Program Description
This will be the Academy of Pediatric Physical Therapy (APPT), School-Based Special Interest Group (School SIG)’s 14th 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, outcome measures, models of service delivery, evidence-based interventions, assistive technology, transportation, and trauma informed practice.
3. Apply knowledge gained to influence and advocate for appropriate services for children with disabilities in their communities.
4. Describe 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 and developmental coordination disorder.

Innovations 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.

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<thead>
<tr>
<th>Friday, July 12th Track 1: Foundational Topics Room 1040</th>
<th>Friday, July 12th Track 2: Contemporary Issues Room 1043</th>
<th>Saturday, July 13th Single Track Room 1043</th>
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<tr>
<td>8:00-8:20am Registration</td>
<td>8:30-10:00 am Providing School-Based Physical Therapy under IDEA &amp; Section 504</td>
<td>8:00-10:00 am Bus Seating, Positioning &amp; Evacuation Plans for Students with Special Needs</td>
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<tr>
<td>8:20-8:30am Welcome &amp; Introductions</td>
<td>8:30-10:00 am Physical Therapist’s Role in Assistive Technology Megan Peters</td>
<td>Susan Englert Shutrump</td>
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Megan Peters
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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>10:00-10:15 am</td>
<td>Break</td>
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| 10:15-11:15 am | Evaluation & Ecological Assessment  
*Sue Cecere*                                                                                       |
| 10:15-11:15 am | Evaluation & Intervention for Students with Autism Spectrum Disorder  
*Karen Tartick*                                                                 |
| 11:45 am-1:15 pm | Everything's Measurable! School-based Tests & Measures ≤ 15m  
*Carlo Vialu*                                                                                      |
| 11:45 am-1:15 pm | Optimizing Intervention Options for Children with Developmental Coordination Disorder  
*Mary Jo Davenport*                                                                             |
| 1:15-2:15 pm  | Lunch provided                                                                                                           |
| 2:15-3:45 pm  | Preparing Adolescents & Young Adults for Transition from School to Adulthood  
*Toni Doty*                                                                                      |
| 2:15-3:45 pm  | Evidence-Based School Practice: Implications from the Literature & PT COUNTS Study  
*Susan Effgen*                                                                                  |
| 3:45-4:00 pm  | Break                                                                                                                     |
| 4:00-5:30 pm  | Data-Driven Practice for School-Based Physical Therapy  
*Laurie Ray*                                                                                     |
| 4:00-5:30 pm  | Developing a Trauma-Aware Lens & Shared Decision Making: Trauma, Poverty, and Resilience  
*Jessica Barreca*                                                                             |
| 10:00-10:15 am | Break                                                                                                                     |
| 10:15-11:15 am | Opportunities to Advocate in School-based Physical Therapy  
*Mary Jane Rapport*                                                                             |
| 11:15-12:45 pm | Speakers Panel (Questions & Answers, Discussion)  
*All speakers*                                                                                  |
| 12:45 pm-1:45 pm | Lunch provided (topics)                                                                                                     |
| 1:45-3:15 pm  | 24-Hour Positioning for Students with Complex Needs  
*Melissa Tally*                                                                                 |
| 3:15-3:30 pm  | Break                                                                                                                     |
| 3:30-5:00 pm  | Platform Presentations  
Moderator: *Susan Effgen*                                                                            |
|               | Complete evaluations and safe travel!                                                                                       |

**Session Descriptions/Speaker Information**

**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.

**Mary Jane Rapport, PT, DPT, PhD, FAPTA,** is a Catherine Worthingham Fellow of the APTA and a Professor in the Physical Therapy Program 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, and 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 post-professional 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 long-time school-based PT, most recently providing services on Prince of Wales Island, AK through the Alaska SERRC and before that in the Cherry Creek School District (CO), 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.
**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.

**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.

**Everything's Measurable! School-Based Tests & Measures in ≤15 Minutes**

This highly interactive session will bridge the gap between tests and measures and their applicability in the schools. Pediatric tests of mobility, balance and endurance will be presented, 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.

