

18:37:02 From Laurie Ray School SIG chair : If you registered recently, you will receive the PowerPoint slides and resources as soon as we are able

18:37:47 From Kate Stribling to Laurie Ray School SIG chair(Privately) : Hi Laurie! Thanks for your part in organizing this! I will have to jump off this webinar in about 30 mins for another webinar that starts at 4. I don't need a certificate but just wanted to say thanks :-)

18:37:40 From Laurie Ray School SIG chair to Kate Stribling(Privately) : Thank you! I take NONE of the credit! This is all the Membership Engagement subcommittee, Wendy Harrell and Andy Ruff, kudos to them!

18:37:55 From Laurie Ray School SIG chair to Kate Stribling(Privately) : AND the incomparable Sue!!

Factors for Service Delivery Recommendations-

18:38:26 From Jennifer Wissinger : Expectations

18:38:26 From Amy McCartney : parental expectations

18:38:31 From Laurie Brown : Parents expectations

18:38:32 From Kate Stribling : Every child is different!

18:38:33 From Lisa Ochs : Variations by age of students

18:38:34 From Barbara Jermyn : Educational teams not understanding our role in school based program

18:38:35 From Ruffin Ayers : so many factors to consider

18:38:35 From Amy McCartney : sped misinformation

18:38:35 From Heather Brossman : The considerations of family, environment, and teachers

18:38:36 From Emily Cormier : Lack of experience!

18:38:36 From Lois Fresso-Doyle : parent and teacher expectations'

18:38:38 From Gina Crow : Parental pressure, administrative pressure

18:38:38 From Scott Shelton : Changing medical status

18:38:40 From Kirsten Ducheneaux : Teacher requests versus actual need

18:38:40 From Jan Meehl : every school district has internal culture and expectations

18:38:41 From Michele Zezima : Attitudes / standards/ local versus federal policies

18:38:42 From Jo-Ann Hutchinson : varied ages

18:38:43 From Wendy Harrell : Sometimes depends on what class/staff will be supporting them (level of confidence/compliance)

18:38:43 From Nancy Canto : staffing

18:38:43 From Anne Schneider : balancing academic time with other needs

18:38:44 From jsamuel : parental expectations

18:38:44 From wilsons : Previous dosing amounts

18:38:45 From Betsy Cyr : team and administrator understanding

18:38:45 From Glen Neal : Too many irons in the fire - everyone has the best answer

18:38:46 From Lauren Crutcher : Caseload, and parent expectations

18:38:46 From Lisa Ochs : need to remain school oriented

18:38:47 From Laurel Delmar : teacher differences from one year to next

18:38:47 From mike g : Limited evidence on dosing

18:38:47 From AnnMarie Stauffer : there are many factors to consider and everything can be argued or justified in either direction

18:38:47 From Jo-Ann Hutchinson : parent expectations

18:38:48 From Barbara Pratt : Parental pressure

18:38:49 From Amy McCartney : sped being pressured from parents

18:38:49 From Wendy Kelley : Medical vs. educational relevance

18:38:52 From Lois Fresso-Doyle : administration expectations based upon diagnosis ONLY

18:38:56 From Wendy Jones : Individual school team ability to manage student's needs

18:39:01 From Jenna Henrichs : Medical vs education relevance

18:39:03 From Kara Madara : Parent expectations for sure as well as expectations of the teachers/support staff members

18:39:03 From Laurie Brown : They are used to getting PT 3 times a week for example.

18:39:03 From jsamuel : medical vs educational therapy

18:39:03 From Jason Hubeny : new professional

18:39:04 From Tammy DeRoche : differing opinions and uncertain development of student

18:39:04 From Jody Mahoney : classroom staff abilities vary so carry-over will vary

18:39:04 From Jennifer Stephens : Not enough time in my schedule to offer the amount of intervention I believe would be best for progress.

18:39:06 From Samantha Laskey : Parent/staff expectations versus clinical reasoning. Differentiating school based needs vs therapeutic needs.

