Innovations in School-Based Physical Therapy Practice Course
July 29-30, 2016 (Friday-Saturday)
University of Wisconsin-Milwaukee
15 contact hours

Program Description
The section’s 11th annual school-based course will highlight advanced practice issues, in addition to foundational information. 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 2-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, dosage, and assistive technology.
• Appreciate the role of the school-based physical therapist in preparing students and their families for the post-school transition.
• Describe the importance of data-based practice.
• Describe evaluation and intervention for students with autism spectrum disorders.
Innovations in School-Based Physical Therapy Practice 2016 Schedule

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. Each day/track 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/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>
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<td><strong>8:00-8:20 am</strong> Registration</td>
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<td><strong>8:00-9:30 am</strong> Preparing Adolescents &amp; Young Adults for Transition from School to Adulthood (Toni Doty, PT, PhD, PCS)</td>
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<td><strong>8:20 am</strong> Welcome/Introductions</td>
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<td><strong>9:30-11:00 am</strong> Evaluation &amp; Intervention for Students with Autism Spectrum Disorders (Bob Barnhart, PT, ScDPT, PCS)</td>
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<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>8:30-11:45 am</strong> Breathing &amp; Postural Control: Why Is This Relationship So Important for the School-Based Physical Therapist to Understand? (Mary Massery, PT, DPT, DSc)</td>
<td><strong>11:00-11:15 am</strong> Break</td>
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<td><strong>10:00-10:15 am</strong> Break</td>
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<td><strong>11:15 am</strong>-12:45 pm</td>
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<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>11:45 am-12:45 pm</strong> Lunch on Your Own</td>
<td>Data-Based Practice for School PTs (Laurie Ray, PT, PhD)</td>
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<td><strong>11:45 am-12:45 pm</strong> Lunch on Your Own</td>
<td><strong>12:45-2:15 pm</strong> Bus Seating, Positioning &amp; Evacuation Plans for Students with Special Needs (Susan Englert Shutrump, OTR/L)</td>
<td><strong>12:45-1:45 pm</strong> Box Lunch and Networking by Region</td>
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<td><strong>12:45-2:15 pm</strong> Examination, Evaluation &amp; Ecological Assessment (Sue Cecere, PT, MHS)</td>
<td><strong>2:15-2:30 pm</strong> Break</td>
<td><strong>1:45-3:15 pm</strong> Physical Therapist’s Role in Assistive Technology (Maria Jones, PT, PhD)</td>
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<td><strong>2:15-2:30 pm</strong> Break</td>
<td><strong>2:30-4:00 pm</strong> Evidence-Based School Practice: Implications from the Literature &amp; PT COUNTS Study (Susan Effgen, PT, PhD, FAPTA)</td>
<td><strong>3:15-3:30 pm</strong> Break</td>
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<td><strong>2:30-4:00 pm</strong> Measure Up! School-Based Tests &amp; Measures in 10 Minutes or Less (Carlo Vialu, PT)</td>
<td><strong>4:00-5:30 pm</strong> Dosage Considerations (Sharon Antoszyk, PT, DPT, PCS)</td>
<td><strong>3:30-5:00 pm</strong> Platform Presentations:</td>
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<td><strong>4:00-5:30 pm</strong> Integrating Interventions into the School Day (Karen Tartick, PT, CSCS)</td>
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<td>- DRTT: Determination of Relevant Therapy Tool (S. Cecere)</td>
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<td>Optional Social Event</td>
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<td>- Determining Need for School-Based PT: Levels of Agreement among Practice Guidelines (C. Vialu)</td>
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<td>- Using the GMFM &amp; GMFCS in School-Based Practice (S. Antoszyk)</td>
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<td>- Adapted Physical Education: Resource Developed by School SIG (L. Ray)</td>
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<td>- Autism: A Parent’s Perspective (K. Tartick)</td>
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<td>- National Survey of School-Based PTs &amp; Secondary Transition Practices (T. Doty)</td>
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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, 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.

Breathing & Postural Control: Why Is This Relationship So Important for the School-Based Physical Therapist to Understand?
The speaker will challenge school practitioners to make a paradigm shift, acknowledging the importance of the cardiopulmonary system as an integral component of postural control for their students. Through a postural-control model (Soda-Pop Can Model), the speaker will demonstrate how breathing mechanics are linked to motor and physiologic behaviors. Multiple clinical cases will be used to illustrate the theoretical concepts and the application to school-based populations.

