td>
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<td><strong>11:45-12:45 am</strong> Box Lunch Q &amp; A with Speakers</td>
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<td><strong>12:45-2:15 pm</strong> Examination, Evaluation, &amp; Assessment Toby Long, PT, PhD, FAPTA</td>
<td><strong>12:45-2:15 pm</strong> Obesity Prevention &amp; Management Maggie O’Neil, PT, PhD, MPH</td>
<td><strong>12:45-2:15 pm</strong> Preparing Adolescents &amp; Young Adults for Transition from School to Adulthood Toni Doty, PT, PhD, PCS</td>
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<td><strong>2:30-4:00 pm</strong> Ecological Assessment of Educational Strengths &amp; Needs Sue Cecere, PT, MHS</td>
<td><strong>2:30-4:00 pm</strong> Physical Therapist’s Role in Assistive Technology Maria Jones, PT, PhD</td>
<td><strong>2:30 -4:00 pm</strong> Measure Up! School-Based Tests and Measures in 10 Minutes or Less Carlo Vialu, PT</td>
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<td><strong>4:00-5:30 pm</strong> Integrating Interventions into the School Day Karen Tartick, PT, CSCS</td>
<td><strong>4:00-5:30 pm</strong> Data-Based Practice Laurie Ray, PT, PhD</td>
<td><strong>4:00-5:00 pm</strong> Medicaid Cost Recovery in School-Based Physical Therapy Laurie Ray, PT, PhD</td>
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*On Friday we will offer concurrent sessions; participants may attend one full track or individual sessions in either track. Preregistration for these sessions is not required.

### About the Speakers

**Susan (Sue) Cecere, PT, MHS**, is a graduate of the University of Delaware physical therapy program (1977) and has a Master of Health Science degree from Towson University. She also holds an Administrative Certificate in Education Leadership from McDaniel College. Sue has worked in school-based practice since 1994, both as a service provider and as a program administrator. She is currently the Physical Therapy Instructional Specialist for Prince Georges County Public Schools, a large, culturally diverse district in the Washington, DC, metropolitan area. Sue serves as co-chair of the Maryland State Steering Committee for Occupational and Physical Therapy School-Based Programs, a Maryland State Department of Education sub-committee, and she is a co-author of *Occupational and Physical Therapy Early Intervention*
Sarah (Sally) Westcott McCoy, PT, PhD, FAPTA, is a professor in the Department of Rehabilitation Medicine in the School of Medicine at the University of Washington. She teaches pediatrics, global health, and motor/postural control within the DPT and PhD graduate programs at University of Washington and runs a research program focused on assessment and intervention for children with cerebral palsy and developmental coordination disorder. Dr. McCoy is a member of the research team examining the relationship of school-based practice to children’s outcomes (PT COUNTS). She has extensive experience within educational and pediatric clinical practice settings, including schools, and has presented and published extensively within the areas of her expertise.

Irene McEwen, PT, DPT, PhD, FAPTA, is George Lynn Cross Research Professor Emeritus of Rehabilitation Sciences at the University of Oklahoma Health Sciences Center, where she taught pediatrics, evidence-based practice, and research. She was project director of several training grants from the US Department of Education to support physical therapists and occupational therapists in web-based doctor of science and master’s degree programs in early intervention, school-based practice, and assistive technology. Dr. McEwen has published and conducted research related to school-based practice, and assistive technology.
practice and assistive technology for children with severe disabilities. She is editor and an author of the “green book,” *Providing Physical Therapy Services under Parts B and C of IDEA*.

**Margaret (Maggie) O’Neil, PT, PhD, MPH,** is an associate professor in the Department of Physical Therapy and Rehabilitation Sciences at Drexel University in Philadelphia, PA. She has a secondary appointment in the Drexel School of Public Health, Department of Community Health and Prevention. Dr. O’Neil is a past recipient of NIH grants that focus on parent and child education to improve healthy behaviors in childhood obesity and validating accelerometry as a measure of physical activity in youth with CP. Also, in her community-based and clinic-based research she examines the role of environmental factors on youth’s participation physical activity.

**Mary Jane Rapport, PT, DPT, PhD, FAPTA,** is a professor in the Department of Physical Medicine and Rehabilitation and the Department of Pediatrics in the School of Medicine at the University of Colorado, where she is the Assistant Director of the Physical Therapy Program. She is the Director of the University of Colorado Pediatric Physical Therapy Residency Program, and has a leadership role in the Maternal Child Health LEND program through JFK Partners and the Teaching Scholars Program in the School of Medicine. She teaches in the PT and OT graduate programs at Rocky Mountain University. Dr. Rapport has extensive experience as an educator and a pediatric physical therapist with a productive record of presentations and publications. Much of her career has been focused on legislative action, policy and procedures guiding special education and related services, early intervention services, and access for individuals with disabilities under federal laws.