18:39:07 From Denise Swensen : Differing opinions of providers, parents, and educators

18:39:09 From Martha Reiser : Changes at each transition

18:39:09 From Aleta Naujunas : find it difficult at times to "predict the future"- a child may make rapid progress and not need as much as anticipated, or the opposite

18:39:18 From Michele Zezima : Different education levels of therapists

18:39:22 From June Macdonald : Parent pressure

18:39:22 From Nandini Prasad : I know this is being recorded. can you please share it later on? I have to log out in an hour

18:39:24 From Amy McCartney : misunderstanding of role release

18:39:26 From Kricia Buckheit : taking students out of classes

18:39:31 From Gina Crow : Thought that the squeaky wheel gets the grease

18:39:50 From Julia Bryan : changing needs of classroom staff for training

18:40:04 From Kathleen Kelleher : medical vs educational, other services already in place, limited resources, geographic constraints in large district

18:40:19 From Wendy Harrell : this is recorded and will be posted on the SSIG webpage

18:41:02 From Carolyn Southard : family's past experiences

18:42:54 From Laurie Ray School SIG chair : Here is the link to the SSIG webpage (must log in as member):  
[https://pediatricapta.org/login/log\\_in.cfm?ref\\_url=https%3A%2F%2Fpediatricapta%2Eorg%2Fspecial%2Dinterest%2Dgroups%2Fsigns%2Ecfm%3FSIG%3DSB](https://pediatricapta.org/login/log_in.cfm?ref_url=https%3A%2F%2Fpediatricapta%2Eorg%2Fspecial%2Dinterest%2Dgroups%2Fsigns%2Ecfm%3FSIG%3DSB)

18:43:43 From Laurie Ray School SIG chair : This is where the webinar recordings (screen and chat) are posted

18:44:36 From Barbara Jermyn : Absolutely true I have found

18:57:39 From Laurie Ray School SIG chair to Andy Ruff(Privately) : I wonder if the groups are not available in the 1000 'webinars' vs. meetings?

18:58:10 From Jenna Henrichs : I struggle with how much to plan ahead: how much to back off services in the present and come back on later or continue working on throughout to help the kid keep up/plan ahead rather than wait for the participation restriction to come

18:58:27 From Andy Ruff to Laurie Ray School SIG chair(Privately) : That may be the case. I use breakout rooms all the time through our Zoom

19:01:27 From Barbara Jermyn : We really don't have discipline specific goals but rather have these focus as more of team goals

What would you recommend for Michael (case)?

19:02:05 From June Macdonald : 1x30 individual

19:02:33 From Carolyn Southard : 30 min/wk split between recess,PE, and consult

19:02:40 From Rebecca Renfro : We are using minutes per school year to give us more flexibility

19:02:41 From Erica Maiorano : 2 x 30 direct - one push in one pull out and a consult with the team especially for Carry over with PE

19:02:41 From Jennifer Wissinger : Front loading 2-3 times per week to see what routines during the week are appropriate to support, then fading as routines are settled

19:02:43 From Jan Meehl : heavy indirect services setting up daily movement goals (pedometer?) with weekly PT intervention whether indirect /consultation or direct

19:02:54 From Heather Brossman : I would recommend direct PT and support to personal

19:02:54 From Glen Neal : I would see him directly at least weekly, making sure I use visits to take place in the cafeteria, playground, gym, bathroom - indirectly/support "front heavy" for training and coming up with data sheets for the whole team to help collect data

19:02:58 From Kara Madara : I would recommend individual but also feel that indirect services including support to staff regarding how to support independence in various aspects of the school day

19:03:02 From Barbara Jermyn : I would front load weekly for a term or two and decrease as school year advances

19:03:03 From Erica Maiorano : We are also using sessions per month

19:03:05 From Gina Crow : Would intervene 1 x week for 30-40 minutes. Duration should increase as his endurance increases to allow for more participation with peers on field trips and playgroud

19:03:06 From Michele Zezima : 2x month consultation

19:03:09 From Erica Maiorano : For increased flexibility

19:03:18 From Jody Mahoney : 3x 30m/mo direct; 1x30m/mo I

19:03:22 From Julia Bryan : consult with PE teacher, recess monitor and classroom staff

19:03:44 From mike g : 2x/month 30 min, consultation with staff, classroom programs, community resources, participation-based intervention

19:03:56 From Gina Crow : Consultation with PE teachers to modify expectation and plan for increasing strength and endurance.