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.

Dosage Considerations
This session will describe the development and use of a clinical-reasoning model, “Dosage of Services in the Educational Setting” (DoSES). It was created by a subcommittee of the School-Based Physical Therapy Special Interest Group (School SIG), chaired by the presenter. We will explore key elements of the student-related considerations and decision-making processes that may guide dosage recommendations, in addition to reviewing alternative or nontraditional dosing in school-based practice.

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.

**Evaluation and Intervention for Students with Autism Spectrum Disorder**
The presenter will identify motor impairments that are common among children and adolescents with Autism Spectrum Disorder (ASD) as well as standardized assessments for this population. We will review the rationale for providing school-based physical therapy services for this population and summarize the evidence to support interventions to address participation restrictions and activity limitations.

**Data-Based Practice for 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 shape our interventions and service delivery, making them more effective, rather than just suffering an additional burden due to the latest educational fad.

**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.

**Platform Presentations**

**Determination of Relevant Therapy Tool (DRTT)**
The DRTT is a clinical reasoning model used to determine frequency and duration of occupational and/or physical therapy services as part of the IEP process. It represents the continuum of services and has recently undergone a modified Delphi survey of school-based OTs and PTs to assess its relationship to best practices and educational relevance.

**Determining the Need for School-Based Physical Therapy: Agreement among Practice Guidelines**
When is physical therapy the appropriate related service to address the needs of a student? Based on a review of state and local education agency practice guidelines, the presenter will discuss common procedural requirements and decision-making questions that the IEP team can utilize when determining need for services.

**Using the GMFM & GMFCS in School-Based Practice**
The Gross Motor Function Classification System (GMFCS) and Gross Motor Function Measure (GMFM) can be used by school-based physical therapists to assist IEP teams, including families, in understanding the development of gross motor abilities in students with cerebral palsy. Through description of these tools and a case example, this presentation will demonstrate how the GMFCS and GMFM can enhance our practice.

**School SIG’s New Resource on Adapted Physical Education**
Adapted physical education is a direct special education service in the curricular area of physical education; it is not a related service. This session will present the School SIG’s new resource that describes the respective approaches of the school-based physical therapist and the physical educator in working on similar student skills.

**Autism: A Parent’s Perspective**
The presenter will share her unique perspective as both a school-based physical therapist and a parent of a child with a disability. She will describe how her insights as a parent have enhanced her role as a professional member of the IEP team.

**National Survey of School-Based PTs & Secondary Transition Practices**
The presenter will share the results of her nationwide survey of 1,229 school-based physical therapists regarding their participation in post-school transition planning for their students. Examination of current reported practices can assist us in identifying ways to promote therapist involvement in this process.

**About the Speakers**

Sharon Antoszyk, PT, DPT, PCS, received her BS in Physical Therapy from East Carolina University in 1985 and her Doctorate in Physical Therapy from the University of Tennessee at Chattanooga in 2011. She has over 20 years’ experience as a school-based physical therapist and is currently the Lead Physical Therapist in Cabarrus County Schools in Concord, North Carolina. Dr. Antoszyk has served on several subcommittees of the School-Based Physical Therapy Special Interest Group (School SIG) and chaired the one that developed “Dosage Considerations: Recommending School-Based Physical Therapy Interventions Under IDEA, Resource Manual.” She currently serves as vice chair of the School SIG.
Robert (Bob) C Barnhart, PT, ScDPT, PCS, is a 1977 graduate of West Virginia Wesleyan College (BA Psychology), a 1979 graduate of Emory University (Certificate in PT), a 1992 graduate of the University of Tennessee (MS in Adaptive Physical Education and Rehabilitation), and a 2006 graduate of the University of Tennessee Health Science Center (ScDPT in Pediatric Rehabilitation). From 1979 to 1996, he worked full-time in a variety of clinical settings, including: University of Alabama RISE program, Partlow State School and Hospital, Knox County Schools (TN), and the Vanderbilt University Medical Center Children’s Hospital (outpatient rehab, hemophilia clinic, and cerebral palsy clinic). In 1996, he joined the faculty at East Tennessee State University (ETSU) as the Director of Clinical Education for the newly developed physical therapy program. While at ETSU, he continued to practice clinically at least one day per week at Green Valley Developmental Center. During his last four years at ETSU, he practiced at the University Autism Clinic, Niswonger Children’s hospital (NICU), and at the Quillen College of Medicine NICU Follow-Up Clinic. After 14 years at ETSU, he became Director of the Physical Therapy Program at Concordia University Wisconsin. At Concordia, he teaches content related to the pediatric portion of the curriculum. He has presented locally, statewide, and nationally on various topics related to pediatric rehabilitation.

