

**Academy of Pediatric Physical Therapy
American Physical Therapy Association**

**Innovations in School-Based Physical Therapy Practice 2017
July 14-15, 2017 (Friday-Saturday)
George Washington University; Washington, DC**

Program Description

This will be the Academy's 12th annual school-based course. 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 services, and innovations in practice.

Audience

This two-day course is intended for physical therapists who provide, or intend to provide, related services under the Individuals with Disabilities Education Act (IDEA).

Conference Objectives

By the end of the course, participants will be able to:

- Understand the primary federal laws and regulations pertaining to the education of children with disabilities under IDEA and the provision of related services.
- Make appropriate decisions regarding evaluation, examination, models of service delivery, evidence-based intervention, assistive technology, and fitness.
- Explain the model of lifecourse health development for individuals with neurodevelopmental conditions and its application to school-based practice.
- Appreciate the role of the school-based physical therapist in preparing students and their families for the post-school transition.
- Apply the principles of data-driven practice.
- Describe evaluation and intervention for students with autism spectrum disorders.

Innovations in School-Based Physical Therapy Practice 2017 Schedule

On Friday we will offer concurrent sessions; participants may attend one full track or individual sessions in either track. Preregistration is not required. Each day provides 7.5 contact hours of programming, a total of 15 contact hours for the course. The planning committee reserves the right to change the presenters and order of presentations.

Friday* Track 1: Foundational Topics	Friday* Track 2: Contemporary Issues	Saturday Single Track
<p>8:00-8:20 am Registration 8:20 am Welcome/Introductions</p> <p>8:30-10:00 am Providing School-Based Physical Therapy under IDEA & Section 504 <i>Mary Jane Rapport, PT, DPT, PhD, FAPTA</i></p> <p>10:00-10:15 am Break</p> <p>10:15-11:45 am Making Decisions about School-Based Physical Therapy Services <i>Irene McEwen, PT, DPT, PhD, FAPTA</i></p> <p>11:45 am-1:00 pm Lunch</p> <p>1:00-2:30 pm Examination, Evaluation & Ecological Assessment <i>Sue Cecere, PT, MHS</i></p> <p>2:30-2:45 pm Break</p> <p>2:45-4:15 pm Measure Up! School-Based Tests & Measures in 10 Minutes or Less <i>Carlo Vialu, PT</i></p> <p>4:15-5:45 pm Integrating Interventions into the School Day <i>Karen Tartick, PT</i></p>	<p>8:00-8:20 am Registration 8:20 am Welcome/Introductions</p> <p>8:30-10:00 am Preparing Adolescents & Young Adults for Transition from School to Adulthood <i>Toni Doty, PT, PhD, PCS</i></p> <p>10:00-10:15 am Break</p> <p>10:15-11:45 am Physical Therapist's Role in Assistive Technology <i>Maria Jones, PT, PhD</i></p> <p>11:45 am-1:00 pm Lunch</p> <p>1:00- 2:30 pm Bus Seating, Positioning & Evacuation Plans for Students with Special Needs <i>Susan Englert Shutrump, OTR/L</i></p> <p>2:30-2:45 pm Break</p> <p>2:45-4:15 pm Evidence-Based School Practice: Implications from the Literature & PT COUNTS Study <i>Susan Effgen, PT, PhD, FAPTA</i></p> <p>4:15-5:45 pm Promoting Fitness for Students with Disabilities <i>Maggie O'Neil. PT, PhD, MPH</i></p>	<p>8:00-11:00 am Lifecourse Health Development for Individuals with Neurodevelopmental Conditions <i>Bob Palisano, PT, ScD, FAPTA</i> (with Break at 9:30-9:45)</p> <p>11:00-11:15 am Break</p> <p>11:15 am-12:45 pm Data-Driven Practice for School-Based Physical Therapists <i>Laurie Ray, PT, PhD</i></p> <p>12:45-2:00 pm Lunch</p> <p>2:00-3:30 pm Evaluation & Intervention for Students with Autism Spectrum Disorder <i>Karen Greeley, PT, DScPT</i> <i>Karen Tartick, PT, CSCS</i></p> <p>3:30-3:45 pm Break</p> <p>3:45-5:15 pm Platform Presentations</p>

Session Descriptions

Providing School-Based Physical Therapy under IDEA & Section 504

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

Making Decisions about School-Based Physical Therapy Services

This session will cover a variety of factors to consider when making decisions about school-based physical therapy services. They include the purpose of school-based therapy, "eligibility" for services, "medical vs. educational" therapy, a student's need for services, research, goals, prognosis, interventions, models of service delivery, and the International Classification of Functioning, Disability, and Health (ICF).