19:04:07 From AnnMarie Stauffer : 120 minutes per month, direct, individual, plus 10-15/month SSP to consult with team/OT and PE teacher; see at recess when able, therapy on playground, to address gross motor skills, management of playground equipment, stairs, use 6MWT for baseline endurance

19:04:09 From Wendy Harrell : Weekly sessions (3x30 min/month) in a variety of settings to improve skills, but also consult with staff and family about exercise program to improve health and stamina

19:04:09 From Tammy DeRoche : 30/ week divide between pushing in to PE and recess and then some 1:1 pull-out on stairs transitioning to stairs during passing times

19:04:11 From Jo-Ann Hutchinson : direct service weekly with focus on seeing/ working on the playground; observation in PE and cafeteria; practice on stairs; consult with classroom teacher, PE teacher

19:04:23 From Aleta Naujunas : he sounds like he needs some definite support hopefully to boost his skills now and decrease in the future. I'd do something like 60 min total per month push in to PE/recess and 60 min total per month direct .. help him during more difficult PE classes . roll in consult as needed.. I go for flexibility

19:04:24 From Barbara Jermyn : Would support in PE and recess - no pull out...consult with team and instruction for support staff to continue daily practice

19:04:34 From Anna Fornaro : 60 min per week for direct in PE and pullout services and 30 min per month consult w/ classroom teacher/PE/recess staff

19:04:47 From Jason Hubeny : Does he express any interests outside of video games (in terms of making his activity functional and fun for him)?

19:05:15 From jsamuel : minutes per year is how i have been providing services for many years with programming split for individual time and collaborative/consult time with staff/team

19:05:26 From Rebecca Renfro : I think working with peers to engage them with him important as high risk for being bullied

19:05:30 From Lee Fancher : Glen ~ I like the team data collection idea!

19:07:06 From Aleta Naujunas : team data collection is a great idea

19:08:57 From Lee Fancher : Can you share the functional scales that Sue just mentioned i.e. speech functional scale

19:09:50 From Andy Ruff to Laurie Ray School SIG chair(Privately) : Laurie, I have all of those scales and can share them

19:10:40 From Jennifer Wissinger : Communication Function Classification System, Manual Ability Classification System

19:12:25 From Thana Ross : Do you have that Chiarello paper in the list of references?

19:12:37 From Rebecca Renfro : I do not consider him very functional in the school environment when thinking about his social interaction, self-care and academic challenges...even though he can get around the physical plant

19:12:53 From Laura Kredit : The Chiarello paper is on there!

19:13:56 From Laurie Ray School SIG chair : Andy has offered to share the classification scales. There is also a post on SeekFreaks with an infographic that summarizes them all:  
<https://www.seekfreaks.com/index.php/2019/10/05/5-functional-classification-systems-for-children-with-cerebral-palsy-2019-update/>

19:14:26 From Laurie Ray School SIG chair : Thana, yes, the citation can be found there  
<Deleted chats regarding slide access>

19:17:43 From Michele Zezima : ..but under the context we work we are not supposed to be looking at perfect...generalizing might be where our services stop..(not that I agree totally with that sentiment)

19:17:53 From Michele Zezima : Just according to IDEA

19:18:44 From Denise Swensen : competent doesn't mean perfect

19:18:51 From Glen Neal : I know there are times when I have heard the "80%" achieved for mastery in the realm of "teachers" where we sometimes get grouped under when it comes to IEP goals

19:19:06 From Barbara Jermyn : Yes our focus is engagement and participation not necessarily remediation

19:19:18 From Laurie Ray School SIG chair : Denise, yes! Everyone would need service if perfection was the goal!!