**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, overseeing a program with over 700 physical therapists serving 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* October 2017. He is the project manager of a research team examining normative data using five mobility tests for school-aged children, which 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.

**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.

**Toni Doty PT, PhD** has worked with children for over 27 years, in the NICU, EI, and schools. She received her BS in PT from Ohio State University, her post-professional MS in PT (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. 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 is a reviewer for *Pediatric Physical Therapy* and *Medicine & Science in Sports & Exercise*.

**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, appropriately focus IEP development 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.

**Laurie Ray, PT, PhD,** has 19 years of experience in school-based practice in North Carolina (NC). She worked as the lone physical therapist in 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 has served on the NC Office of Disability and Health Advisory Committee and on the Boards of the National Alliance of Medicaid in Education and the NC Vocational Rehabilitation Council. 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.

**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, a variety of AT options, and the role of the school-based physical therapist on the educational team as AT is considered for students.

**Megan K. Peters, PT, DSc** is the Director of Education and Training for the Developmental and Behavioral Pediatrics section of the Pediatrics Department at the University of Oklahoma Health Sciences Center (OUHSC). She is the Program Director for the Oklahoma Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program. She is a board-certified Clinical Specialist in Pediatric Physical Therapy and a member of the Specialization Academy of Content Experts. Prior to moving into academia, Dr. Peters was a school-based physical therapist for the Putnam City school district. She chaired the PT/OT department and was a member of the Special Education Steering Committee for her district. Dr. Peters developed and coordinated the assistive technology program for the Putnam City school district. She conducts professional development on assistive technology for teachers and related service providers across the state.

**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 as a school-based physical therapist and a parent of a son with autism.

**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.

**Optimizing Intervention Options for Children with Developmental Coordination Disorder**
This session will discuss the various perspectives of an interprofessional team as they collaboratively designed a school-based, service-learning program to support children with Developmental Coordination Disorder (DCD). Description of the program will be linked to current literature on theoretical approaches to assessment and treatment of children with DCD and how the approach used in this model fits in with existing knowledge. Benefits of activity-based intervention programs conducted by multiple disciplines in the natural school environment for both the children as well as the professional level students will be discussed. Participants will leave this session with the knowledge to create a school-university partnership among educators, occupational therapists, and physical therapists, specifically geared toward enhancing school participation in children with DCD.

**Mary Jo Davenport, PT, PhD** is an Associate Professor in the Program of Physical Therapy & Athletic Training at Saint Louis University with primary teaching responsibilities in the areas of interprofessional education, neurological conditions and pediatric physical therapy. Mary Jo has provided physical therapy services for over 35 years in a variety of pediatric settings, including early intervention, inpatient/outpatient rehabilitation, and in the school system. She received her BS in Physical Therapy from the University of Michigan, an MS in Neurobiology from Vanderbilt University, and a PhD in Biomedical Sciences from East Tennessee State University. In 2001, she was certified as a vestibular rehabilitation specialist.

**Evidence-Based School Practice: Implications from the Literature & PT COUNTS Study**
This session will discuss the evidence to support 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.

**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 editor 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.

**Developing a Trauma–Aware Lens & Shared Decision Making: Trauma, Poverty, and Resilience**
Research shows that trauma experienced in early childhood negatively impacts the physical, mental, social, and emotional development of children. Trauma is considered a critical public health issue impacting the health of children throughout their lifespan. Children who experience a high number of adverse childhood experiences (ACEs) are at greater risk for developing chronic diseases and health risk behaviors into adulthood. Chronic toxic stress causes a prolonged activation of the stress response system which impacts the developing brains and bodies of children and is linked to poor health outcomes and academic achievement. In order to provide effective and comprehensive care, increased awareness of this topic and skills focused on building resilience are necessary to promote positive health outcomes for students and their families.
Jessica Barreca, PT, DPT has 17+ years of working with children in a variety of settings including outpatient, early intervention and school systems. As an administrator in the Chicago Public Schools, she led a team of PTs and OTs working in over 400 schools. She is currently an adjunct faculty instructor in the Program for PT and the Community Site Coordinator in the Center for Interprofessional Education & Research at Saint Louis University. Jessica is also an ambassador for Alive & Well Communities, an organization focused on decreasing the impact of trauma on our community's health and well-being.

