

**Academy of Pediatric Physical Therapy
 American Physical Therapy Association
 Innovations in School-Based Physical Therapy Practice 2018
 July 27-28, 2018 (Friday-Saturday)
 University of Washington; Seattle, Washington**

Program Description

This will be the Academy of Pediatric Physical Therapy (APPT)'s 13th annual school-based course. It highlights advanced practice issues, in addition to the foundational information provided in previous years. 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:

1. Understand the primary federal laws and regulations pertaining to the education of children with disabilities under IDEA and the provision of related services.
2. Make appropriate decisions regarding evaluation, examination, models of service delivery, evidence-based interventions, assistive technology, transportation, and fitness.
3. Apply knowledge gained to influence and advocate for appropriate services for children with disabilities in their communities.
4. Appreciate the role of the school-based physical therapist in preparing students and their families for the post-school transition.
5. Apply the principles of data-based practice.
6. Describe evaluation and intervention for students with autism spectrum disorders.

Innovations in School-Based Physical Therapy Practice 2018 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, July 27th Track 1: Foundational Topics	Friday, July 27th Track 2: Contemporary Issues	Saturday, July 28th Single Track
8:00-8:20am Registration 8:20-8:30am Welcome & Introductions		8:00-10:00 am Bus Seating, Positioning & Evacuation Plans for Students with Special Needs <i>Susan Englert Shutrump, OTR/L</i>
8:30-10:00 am Providing School-Based Physical Therapy under IDEA & Section 504 <i>Mary Jane Rapport, PT, DPT, PhD, FAPTA</i>	8:30-10:00 am Physical Therapist's Role in Assistive Technology <i>Maria Jones, PT, PhD</i>	

10:00-10:15 am Break		10:00-10:15am Break
<p>10:15-11:45 am Clinical Reasoning and Supporting Decisions in School-Based Practice <i>Amy Barr, PT, DPT</i></p>	<p>10:15-11:45 am Preparing Adolescents & Young Adults for Transition from School to Adulthood <i>Toni Doty, PT, PhD</i></p>	<p>10:15-12:15 pm Experts' Perspectives on a School-Based Case Study <i>All Speakers</i></p>
11:45 am-1:00 pm Lunch on your own		12:15-1:15 pm Lunch provided
<p>1:00-2:30 pm Evaluation & Ecological Assessment <i>Sue Cecere, PT, MHS</i></p>	<p>1:00-2:30 pm Breathing & Postural Control: Why Is This Relationship So Important for the School-Based Physical Therapist to Understand? <i>Nechama Karman, PT, MS</i></p>	<p>1:15 am-2:45 pm School-based Physical Therapists: Leaders and Advocates <i>Sue Cecere, PT, MHS</i> <i>Maria Jones, PT, PhD</i></p>
2:30-2:45 pm Break		3:00-3:15 pm Break
<p>2:45-4:15 pm Everything's Measurable! School-Based Tests & Measures in 15 Minutes or Less <i>Carlo Vialu, PT, MBA</i></p> <p>4:15-5:45 pm Evaluation & Intervention for Students with Autism Spectrum Disorder <i>Karen Tartick, PT</i></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 Data-Driven Practice for School-Based Physical Therapy <i>Laurie Ray, PT, PhD</i></p>	<p>3:15-5:15 pm Platform Presentations <i>Moderator: Susan Effgen, PT, PhD, FAPTA</i></p> <p>Promoting Participation Through School and Community Collaborations Cheryl Kerfeld, PT, MS, PhD and Toni Bader, MEd, CAPE</p> <p>Maximizing Fun in School-Based Practice: Collaborative Approach Among Adaptive Physical Education Instructors, Special Educators and Therapists Kate Stribling, PT, DPT and Michele Catena, PT, DPT</p> <p>Determining the Need for School-Based Physical Therapy: Agreement Among Practice Guidelines Carlo Vialu, PT, MBA</p> <p>Transfer Devices: Unique Challenges for Preschools and the Benefits of Early Implementation Katie Langelier, PT, DPT</p> <p>Performance Evaluations & Professional Development Plans of School-Based Physical Therapists - Aligning Vancouver Public Schools Processes to the Academy of Pediatric Physical Therapy Standards Stephanie Rogers, PT, DPT, PCS</p> <p>Screening for Adverse Childhood Experiences in Pediatric Health Histories - Implications for Health, Well-being, and Therapeutic Intervention Stephanie Rogers, PT, DPT, PCS</p> <p>School Outcomes Measure Sandra Arnold, PT, PhD</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.