19:23:18 From Denise Swensen : the biggest predictor of educational success is the social emotional piece

19:23:56 From Denise Swensen : especially with younger students

19:24:26 From Aleta Naujunas : I wish I had more time allocated in my workload for student observation and team collaboration.. I bet there's many others here with the same sentiment! it's easy to get stuck in tunnel vision just making it work day to day, without the physical time to look at the big picture with some students

19:25:20 From Glen Neal : I would make sure some form of MD is ruled out

19:25:21 From Barbara Jermyn : Yes - I have really moved away from pull out - actually many of my schools no longer have therapy areas to facilitate inclusion

19:25:47 From Samantha Laskey : I find many students DO NOT Want me to see them in their gen-ed environment and would prefer pull out, or at the least working in the special ed or life-skills room. Thoughts on this?

19:26:10 From Rebecca Renfro : I think social emotional challenges can be much greater with junior high and high school students...and those transitioning out of school

19:26:30 From Barbara Jermyn : I look at their areas of participation - recess; PE; motor groups; play centers (for the younger grades), etc

19:26:44 From Aleta Naujunas : Samantha yes I see that too sometimes, especially with kids with social challenges

19:27:00 From Nandini Prasad : brilliant presentation! thank you!! I have to log out. I'm waiting for the recording that will be made available later on.

19:27:06 From Samantha Laskey : thanks yes, and my older students

19:27:09 From Lois Fresso-Doyle : I have had students who do not want inclusive integrated services - they prefer pull out....it's difficult depending on the age and cognition of student

19:27:18 From Laurie Brown : Samantha L. If they student doesn't want you there in a gen. setting, then the first step of looking at the student's goals has not been taken into account

19:28:12 From Samantha Laskey : Usually they want to work on goals, but don't want to "look different" in front of peers, but they are motivated to work toward their goals during pull out

19:28:28 From Lois Fresso-Doyle : Exactly Samantha!

19:28:31 From Laurie Ray School SIG chair : Thank you Nandini! I will share with Sue!

19:28:40 From Laurie Brown : But then what type of functional goal is being worked on that is not done in their environment?

19:29:21 From Barbara Jermyn : But if the goal is to participate or engage in the general education location how do you know if your interventions are being effective if you don't spend the time there??

19:29:32 From Samantha Laskey : The goal is done in their environment, they know what they are working on but they don't want an adult there working on it with them, they want to practice with me without their peers around

19:29:45 From Samantha Laskey : Usually I observe from afar

19:30:17 From Barbara Jermyn : My next question would be IF you are providing practice maybe you don't need direct intervention anymore but rather utilize support staff to practice.

19:30:53 From Denise Swensen : The IEP team needs to be engaged and take data to determine their participation. It is not just on the PT

19:31:04 From wilsons : Sometimes you have to work with the student in the environment when no peers are there--playground, cafeteria, etc. so they have the confidence to try things when peers are around.

19:31:12 From Amy McCartney : Can you talk a bit about role release and how to get buy in from paras to do daily programs?

19:32:07 From Amy McCartney : Can you talk a bit about developmental maturation and how to explain that to parents/staff

19:32:08 From Barbara Jermyn : Absolutely!!! Great point

19:32:45 From Jan Meehl : What would a PE program look like with the PE teacher? many that I see don't have time to give individualized instruction.

19:33:01 From Molly Grabowski : Should we be giving PE a separate program? For a child who already has social concerns?

19:33:07 From Glen Neal : might be appropriate for an adapted PE evaluation

19:33:13 From Barbara Jermyn : I never dismiss kiddos with equipment as staff always needs ongoing training - always on some level of consult services

19:34:55 From Barbara Jermyn : That is exactly right and it is so successful when you include them in that conversation

19:35:04 From Michele Zezima : also role release starts with us...

19:35:30 From Laurie Brown : Great point, Susan

19:35:37 From Lois Fresso-Doyle : I find that teachers and paras are so overloaded - and they are not able to take on more - it's tough for them to get their data taken and then asking them to follow-through on motor things, I feel like they are so overwhelmed (I have done school PT for over 20 yrs and this has been particularly in the last 5 - 8 yrs).

19:35:42 From Aleta Naujunas : it's so hard for me to find the time to do this (classroom teacher direct discussion)

19:36:00 From Barbara Jermyn : I also try to include that buy in during naturally occurring opportunities - practicing motor skills during movement breaks, etc.