Examination, Evaluation & Ecological Assessment

This presentation will describe best-practice examination, evaluation, and assessment strategies for students with disabilities in school settings. The advantages and disadvantages of various assessment tools will be discussed as they relate to educational programming and the identification of educationally relevant strengths and needs of students. We will explore ecological assessments, toward developing plans of care that promote participation in school activities in the least restrictive environment.

Measure Up! School-Based Tests & 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. A variety of tests will be discussed, covering a wide range of motor disabilities, from mild to severe. 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.

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 in natural school environments.

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 post-secondary outcomes of students with disabilities by exploring issues of student-centered transition planning, interagency collaboration, the role of the physical therapist, evaluation procedures, and community-based intervention within the IEP process.

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 physical therapist in exploring those options. We also will discuss funding options for securing AT devices for students.

Bus Seating, Positioning & Evacuation Plans for Students with Special Needs

Proper seating and positioning on the school bus is vital to a safe ride but takes interdisciplinary teamwork to ensure that it is provided within, and is compatible with, effective vehicle occupant restraint systems. This session will explore the therapist's role in the selection, modification, and training in the use of child safety restraints and seating, while taking into account common problems and medical issues of students with special needs. We will review the process of designing individualized transportation plans, with a special focus on emergency evacuation.

Evidence-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 intervention evidence for children with cerebral palsy will be highlighted. We will review the findings regarding service delivery from the recently completed national study of school-based physical therapy practice, PT COUNTS.

Promoting Fitness for Students with Disabilities

This session will discuss the evidence on intervention strategies and outcome measures to promote fitness and physical activity for students with disabilities in the school setting. Participants will learn to use exercise prescription (Frequency, Intensity, Duration, Type) in designing and dosing interventions to achieve fitness goals, physical activity recommendations, and to increase active participation in the school day. We will review existing evidence-based fitness programs and discuss recommendations for adapting these programs for students with disabilities.

Lifecourse Health Development for Individuals with Neurodevelopmental Conditions

Lifecourse health development is an emerging model that conceptualizes health development occurring through person-environment transactions that enable well-being and participation in desired social roles throughout life – areas that coincide with the desired outcomes of school-based practice. Emphasis is on identifying person and environment strengths, “readiness for change,” and solutions to participation challenges. This presentation will share the perspectives that health development reflects the person-environment “fit” at a particular time, modifiable aspects of the environment often restrict health development, and children, beginning at a young age, should engage in “real-world” experiences that prepare them for current and future social roles. Application to school-based practice will be discussed.

Data-Driven Practice for School-Based Physical Therapists

This session will focus on best practices and practical strategies for data collection and management in collaboration with all team members, to improve student function throughout the school day. A growing, critical responsibility of our practice is the efficient use of data to improve our individual performance, delivery of physical therapy within our programs, and student outcomes, including data planning, collection, analysis, and application. We will explore how student data should improve collaboration and shape our interventions and service delivery (dosage, location/setting, routine/activity, least restrictive environment) to make them more effective, rather than just suffering an additional burden due to the latest educational trend.

Evaluation and Intervention for Students with Autism Spectrum Disorder

This session will provide an overview of the motor characteristics associated with ASD and review physical therapy assessment guidelines for students with ASD in the school setting. A variety of intervention strategies will be explored to address participation restrictions and activity limitations for these students from preschool age through high school. Perspectives will be shared from both a school-based physical therapist and parent of a son with autism.

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 Educational Leadership from McDaniel College. Ms. Cecere 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. For 10 years, Ms. Cecere served as co-chair of the Maryland State Steering Committee for Occupational and Physical Therapy School-Based Programs, a Maryland State Department of Education subcommittee. She is a co-author of *Occupational and Physical Therapy Early Intervention and School-Based Services in Maryland: A Guide to Practice*. Ms. Cecere has lectured at several APTA conferences on workload and school-based practice and currently serves as Vice President of APTA’s Academy of Pediatric Physical Therapy.

Toni Doty PT, PhD, PCS has worked with children for over 25 years, in the NICU, EI, and schools. She received her BS in Physical Therapy from Ohio State University, her post-professional MS in Physical Therapy (Early Intervention and School-Based Therapy) from the University of Oklahoma, and her PhD in Special Education/Transition Leadership from Kent State University.