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

Proper seating and positioning on the school bus is vital for a safe ride but requires 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. Common problems and medical issues of students with special needs will be considered. We will review the process of designing individualized transportation plans, with a special focus on emergency evacuation.

Susan Englert Shutrump, OTR/L, supervises 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; 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 a textbook by AOTA Press, *Best Practices for Occupational Therapy in Schools*.

**Opportunities to Advocate in School-based Physical Therapy**

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 changes that can impact practice, including available services and supports, as well as workflow. In this session, we will discuss accessing and using resources available through the APTA and APPT, on government websites, and more broadly via the Internet. 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 for children and their families as well as our PT profession.

Mary Jane Rapport, PT, DPT, PhD, FAPTA (see biography above in Providing School-Based Physical Therapy under IDEA…504)

**Speakers Panel**

All Innovations speakers will answer participant questions which always results in a rousing, large group discussion.

**24-Hour Positioning for Students with Complex Needs**

This session will discuss postural management and adaptive equipment for children and youth with complex disabilities; addressing needs across 24 hours. 24-hour positioning will be defined and supported with a helpful guide and equipment plan of care offering specific consideration at key periods of development and function, as well as following surgical interventions. 24-hour positioning is supported in the literature and is recommended throughout the lifespan (infant, preschool, school age and youth/young adult). This session will focus on school aged children/youth and how the school-based practitioner plays an integral role in successful positioning programs; throughout the school day, as a part of post-secondary transition and making critical recommendations/referrals. Key components of the equipment evaluation, recommendations, critical referral periods and considerations will be reviewed to encourage optimal equipment for function, access, medical management and participation.

Melissa Tally, PT, MPT, ATP is a physical therapist and coordinator of occupational and physical therapy at the Perlman Center at Cincinnati Children’s Hospital Medical Center. She has worked at the Perlman Center for 20 years. She has experience serving children with a variety of complex diagnoses including CP, DD and other neuro-motor conditions. She has provided therapy within Early Intervention and Early Childhood programs. Additionally, she specializes in the area of assistive technology and adapted equipment. She performs comprehensive equipment evaluations and treatment, focusing on 24-hour positioning, for both children and adults who present with complex physical disabilities. In addition to serving patients, she provides training, advocates for funding and supervises a staff of occupational and physical therapists at the Perlman Center.

Platform Presentations 15-minute presentations on a variety of topics relevant to school-based physical therapy practice (selected from proposals).
Course Location
Division of Physical Therapy, St. Louis University
St. Louis, Missouri
Innovations will be held in the Allied Health Professions Building- 3437 Caroline Mall in rooms 1040 and 1043 (first floor).

Registration
Register online or mail in paper registration and payment.

Lodging
Hotel Ignacio, 3411 Olive St. St. Louis, MO
Tell them you are with the Academy of Pediatric Physical Therapy for the group rate.
- It is located close to campus, 1.3 miles from the Allied Health Professions Building
- $155/night
- Self-parking is available in a lot behind the hotel for $10/evening.

Transportation
The closest airport is St. Louis Lambert International Airport (STL). Options for transportation from the airport include:
- Taxi estimate from airport to Hotel Ignacio ranges between $42-50
- Uber or Lyft available
Parking is $6/day in the Hickory East Parking Garage (3424 Hickory St).
There is minimal street parking near campus.
Walking directions to the Allied Health Building from Hickory East:
1. Upon exiting the Hickory East Parking Garage (Facing West), make a left and follow the sidewalk.
2. The Allied Health Professions building is located on the left past the fountain.
   (If you reach the intersection of Caroline St./Theresa Ave, you have gone too far).
3. Once you have entered the building, the lecture halls are on the first floor.

Tourist Information for Saint Louis (StL)
- Suggestions from the Hotel Ignacio for local activities:
- Link to activities and different neighborhoods in StL: https://explorestlouis.com/25-things-to-do-in-st-louis/