19:36:09 From Lois Fresso-Doyle : I agree with you Sue!!!!!! Great points

19:36:18 From Wendy Harrell : Finding out what they need and why is important and if you listen and buy into their priorities, they more likely listen to your why and engage in your suggestions

19:36:31 From Amy McCartney : thank you!!

19:36:38 From Rebecca Renfro : I am fortunate to be in smaller districts so easier to have direct communication with staff...I would think more difficult with large districts

19:36:39 From Erica Maiorano : We got our district to move to a 3:1 model - monthly sessions to allow for one week to increase the contact time for us to collaborate with teachers aides etc and help with generalizations

19:36:41 From Glen Neal : Great points!

19:36:44 From Jan Meehl : I agree about the time piece... but maintaining good relationships make it easier. Not always possible but it helps. Always acknowledge that the other staff member is overloaded, and work with them on how your request could be accomplished with the least amount of stress for them.

19:37:15 From Thana Ross : Would Susan (or Andy) send a copy of that interview to the group?

19:37:34 From Laurie Brown : This is why what we are working on should be imbedded into their school day and not something we pull them out to work on.

19:37:36 From Wendy Harrell : Yes we can ask Sue and share it

19:37:38 From Andy Ruff : We can do that

19:37:47 From Thana Ross : thanks

19:37:49 From Barbara Jermyn : Totally agree with you Laurie

19:37:49 From Kristie Hawley : I have found google docs to be helpful as a way to communicate. I can start with an overview, then encourage their input

19:38:14 From Stacy Zousmer : thank you!

19:38:16 From Julia Bryan : scheduling flexibility is crucial, the ability to work around students and staffs schedules and not take time away

19:38:21 From Jo-Ann Hutchinson : Thank you!

19:38:25 From Lois Fresso-Doyle : Thanks!\

19:38:32 From Laurie Ray School SIG chair : I think goal alignment is another key feature for 'buy in' then it is more shared effort vs. buy in, which is next to impossible!

19:38:39 From Rebecca Renfro : My experience is really working on a specific concern a teacher has and hearing them out. They so appreciate being heard and even if you do not "solve" the problem they know you care.

19:38:41 From Laurie Ray School SIG chair : Just as Sue is saying now...!

19:38:49 From Denise Swensen : engagement by the IEP team is key to the success of not only interventions but most importantly the child.

19:39:19 From Glen Neal : Sue Cecere is one of the best!!

19:39:51 From Barbara Jermyn : We have really worked on collaborative goals during IEPs and that has really helped with this conversation with both teacher; support staff, etc. Moves away from the discipline specific approach but more a team

19:39:51 From Gina Crow : I also think the teacher has to understand how the present deficits will impact future success. I don't think they extrapolate or see functional skills as building blocks like we do.

19:39:55 From Rebecca Renfro : Attending the IEP meetings is important to be considered a valuable member of the team

19:40:49 From Laurie Ray School SIG chair : We will also ask Sue for permission to post all the resources and slides with the webinar/chat recording.

19:41:13 From Laurie Ray School SIG chair : Great point Rebecca! Key for building the relationship

19:41:48 From Laurie Ray School SIG chair : Love a collaborative, truly student goal Barbara!!

19:41:51 From Cheryl Baker : Difficult to coordinate time to assess/observe/push-in to see student during P.E., lunch, resource, etc. when caseload is high and multiple schools with multiple students. Suggestions?

19:41:53 From Jason Hubeny : Have to go but thank you for the great talk!

19:42:14 From Laurie Ray School SIG chair : Thank you Jason, will share with Sue (and subcommittee)!

19:43:34 From Rebecca Renfro : as I am listening and thinking about what schools will be like next year...there is lots of good information for our past school environments...not sure about this coming year?

19:43:58 From Barbara Jermyn : Rebecca - great point .. we just don't know

19:44:36 From Barbara Jermyn : We are looking at hybrid - both face to face and virtual component

19:45:30 From Glen Neal : I'm just wondering if we are then gonna have to add "home" to the environment piece since that's probably where at least a portion of school will be taking place

19:46:10 From Jan Meehl : Honestly, managing the quality of the intervention is overwhelming to me. Checking back in, managing progress, keeping the activities fresh and not boring, dealing with different personalities, etc, all make it very challenging!