Dr. Doty is a Pediatric Certified Specialist and works for Stow Munroe Falls City Schools and as adjunct faculty in the DPT program at Walsh University. She has been both a clinical instructor and an adjunct faculty member throughout her career, and she has served as chair of APTA's Taskforce on the Continuum of Care for People with Lifelong Disabilities and vice chair of the Adolescents and Adults with Developmental Disabilities Special Interest Group of APTA's Academy of Pediatric Physical Therapy. Dr. Doty's research includes the effectiveness of testing environment on gross motor performance of children, the role of physical therapists among secondary-school students under IDEA, effectiveness of interventions for adults with cerebral palsy, and healthcare issues for adults with lifelong disability. She serves as a reviewer for *Pediatric Physical Therapy*.

Susan K. Effgen, PT, PhD, FAPTA, is a professor in the Department of Rehabilitation Sciences at the University of Kentucky. She is an established educator and researcher in pediatric physical therapy and is a Catherine Worthingham Fellow of APTA. As co-chair of APTA's Section on Pediatrics' Government Affairs Committee, she was active in the process of authorization and reauthorization of IDEA. Dr. Effgen has served on several editorial boards, including *Physical Therapy*, and edited both editions of the text *Meeting the Physical Therapy Needs of Children*. She was co-investigator of a US Department of Education grant: PT COUNTS, Study of the Relationship of Student Outcomes to School-Based Physical Therapy Services. Dr. Effgen received the Section on Pediatrics' Bud DeHaven Award for Extraordinary Service to the Section and the Section's Advocacy Award, which is now given in her name. She is the founding chair of the School-Based Physical Therapy Special Interest Group, APTA's Section on Pediatrics.

Karen Greeley, PT, DScPT, has 34 years of experience working as a physical therapist with children in a number of settings. She is currently the Physical Therapy Team Leader in Baltimore County Public Schools, overseeing physical therapists providing services through Parts B and C of IDEA. Dr. Greeley is also a part-time faculty member at the University of Maryland School of Medicine, Physical Therapy and Rehabilitative Sciences, and she serves as treasurer on the Maryland State Steering Committee for Occupational and Physical Therapy School-Based Programs.

Maria A. Jones, PT, PhD, is program director and clinical professor at Oklahoma City University (OCU), where she is developing a physical therapy education program. She also consults with the Oklahoma Health Care Authority (Oklahoma's Medicaid program) about policy and authorization of durable medical equipment and physical therapy. Dr. Jones was the principal investigator for a research project examining the effects of power mobility on young children with severe motor impairments. Over the years, she has consulted with many state agencies in Oklahoma, including the Oklahoma State Department of Education, Oklahoma State Department of Health, Oklahoma Department of Human Services, Developmental Disabilities Services, and Oklahoma Department of Rehabilitation Services in the areas of assistive technology and service provision for people with developmental disabilities. She has taught courses in developmental disabilities, assistive technology, and research methods. Dr. Jones currently serves as the Federal Affairs Liaison for the Academy of Pediatric Physical Therapy.

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 that supported 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 conducted research and published related to school-based 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*.

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 Drexel's School of Public Health in the Department of Community Health and Prevention. Dr. O'Neil teaches in the DPT, PhD, and DHSc programs at Drexel and conducts clinical workshops across the United States on Functional Strengthening and Fitness in Children with Disabilities. Her research focuses on physical activity measures and interventions to promote activity, fitness, and participation in children with cerebral palsy (CP) and chronic conditions. Dr. O'Neil collaborates with the Director of Drexel's Digital Media Design Department to create custom active video games (AVGs) to promote physical activity and fitness in youth with CP. She is currently funded by NIH and the Coulter Foundation and has been funded by the US Department of Education. Dr. O'Neil is past chair of the Research Committee of APTA's Section on Pediatrics and past recipient of the Section's Research Award. Dr. O'Neil is on the editorial board for *Physical and Occupational Therapy in Pediatrics*. She has delivered many presentations and published widely on her research.

Robert (Bob) Palisano, PT, ScD, FAPTA, is Interim Associate Dean for Research, College of Nursing and Health Professions, and Distinguished Professor, Department of Physical Therapy and Rehabilitation Sciences, Drexel University, Philadelphia, PA. He is a Scientist at CanChild Centre for Childhood Disability Research, McMaster University, Ontario, Canada. Dr. Palisano is a Catherine Worthingham Fellow of the American Physical Therapy Association and a recipient of the Williams Award for Research in Physical Therapy. His research includes classification and prognosis for gross motor function in children and youth with cerebral palsy, determinants of activity and participation in children with physical disabilities, interventions to improve participation of children with physical disabilities, transition to adulthood for youth with physical disabilities, and a lifecourse

approach to health development of individuals with neurodevelopmental conditions. Dr. Palisano is Co-Editor of the journal *Physical & Occupational Therapy in Pediatrics* and Senior Editor of the textbook *Campbell's Physical Therapy for Children (5th Edition)*.