**Laurie Ray, PT, PhD,** has 14 years of experience in school-based practice in North Carolina (NC). She worked as the only physical therapist serving a small, underserved, rural school district and as a contracted therapist serving a larger, more urban school district. Dr. Ray is an Associate Professor at UNC-Chapel Hill, Division of Physical Therapy and provides the NC Department of Public Instruction with consultative services in the areas of physical therapy, Medicaid cost recovery, and adapted physical education. She was appointed to the NC State Rehabilitation Council and the NC Office of Disability and Health Advisory Committee. Dr. Ray is the Regional Director for Region V (Southeastern) to APTA’s Section on Pediatrics, serves on the Payment, Policy and Advocacy Committee, and is a board member of the School-Based Physical Therapy Special Interest Group. She is a reviewer for *Pediatric Physical Therapy*. Dr. Ray serves as the Education-at-Large Board Representative for the National Alliance for Medicaid in Education.

**Susan Englert Shutrump, OTR/L,** is supervisor of Occupational and Physical Therapy at the Trumbull County Educational Service Center in Niles, Ohio. She is the 2007 recipient of the National Association of Pupil Transportation Sure-Lok Safe and Secure Special Needs Transportation Award. She served on the National Highway Traffic Safety Administration’s curriculum writing committee for Child Passenger Safety Training for School Buses, and she is presently serving on the revision committee for this 8-hour course. Sue is a tenured faculty and advisory board member of the National Conference and Exhibition on Transporting Students with Disabilities and Preschoolers, at which she has served as co-chairman of the OT/PT/Transporter Forum since 1995. She has authored numerous articles in various therapy and transportation publications, as well as a chapter, “Best Practices in Safe Transportation” in the textbook published by AOTA Press, *Best Practices for Occupational Therapy in Schools*.

**Karen Tartick, PT, CSCS,** received her BS in Physical Therapy from the State University of New York at Buffalo in 1984. She has practiced pediatric physical therapy for 29 years, working in home health, early intervention, acute care, NICU, outpatient, and school-based physical therapy. Karen is certified in early intervention North Carolina’s Children’s Developmental Services Agency and currently practices in the Durham Public Schools in Durham, NC. She is an APTA Advanced Credentialed Clinical Instructor and has served as a mentor for the Duke Pediatric Physical Therapy Residency Program for five years, since its inception. Karen has presented extensively as a guest lecturer at Duke and UNC at Chapel Hill, as well as at the Physical Therapy Institute for school-based physical therapists in North Carolina. She presented Successful PT Interventions in the Classroom, both at the 2011 NCPTA Fall Conference and at the New York City Department of Education. At SOPAC 2013, Karen presented Walking Predictability in Children with Cerebral Palsy.

**Carlo Vialu, PT,** is the Director of Physical Therapy of the New York City Department of Education (NYC DOE), overseeing a program with 700 physical therapists working in over 1,500 schools. Previously, he has served as a supervising therapist and as a senior therapist, working with students with disabilities from preschool through high school. As director, he is responsible for developing policies, guidelines, and procedures for the provision of physical therapy services in the schools. Carlo co-wrote and edited the NYC DOE *School-Based Occupational and Physical Therapy Practice Guide*. He is also responsible for planning, developing, and presenting continuing education workshops for DOE
therapists, on topics including: tests and measures, writing a cohesive report, self-determination for children and youth with disabilities, special education decision-making process, and the DOE Practice Guide.

Session Descriptions

Providing School-Based Physical Therapy under IDEA & Section 504
This session will provide an overview of key federal laws that influence the provision of physical therapy to children with disabilities in schools. The primary requirements for educating all children, regardless of the nature or severity of their disability, under IDEA will be covered, as well as highlighting the similarities and differences between IDEA and Section 504 related to eligibility, service delivery, and the delivery of a free, appropriate public education. The relationship between scope of practice under your own state’s Physical Therapist Practice Act and the requirements of providing physical therapy as a related service provider in schools under IDEA will also be addressed.

Making Decisions about School-Based Physical Therapy Services
This session will cover a variety of factors therapists should consider when making decisions about school-based physical therapy services, including “eligibility” for services, “medical vs. educational” therapy, a student’s need for therapy, goals, prognosis, interventions, models of service delivery, and the International Classification of Functioning, Disability, and Health (ICF).

Examination, Evaluation, & Assessment
Collecting appropriate information to establish the developmental and functional status of a student is a critical component to the program planning and progress monitoring process under IDEA. This presentation will describe best practice examination and assessment strategies in school-based settings for children with disabilities. The advantages and disadvantages of various assessment tools will be discussed as they relate to educational programming.