Clinical Reasoning and Supporting Decisions in School-Based Practice

As school-based therapists, we work within a variety of frameworks including evidence-based practice, legal requirements of IDEA, the ICF Model, and the Guide to Physical Therapist Practice. This session will present important concepts from these frameworks that guide our clinical reasoning and decision making. Strategies for using data and for documenting clinical reasoning will also be discussed. Case studies will highlight how these frameworks, our knowledge and expertise, and student and family priorities work together to guide decision making.

Ecological and Authentic School-Based Assessment

This presentation will describe best-practice assessment strategies for students with disabilities in school settings. Beyond state practice act requirements for a PT evaluation, this session will speak to the advantages of using an ecological and authentic assessment approach to support educational programming and educationally relevant strengths and needs of each student. The session will engage participants using video and discussion on this assessment approach and its influence on IEP development, as well as the PT plan of care, to promote participation in school activities in the least restrictive environment.

Everything's Measurable! School-Based Tests & Measures in 15 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 and endurance which are functional, require minimal materials, and can be completed in 15 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.

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.

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.

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.

Breathing & Postural Control: Why Is This Relationship So Important for the School-Based Physical Therapist to Understand?

School practitioners will be challenged 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 apply to school-based populations.

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 addressing participation, activities, and impairments. The state of intervention evidence for children with cerebral palsy will be highlighted. We will review the findings regarding service delivery from the national study of school-based physical therapy practice, PT COUNTS.

Data-Driven Practice for School-Based Physical Therapists

This session will focus on best practices and practical strategies for data collection in collaboration with all team members to improve student function throughout the school day. A growing, critical responsibility of our practice is efficient use of data

(planning, collection, analysis, and application) to improve our individual performance, delivery of physical therapy within our programs, and student outcomes. We will explore how student data should improve collaboration and shape our interventions and service delivery (dosage, location/setting, routine/activity, least restrictive environment) making them more effective, rather than just suffering an additional burden due to the latest educational trend.

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 considering 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.

School-based Physical Therapists: Leaders and Advocates

School-based physical therapy practice is influenced by federal and state legislation, as well as district policies and procedures. The most effective advocacy often occurs at the local level, so school-based physical therapists must stay informed of current education trends and legislative discussions that can impact practice, including available services and supports, as well as our workflow. In this session, we will discuss resources available through the APTA and APPT and how to access and use the resources. Examples will be provided with suggestions for developing a plan to take action at the most appropriate levels to assist in being an effective leader and advocate.

Experts' Perspectives on a School-based Case Study (Speaker Panel)

Innovations speakers will use a case study to highlight issues and points of interest from their perspective expertise and content areas. Ample time will be reserved for questions, answers, and large group discussion to deeply apply learning to work.

Platform Presentations 15-minute presentations on a variety of topics relevant to school-based physical therapy (selected from proposals).

About the Speakers

Amy Barr, PT, DPT is a practicing school-based therapist and the Physical Therapy Coordinator for a large school district located in the suburban Denver area. She has 20 years of experience working with adults and children and has spent the last 14 years serving preschool through transition age students in schools. Dr. Barr has a passion for providing quality continuing education for school-based physical therapists and co-founded an annual education day for therapists in Colorado. She chaired the Physical Therapist Performance Appraisal Task Force for the School-Based SIG of the APPT. Dr. Barr participated in the PT Performance Appraisal work group for the Colorado Educator Effectiveness Project and is an active member of the Colorado Department of Education Physical Therapy Advisory Committee.

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. Sue has worked in school-based practice since 1994, both as a service provider and as a program administrator. She is currently the Physical Therapy Instructional Specialist for Prince George's County Public Schools, a large, culturally diverse district in the Washington, DC, metropolitan area. For 10 years, Sue served as co-chair of the Maryland State Steering Committee for Occupational and Physical Therapy School-Based Programs, a Maryland State Department of Education sub-committee. She is a co-author of *Occupational and Physical Therapy Early Intervention and School-Based Services in Maryland: A Guide to Practice* and several APPT fact sheets. Sue has lectured for APTA conferences on workload and school-based practice. Together with ASHA and AOTA, she co-wrote a joint document on Workload and presented on the topic through a webinar for the IDEA Partnership. Sue is the former Vice President of the APPT.