Mary Jane Rapport, PT, DPT, PhD, FAPTA, is a Catherine Worthingham Fellow of the APTA and a professor in Physical Therapy in the School of Medicine on the University of Colorado Anschutz Medical Campus. She is the Student Services Coordinator as well as the Director of the University of Colorado Pediatric Physical Therapy Residency Program, the PT Discipline Director in the Maternal Child Health LEND program through JFK Partners, and Co-Director of the Teaching Scholars Program in the School of Medicine. She has taught in the Pediatric Science track at Rocky Mountain University and for the APTA Learning Center, and she has developed courses for MedBridge. In addition to her academic role, she is a school-based PT in the Cherry Creek School District, one day per week. 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 17 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 the University of North Carolina at 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, and she serves as chair of the Research Committee for the National Alliance for Medicaid in Education. Dr. Ray serves as chair of the School-Based Physical Therapy Special Interest Group for APTA's Academy of Pediatric Physical Therapy and on the Academy's Payment, Policy, and Advocacy Committee. She is a reviewer for *Pediatric Physical Therapy*.

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 both revision committees for this eight-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, has been providing physical therapy services for over 30 years in a variety of pediatric settings, including early intervention, acute care, NICU, and in North Carolina and New York school systems. She currently practices in the Durham Public Schools in Durham, NC. Ms. Tartick is an APTA Advanced Clinical Instructor, and she serves as mentor for the school-based portion of the pediatric residency program at the University of North Carolina at Chapel Hill. As a member of the Subcommittee on Intervention for Students with Autism of the School-Based Physical Therapy Special Interest Group, of APTA's Academy of Pediatric Physical Therapy, Ms. Tartick co-authored "Strategies for Physical Therapist Collaboration with School-Based Teams for Children with Autism Spectrum Disorder." She has presented at several national APTA conferences on physical therapy intervention in the school setting.

Carlo Vialu, PT, MBA, is a physical therapist serving children and youth with medical complexity through St. Mary's Home Care. He is also a co-author and co-publisher of www.SeekFreaks.com, an evidence-based online resource for pediatric PTs, OTs, and SLPs. From January 2008 to January 2017, he served as Director of Physical Therapy for the New York City Department of Education, where he oversaw a program with over 700 physical therapists working in more than 1,500 schools. Carlo is the project manager of research on normative data for five mobility tests for school-aged children, on which he has published two articles in *Pediatric Physical Therapy*. He is also a co-researcher on collaboration between school-based and medical-based pediatric physical therapists. Carlo presents nationally on various topics, including tests & measures, self-determination for children and youth with disabilities, motor learning, special education, and clinical decision-making.

Course Location

George Washington University
Physical Therapy Program Suite (Registration and Track 1)
2000 Pennsylvania Avenue NW, Suite 2000
Washington, DC 20006

and

George Washington University (Track 2 and Saturday Programming)
Marvin Center
800 21st Street NW
Washington, DC 20052

Course Information and Registration

Online registration and downloadable paper registration are posted on the webpage of the Academy of Pediatric Physical Therapy: <http://pediatricapta.org/events/innovations/2017/index.cfm>

Lodging

Hotel Lombardy

2019 Pennsylvania Avenue NW
Washington, DC 20006

Single rate is \$179/night and double is \$199/night, plus 14.5% DC tax. Free in-room wifi and complimentary access to the fitness center. Please call (202) 828-2600 or toll-free at (800) 424-5486 to make your own reservation and refer to **Group #3567**. Reservations must be made by **May 30th**.

State Plaza Hotel

2117 E Street NW
Washington, DC 20037

Single rate is \$189/night, double is \$209/night, and triple is \$229/night, plus 14.5% DC tax. Free in-room wifi and complimentary access to the fitness center. Please call (202) 861-8200, toll-free at (800) 424-2859, or go to <http://www.stateplaza.com> to make your own reservation; refer to **Group: American Physical Therapy Association**. Reservations must be made by **June 13th**.

Transportation

The closest airport is Reagan Washington National Airport (DCA). It is about a 15-minute drive to the hotels. Options for transportation from the airport include:

1. Taxi; fare depends on number of passengers
2. Metro (Washington Metropolitan Area Transit Authority), www.wmata.com, to Foggy Bottom Metro Station; about a 30-minute trip; fares vary by time of day but are expected to be under \$5 each way
3. Super Shuttle at (800) 258-3826 (www.supershuttle.com); \$15 round trip

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