19:46:26 From Barbara Jermyn : Glen - or a "parent training" to our program modifications

19:46:33 From Rebecca Renfro : talking to some of my administrators some of the models include much less movement around schools, less social interactions, etc.

19:46:45 From Glen Neal : Yes Barbara!

19:47:12 From Erica Maiorano : I am one of the heads of our re-entry task force... still exploring all options, but yes thinking about all these new possibilities as well.

19:47:37 From Glen Neal : i'm an advisory member on our re-entry task force in NC

19:48:05 From Lauren Rossi : I too am on the re-opening committee at my school in New Jersey, and I was hoping that Sue could possibly talk about dosing decisions for compensatory services?

19:48:15 From Rebecca Renfro : We are in rural settings and virtual interaction has not been used by two of the schools I work with...only packets...this requires significant engagement of the parents..

19:48:28 From Laurie Ray School SIG chair to Glen Neal(Privately) : Oh! I am so glad you are on the task force, I looked but did not see you listed. Thank YOU!!

19:49:26 From Glen Neal to Laurie Ray School SIG chair(Privately) : Yes it's an advisory role I got an email a few weeks ago that I was included after I sent a few emails making myself available. I've sent a few things and received most of the communication from the group as a whole

19:49:57 From Laurie Ray School SIG chair : These features/clinical reasoning could be very helpful in triage for virtual/remote services, individualization and determining appropriateness!

19:51:52 From Rebecca Renfro : I do agree Laurie it is good information

19:54:36 From Rebecca Renfro : No

19:55:04 From Barbara Jermyn : Would have an integrated approach overall - may have direct minutes to initially work with Micheal but would move to a daily practice with support staff; working with PE, etc

19:55:22 From Laurianne Patullo : Would definitely include more "services on behalf" after learning what you've shared

19:55:57 From June Macdonald : It might change based on more info- to be more push-in

19:56:07 From jsamuel : i have been using many of these concepts for working within the activities and seeing how often the activity occurs in school

19:56:08 From Lisa Ochs : More episodic direct interventions with consults/monitors as well.

19:56:11 From Jody Mahoney : no, not different-- still 3x/mo in natural environments, 'flexible' 1x/mo consult w/ staff

19:57:09 From Erica Maiorano : We advocated for a workload approach - it took us a year! I used a lot information I found from Sue to advocate and compile data.

19:57:29 From Barbara Jermyn : It is a conversation that you start - took several years for my administrators to understand workload and the collaborative approach but when they began to see the progress students were making the buy in was much easier

19:57:39 From mike g : Support classroom programming—pay more attention on fidelity of implementation

19:57:46 From Amy McCartney : It's difficult to advocate for workload when you are contracted

19:59:11 From Barbara Jermyn : Amy - I am contracted in 5 districts and they have been very open to the conversaiton

19:59:42 From Martha Reiser : Looking at the fall - I am concerned about return to school with limited access to building - lunch in the room - no cafeteria practice, no movement to gym or library - no shared spaces allowed. How to change existing functional IEPs goals to reflect importance of movement within limited spaces and limited distance or opportunities to move.

20:00:07 From Glen Neal : i'm with you Martha!

20:00:13 From Laurie Ray School SIG chair to Amy McCartney(Privately) : I've done it, I used time study data (from 2 weeks of practice x 3 mo) and compiled examples. I found #s and persistence it the key.

20:00:21 From Barbara Jermyn : Martha - it IS going to look so different

20:00:37 From Aleta Naujunas : Amy I agree. my districts want to just look at contract \$ bottom line, not workload.

20:04:05 From Aviva Gans : There may be new obstacles in the re-opening. Example if PE and recess are limited then practice time may be reduced.

20:05:58 From Laurie Ray School SIG chair : Here is a cool NC resource for AT: [www.bit.ly/NC\\_AT](http://www.bit.ly/NC_AT)

20:06:07 From Barbara Jermyn : But the PE expectations may change as well - all the more reason to really advocate for team communication

20:06:31 From Glen Neal : Shout out to Sharon Antoszyk...an awesome NC School-based PT who helped author the DoSES!