Ecological Assessment of Educational Strengths & Needs
This session will provide therapists with the knowledge to develop and apply an ecological assessment to their practice. The contextual focus of this type of assessment requires an understanding of the ICF; the clinical analysis of each ICF domain is required to determine its impact in relevant contexts to fully understand the performance of students. Through the identification of educationally relevant strengths and needs of students with disabilities, the school-based PT will be able to develop a plan of care that will facilitate progress on goals and objectives and participation in school activities and routines in the least restrictive environment.

Integrating Interventions into the School Day
In this session, we will discuss the challenge of integrating physical therapy into the classroom through activities incorporated into the student’s school day. Research-based evidence will demonstrate the benefits of this approach. Videos and activities will offer ideas for provision of physical therapy into natural school environments.

Motor Control & Its Effects on Learning
We will review literature investigating motor control and its effects on learning in children with and without developmental disabilities. We will discuss how to apply this evidence into daily practice within a school-based practice.

Evidenced-Based School Practice: Implications from the Literature & PT COUNTS Study
This session will discuss the evidence to support the interventions physical therapists use in school-based practice. Participants will learn about the available literature to support interventions used to address participation, activities, and impairments. Recent literature on the state of the intervention evidence for children with cerebral palsy will be highlighted. Findings regarding service delivery from the recently completed study of school-based physical therapy practice, PT COUNTS, will be reviewed.

Obesity Prevention & Management
Over a third of children in the United States are overweight or obese. Children with disabilities are at higher risk for obesity and are more sedentary, as compared to peers with typical development. School-based therapists are in a unique position to promote physical activity and functional mobility to prevent or reduce childhood obesity. This session will discuss strategies that therapists may use in the management of childhood obesity and will review recommendations from the APTA, American Academy of Pediatrics, Department of Education, and Centers for Disease Control and Prevention.
**Physical Therapist’s Role in Assistive Technology**
The presentation will cover the legal mandates of assistive technology (AT) under IDEA, decision-making frameworks to guide assessment and implementation, the range of AT options, and the role of the school-based PT in exploring those options. We will also discuss funding options for securing AT devices for students.

**Data-Based Practice**
Data collection and documentation are key aspects of physical therapy practice in any setting. In the educational setting, all IEP team decisions are based on data. School-based practice must rely on student performance data to inform interventions and assess effectiveness. Participants will offer and discuss outcome measures and data points used in their practice to determine how students are accessing, participating, and progressing in their educational program. This session will discuss how to employ data to shape interventions, priorities, and documentation.

**Measure Up! School-Based Tests and Measures in 10 Minutes or Less**
This highly interactive workshop will bridge the gap between tests and measures and their applicability in the schools. The speaker will present pediatric tests of mobility, balance, endurance, and motor control, which are functional, require minimal materials, and can be completed in 10 minutes or less. The most current literature will be presented to ensure reliable administration of these tests, provide statistical norms or small-group averages, and guide interpretation of test results.

**Customizing Bus Evacuation Plans for Students with Special Needs**
Individualizing evacuation plans for students with special needs takes strong teamwork and interdisciplinary training to ensure that students have the support they need to quickly leave the bus or to be transferred to the floor for emergency medical assistance. Effective plans take into account the student’s abilities as well as their needs, with intervention strategies customized to be effective in this remote and challenging environment. The therapist’s role in training transportation staff will be reviewed with a special emphasis on evacuation of students who use wheelchairs.

**Preparing Adolescents & Young Adults for Transition from School to Adulthood**
We will discuss how the transition mandates of IDEA 2004 apply to school-based physical therapists. Participants will learn how to use available evidence to become integral team members and improve postsecondary outcomes of students with disabilities by exploring issues of student-centered transition planning, interagency collaboration, and the role of the physical therapist, evaluation procedures, and community-based intervention within the IEP process.

**Self-determination: Kindergarten through High School**
This workshop will discuss the role that physical therapists can play in fostering the development of a student’s self-determination skills. The speaker will share specific strategies, as well as online resources that school-based PTs can integrate into their current interventions when working with students with mild to severe disabilities, from kindergarten through high school.

**Medicaid Cost Recovery in School-based Physical Therapy**
This session will discuss current cost recovery issues, with ample time for questions and answers. Recovering costs from Medicaid for medically necessary services provided by schools is complicated by competing bureaucracies. It is difficult to have national discussions regarding Medicaid cost recovery, as Medicaid plans vary widely among the states. However, it is very helpful to hear how colleagues are negotiating cost recovery and advocating for Medicaid to understand educational requirements. We will discuss medical necessity, extrapolation, post-payment reviews, and sequestration.