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. Together with members of ASHA and AOTA, she co-authored a document on workload and presented on the topic through a webinar for the IDEA Partnership. Ms. Cecere currently serves as Vice President of APTA’s Section on Pediatrics and is an active member of its School-Based Physical Therapy Special Interest Group.

Antonette (Toni) Doty, PT, PhD, PCS, is a Pediatric Certified Specialist who has worked in the schools for more than 24 years. 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 adjunct faculty for pediatrics in the DPT program at Walsh University. She has been both a clinical instructor and adjunct faculty throughout her career. Dr. Doty has served as chair and vice chair of the Section on Pediatrics’ Adults and Adolescents with Developmental Disabilities Special Interest Group, as well as pediatric chair of the Task Force on Lifelong Disabilities. She is an annual presenter at this conference and has presented several times at the Section on Pediatrics Annual Conference (SoPAC).

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 APTA’s Section’s School-Based Physical Therapy Special Interest Group.

Maria A. Jones, PT, PhD, is an associate professor in the Department of Rehabilitation Sciences, College of Allied Health, University of Oklahoma Health Sciences Center, where she teaches courses in developmental disabilities, assistive technology, and research methods. She is project director of a training grant from the US Department of Education that provides a Web-based doctor of science degree (DSc) program in early intervention, school-based practice, and assistive technology for physical and occupational therapists. Dr. Jones was the principal investigator for a research project examining the effects of power mobility on young children with severe motor impairments. She consults with many state agencies in Oklahoma, including the Oklahoma Department of Human Services, Developmental Disabilities Services, and the Oklahoma Health Care Authority (Oklahoma’s Medicaid program), in the areas of assistive technology and service provision for people with developmental disabilities. Dr. Jones currently serves as the Federal Affairs Liaison for the Section on Pediatrics.

Mary Massery, PT, DPT, DSc, received her BS in Physical Therapy from Northwestern University in 1977, her DPT from the University of the Pacific in 2004, and her DSc from Rocky Mountain University in 2011. Her publications and interests focus on linking motor behaviors to breathing and/or postural mechanics in both pediatric and adult patient populations. Dr. Massery has been invited to give over 800 professional presentations in 49 US states, 9 Canadian provinces, and 15 countries worldwide, including more than 100 presentations for the American Physical Therapy Association. Mary has delivered keynote and major addresses on topics such as cystic fibrosis and posture, neuropulmonary deficits, pectus excavatum (chest deformities), and connections between posture & breathing. Last year, she presented a full day post-conference program at the 2015 World Congress of Physical Therapy in Singapore. Mary has received national awards from the APTA, including its highest clinical award, The Florence Kendall Practice Award, honoring “one’s outstanding and enduring contributions to the practice of physical therapy," and
the honorary Linda Crane Memorial Lecture. She has also been honored as Outstanding Alumnus of the Year by each of her three alma maters. Mary continues to maintain a private practice in Chicago, specializing in breathing and postural dysfunction.

**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 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.*

**Mary Jane Rapport, PT, DPT, PhD, FAPTA,** is a professor in the Physical Therapy with 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 the Teaching Scholars Program in the School of Medicine. She also teaches in the Pediatric Science track at Rocky Mountain University and for the APTA Learning Center. 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 16 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, and she serves as the chair of the Research Committee for the National Alliance for Medicaid in Education. Dr. Ray is the chair of the School-Based Physical Therapy Special Interest Group for APTA’s Section on Pediatrics and serves on the Section’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 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,** has been providing physical therapy services for over 30 years in a variety of settings, including early intervention, acute care, neonatal intensive care units, 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 Duke Health System and the University of North Carolina at Chapel Hill. She has presented at several national APTA conferences on physical therapy intervention in the school setting.