20:08:16 From Barbara Jermyn : Thanks Laurie for resource - I am also AT coordinator in 2 of my district...so helpful!!

20:08:38 From Erica Maiorano : Thank you Laurie!

20:09:30 From Glen Neal : NC is well-represented with awesome school-based PTs - i'm a little biased but we have Laurie Ray in our state too!

20:10:07 From Barbara Jermyn : NC does have great resources!

20:15:26 From Jennie Allies : Can the DRRT be used if OT chooses not to use it-would the lack of their expertise skew the information?

20:17:21 From Stacy Zousmer : can this be used initially to obtain baseline data? It seems as if the therapist needs to already be able to determine how much assistance from which the student is already benefitting.

20:17:52 From Barbara Jermyn : Do you take into account medical based outpatient therapy in the years of therapy or just school interventions

20:18:17 From Sam : so, years of therapy support is not just how long they have been in therapy, but how long they have been working on that specific goal area? So if they have been making progress and changing/increasing goal areas your years of therapy might be less than how long they have received school based therapy?

20:19:29 From Amy McCartney : Is there an age where you can say with confidence that you won't make many changes in skill - developmental maturation?

20:20:51 From Stacy Zousmer : sorry- i mean for the initial evaluation

20:21:24 From Stacy Zousmer : makes sense- thank you!

20:22:25 From Barbara Jermyn : Yes

20:26:15 From Glen Neal : How do you have the conversation that may come up about Dosing in any way being counterintuitive to the "Individualized" Educational Program?

20:27:30 From Michele Caldwell : Individualized but also "evidence based" to the extent possible

20:27:41 From Jennie Allies : Thank you Sue! Amazing info.

20:27:52 From Erica Maiorano : I think that is what she meant as a good starting point and then wiggle form there with the IEP team input.

20:28:04 From Peggy Belmont : Sue, this is a great summary of so much of the world of SBPT. Never thought I would see it, but you did it. Thanks so much. It was great. Your grand daughters are beautiful.

20:28:18 From Lois Fresso-Doyle : Thank you Sue! Helpful information and discussion!

20:28:31 From Stacy Zousmer : Thanks so much- this is such valuable info

20:28:37 From Glen Neal : Sue you did an amazing job! It was great seeing you again! Hopefully we can see each other at a conference soon! You are a definite asset to the world of SBPTs all over!

20:28:44 From Kricia Buckheit : Thank you!

20:28:44 From Erica Maiorano : This was fantastic! Now, if I could get my department on board with this for consistency! Amazing, thank you again!

20:28:56 From Amy McCartney : This has been a tremendous help! I want to come hang out with you and soak in all your info!!

20:28:58 From Jessica Wenz : Yes thank you very much!!

20:28:59 From Barbara Jermyn : Thank you so much for validating the direction our districts have been taking!!!

20:29:10 From jsamuel : Yes! Excellent information and very applicable and user friendly. thanks so much!

20:29:40 From Rebecca Renfro : Thank you, excited to try some of these tools..

20:30:09 From Edith Searles : Thank you for the excellent information and discussion.

20:30:19 From Laurie Ray School SIG chair to Wendy Harrell(Privately) : 197 registered/142 participants at max, consistently 135-ish until 8:20p; 125 at end/8:30p for the record...kudos!!



20:30:25 From Gina Crow : Thank you for this information. It is a nice structure to use and to help to explain to other team members. Very helpful!

20:30:37 From Wendy Harrell to Laurie Ray School SIG chair(Privately) : Great thanks

20:30:38 From Nancy Canto : Thank you so much! Very informative.

20:30:46 From Laurianne Patullo : Very informative...Thank you Susan! I look forward to using these tools when making dosing decisions moving forward and to assess previous dosing decisions.

20:30:46 From Lauren Crutcher : This was so awesome! Thank you so much, can't wait to take this information to my district and refer you to come speak to us!

20:30:47 From Laurie Ray School SIG chair : Sue's email: sequiaschoolbasedsolutions@gmail.com

20:30:55 From Laurie Ray School SIG chair : susancecerept@gmail.com

20:31:01 From Lois Fresso-Doyle : Thanks Sue, Laurie, Andy and Wendy!