Toni Doty PT, PhD has worked with children for over 27 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 Visiting Clinical Assistant Professor 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 APPT. Dr. Doty's research includes the effectiveness of testing environment on gross motor performance of children, the role of physical therapists among secondary students under IDEA, effectiveness of interventions for adults with cerebral palsy, and healthcare issues for adults with lifelong disability. She is a reviewer for *Pediatric Physical Therapy* and *Medicine & Science in Sports & Exercise*.

Susan K. Effgen, PT, PhD, FAPTA, is a professor in the Department of Rehabilitation Sciences at the University of Kentucky. She is a graduate of Boston University, Emory University, and Georgia State University. 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 and Advocacy Award, which is now given in her name. She is the founding chair of APPT's School-Based Physical Therapy Special Interest Group.

Maria A. Jones, PT, PhD, 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 APPT.

Nechama Karman, PT, MS, is from Great Neck, NY. Nechama Karman received her MSPT from Columbia University in 1994, her Advanced MS in orthopedic PT from Touro College in 1998 and has completed her Health Sciences PhD coursework at Seton Hall University. Nechama is an APTA board-certified pediatric clinical specialist and the chief clinical educator at Mobility Research for LiteGait nationally and internationally. Nechama owns a private practice in NYC, focusing on complex neurological conditions and complex pelvic conditions. She has been a teaching assistant for Mary Massery's courses for over a decade and completed a 2-year faculty apprenticeship in 2016, becoming Massery's first certified faculty member for the "Breathing" course. In 2018, she began apprenticing for Massery's musculoskeletal course.

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 18 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 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 is appointed to the NC Office of Disability and Health Advisory Committee. She is a reviewer for *Pediatric Physical Therapy* and *Pediatric Occupational and Physical Therapy*. Dr. Ray serves the APPT as chair of the School-Based Physical Therapy Special Interest Group and on the Payment, Policy and Advocacy Committee.

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 therapy and transportation publications, and 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, Ms. Tartick co-authored "Strategies for Physical Therapist Collaboration with School-Based Teams for Children with Autism Spectrum Disorder." She has presented at 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. He is a co-author and co-publisher of www.SeekFreaks.com, an evidence-based online resource for pediatric PTs, OTs, and SLPs. He is Founder and Director of www.ApplyEBP.com, a provider of live continuing education and online discussion group for school-based and pediatric therapists. From 2008 to 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 was lead author of a Special Communication on determining a student's need for school-based PT published in *Pediatric Physical Therapy* on October 2017. He is the project manager of research on normative data for five mobility tests for school-aged children, on which the team has published three articles in *Pediatric Physical Therapy*. Carlo presents nationally on various topics, including tests & measures, prognostication and backward planning, motor learning, special education, and clinical decision-making.

Course Location

Division of Physical Therapy, University of Washington

Seattle, Washington

Friday's sessions will be held at Johnson Hall (JHN) room 102 and Mary Gates Hall (MGH), Room 389. The buildings are across the street from each other allowing participants to change sessions. Saturday's sessions are at JHN102. Location details and parking information will be sent upon registration.

Registration

Register online or by mailing in a paper registration.

Lodging (2 options)

University Inn, 4140 Roosevelt Way, NE Seattle, WA \$219 (single/double) plus tax (currently 15.6%), \$20 more for each additional occupant in a triple or quad; includes a free breakfast. For reservations, call 866-866-7977 and indicate you are with the American Physical Therapy Association (APTA) or go to www.staypineapple.com (group code=APTA). Rooms must be booked by **June 26th**. The number of rooms available are limited since many attendees prefer to find their own lodging.

Rooms at the University of Washington (west campus dormitories) have been set aside for conference participants for Thursday, July 26th and Friday, July 27th. Single and double rooms with private bathrooms are available. You must register for both nights for a total of \$143.50 per person, double occupancy or \$220.50 per person, single occupancy. Please follow this link to register for dorm rooms: <https://washington.irisregistration.com/Form/3926>

Transportation

The closest airport is Sea-Tac Airport. Options for transportation from the airport include:

- Link Light Rail goes to the University district.
- Taxi around \$60
- Uber or Lyft

Tourist Information

Visit Seattle: <https://www.visitseattle.org> The conference is in the "university district."

Go Washington: <https://www.go-washington.com/Seattles-Convention-and-Visitors-Bureau-WA/#>