**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 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. Mr. Vialu co-authored 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 processes, and the DOE Practice Guide.

**Course Location**
University of Wisconsin-Milwaukee  
Sandburg Hall  
3400 North Maryland Avenue  
Milwaukee WI 53211  
(414) 229-6123
Two Options for Lodging
We have reserved blocks of rooms at:

**Holiday Inn Milwaukee Riverfront**
4700 North Port Washington Road
Milwaukee, WI 53212
Phone: (414) 962-6040
To receive our discounted rate of $115 per night, call the hotel at (414) 962-6040 and ask for the block of rooms reserved for the American Physical Therapy Association’s Section on Pediatrics. (Reservations at the discounted rate cannot be made online.) This block of rooms will be held until June 30, 2016.

**University of Wisconsin-Milwaukee**
**Sandburg Hall, East Tower**
3400 North Maryland Avenue
Milwaukee WI 53211
(414) 229-6123
To make a reservation, email Boehmj@uwm.edu with subject line "PT conference" or call (414) 229-0514. This block of rooms will be held until July 8, 2016, at 3:00 pm Central Time. The cost is $40 per night per person for a private bedroom in a suite (shared bathroom and kitchen), with air conditioning and internet. There is a flat $10 charge for linen rental for a pillow, sheets, and towels. Parking is handled separately at about $10-15 per day; summer rates have not yet been set. At registration for the dorm room, the participant would indicate the number of meals they would like during their stay and this will be included in their bill: breakfast (7-8:30am, $8.50); lunch (11-1, $9.25); dinner (4:30-6:30, $9.75). Walk-in eating is available as well for all course attendees (including those who are not staying in the dorm), with advance registration: breakfast ($10); lunch ($11), dinner ($12). Several other nearby restaurants are also available.

**Transportation**
A shared shuttle is available from Milwaukee’s General Mitchell International Airport: $27.16 per person each way or $54.32 round-trip, at www.goriteway.com. A taxi from the airport to the hotel costs about $40 for one person; ride sharing will reduce this cost.

A free shuttle will be available for transportation from the hotel to and from the course location. The course venue is in the dormitory.

**Conference Information and Registration**
Online registration and downloadable paper registration (to mail in with a check) is posted on the webpage of the Section on Pediatrics: http://pediatricapta.org/events/innovations/2016/index.cfm

**Milwaukee Tourism**
Summers in Milwaukee are filled with festivals at the Henry Maier Festival Park located on the beautiful Milwaukee lakeshore. On July 29-31, the festival grounds will host **German Fest**, established in 1981 to keep the German Culture alive and well in Milwaukee. The Fest is always held the last full weekend in July, kicking off the Wisconsin Oktoberfest Season. Friday evening will include fireworks at closing, and the schedule of events and bands will be posted soon. This festival is appropriate for families.
http://germanfest.com/

Other links that may be of interest to course attendees and families:

**Milwaukee Art Museum** (The Calatrava is iconic on Milwaukee’s lakeshore)
http://mam.org/info/architecture.php
Discovery World Science and Technology Center
Great for children and adults, this is located on Milwaukee’s lakeshore just steps from the Milwaukee Art Museum.
http://www.discoveryworld.org/

Betty Brinn Children’s Museum
Located just off the Lakeshore but within easy walking distance of the Milwaukee Art Museum, Discovery World, and the Festival Park.
https://www.bbcmkids.org/

General information on Milwaukee’s Lakefront parks and beaches
http://county.milwaukee.gov/ParksandPublicInfrastructure/The-Lakefront.htm

Tourism Options Requiring a Car or Other Ground Transportation:
Milwaukee Zoo
http://www.milwaukeezoo.org/

Milwaukee’s Historic Third Ward
(includes Milwaukee’s Riverwalk and Public Market)
http://www.historicthirdward.org/

Pabst Brewery Tours
http://www.bestplacemilwaukee.com/

LakeFront Brewery Tour (rated the 4th best brewery in America)
http://www.lakefrontbrewery.com/tour

Milwaukee Boat Tours
(wonderful way to spend an evening)

Milwaukee Brewers (Miller Park Stadium)
There are two home games during the weekend of the conference.
http://milwaukee.brewers.mlb.com/mil/ballpark/