20:31:01 From Aleta Naujunas : thank you so much!!

20:31:06 From Susan Tozzi-Heschle : Thank you very much!

20:31:07 From Jennifer Wissinger : Thank you, Sue!

20:31:13 From Denise Swensen : Great presentation! Thank you so much for your time, your expertise and your passion for SB practice! Thank you Laurie, Wendy and Andy!

20:31:14 From Jessica Ward : Thank you!

20:31:15 From Laura Arnett : thank you!

20:31:17 From Laurie Brown : Wonderful, thanks for the presentation

20:31:17 From Lauren McWhirk : Thank you - this was great!

20:31:20 From Karen Aukland : Thank You1

20:31:26 From Martha Reiser : Thank you!

20:31:28 From Wendy Kelley : Thank you!!!

20:31:30 From Katy Callum : Thank you. Great information!

20:31:30 From Lisa Ochs : very good presentation! Thanks.

20:31:31 From Tammy DeRoche : Thank you—this is truly helpful! excited to try it. Stay healthy and safe everyone!

20:31:34 From Kathleen Kelleher : Thank you for an excellent presentation!

20:31:37 From Lois Fresso-Doyle : Our School SIG is the best!!!!!!

20:31:38 From Kristie Hawley : thank you!

20:31:41 From Julia Bryan : very helpful information, thank you so much!

20:31:42 From Anna Fornaro : Thank you!!

20:31:43 From AnnMarie Stauffer : Thank you!!

20:31:48 From Caren Goldberg : Thank you so much. So helpful!

20:31:50 From Laurel Delmar : th

20:31:54 From Sarah Lampman Lampman : Thanks much! Very useful!

20:31:56 From mike g : Thank you so much for sharing this information. It definitely helps improve my decision making and clinical reasoning skills.

20:31:58 From Aviva Gans : Thank you so much for outlining the multiple complexities of the decision making.

20:31:59 From Suzanne Barbu : Thank you for the valuable information.

20:32:01 From Michele Caldwell : So helpful and informative! Thanks

20:32:04 From Cynthia Fisher : thank you

20:32:08 From Katy Callum : Thank you Andy!

20:32:08 From Kelly Barrie : thank you!!!

20:32:09 From Jennifer Wissinger : Thank you, Andy!

20:32:09 From Danielle Kreda : Thank you! I can't wait to apply this to my practice!

20:32:16 From Barbara Pratt : Thank you -great information!

20:32:19 From Mary Riter : Thank you so Much!

20:32:20 From Erica Maiorano : Thank you, Andy!

20:32:33 From Barbara Jermyn : I missed the first few minutes - we don't need to do anything additional to get the certificate

20:32:34 From Sarah Reynolds : thank you so much sue! wonderful presentation!

20:32:47 From Mary Riter : Andy thanks for helping me get connected this eve too

20:32:56 From Mary Riter : Susan

20:32:56 From Rebecca Renfro : I appreciate Andy, Wendy and Laurie also

20:33:08 From Mary Riter : This was well done!

20:33:11 From Barbara Jermyn : Great - thanks!!

20:33:41 From mike g : Thanks to the team tonight, pediatric section, and APTA!

20:33:57 From Laurianne Patullo : Thank you Andy!

20:34:10 From Rebecca Renfro : do you have a date for future meeting?

20:34:46 From Erica Maiorano : Awesome! Is there a way to volunteer for that task force?

20:34:57 From Glen Neal : I'd love to volunteer for that task force too!

20:35:44 From Jessica Oginz : THANK YOU!!!!

20:35:50 From Betsy Cyr : Thank you!!

20:36:14 From AnnMarie Stauffer : Volunteer info: <https://pediatricapta.org/volunteer/volunteering-for-APTA-Pediatrics.cfm>

20:36:18 From Rebecca Renfro : Please to communicate concerns in forum especially regarding using virtual platforms, hybrid...so we can use that information

20:36:26 From Jane Benjamin-Berger : thank you so much for this informative seminar.