



**APTA Academy of Pediatric Physical Therapy  
Innovations in School-Based Physical Therapy Practice 2021  
July 30-31, 2021 (Friday-Saturday)  
Richardson, Texas (Dallas/Fort Worth area)**

Course planners will be following [CDC guidelines](#) (which may differ from state and/or local requirements) during this conference, including but not limited to requiring everyone to wear masks and limiting registration to ensure appropriate spacing between participants.

**Program Description**

This will be the 15<sup>th</sup> annual school-based course offered by the APTA Pediatrics School-based Special Interest Group (School SIG). The course highlights advanced practice issues and foundational information for school-based practice. Sessions will provide information on decision-making and providing physical therapy services to support educational programs for students with disabilities. Nationally recognized speakers will address federal laws, assessment, service provision, specific student populations, and innovations in practice.

Register at [www.pediatricapta.org/innovations](http://www.pediatricapta.org/innovations).

Member Type	Advance (Ends July 15)	Advance Daily (Ends July 15)	Onsite (Begins July 30 if space is available)	Onsite Daily (Begins July 30 if space is available)
<b>APTA Pediatrics Member</b>	\$275	\$165	\$375	\$225
<b>APTA Pediatrics Life or Student Member</b>	\$125	n/a	n/a	n/a
<b>Nonmembers</b>	\$350	\$250	\$425	\$275

Registrations can be cancelled/refunded if course planners ([seffgen@uky.edu](mailto:seffgen@uky.edu) and [laurie\\_ray@med.unc.edu](mailto:laurie_ray@med.unc.edu)) are notified by 8:00 am CT on 7/29/21.

**Audience**

This 2-day conference 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 foundational federal laws and regulations pertaining to the education of children with disabilities under IDEA and the provision of related services.
2. Apply evidence, individualize, and make appropriate decisions regarding evaluation, outcome measures, models of service delivery, evidence-informed interventions, promoting activity and fitness, providing assistive technology, collaboration with APE, and trauma informed practice.
3. Apply knowledge gained to influence and advocate for appropriate services, supports and self-determination for students with disabilities.
4. Describe evaluation and intervention for students with autism spectrum disorders.
5. Describe the role of school-based physical therapy to prepare students and their families for the post-school transition.
6. Apply the principles of data-driven individualization and evidence-informed practice to evaluation, IEP development and school-based intervention.

**Conference Schedule**

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

## Session Schedule

<b>Friday, July 30</b>		<b>Saturday, July 31</b>	
<b>Track 1:</b> Foundational Topics <i>Houston/Lamar</i>	<b>Track 2:</b> Contemporary Issues <i>Austin/Bowie/Crockett</i>	<b>Single Track</b> <i>Collin/Dallas/Ellis</i>	
<b>8:00-8:15 am</b> Registration <b>8:15-8:30am</b> Welcome & Introductions			
<b>8:30-10:00 am</b>		<b>8:30-10:30 am</b>	
Providing School-Based Physical Therapy under IDEA & Section 504 <i>Mary Jane Rapport</i>	Physical Therapist's Role in Assistive Technology <i>Maria Jones</i>	School-Based Physical Therapy Promoting Activity, Function and Fitness <i>Maggie O'Neil</i>	
<b>10:00-10:15 am</b> Break		<b>10:30-10:45am</b> Break	
<b>10:15-11:45 am</b>		<b>10:45-12:00 pm</b>	
Evaluation & Ecological Assessment <i>Sue Cecere</i>	Adapted Physical Education & Physical Therapy: Collaborating for Student Success <i>Angela Campbell &amp; Amy Talbert</i>	Remarks from Katy Neas <i>Executive Vice President, Public Affairs, APTA</i> and Updates from Kate Gilliard <i>Sr. Policy &amp; Regulatory Affairs Specialist, APTA</i>	
<b>11:45am-12:45 pm</b> Lunch provided		<b>12:00-1:00 pm</b> Lunch provided	
<b>12:45-2:15 pm</b>		<b>1:00-2:15 pm</b>	
Everything's Measurable! School-based Tests & Measures 15 Minutes or Less <i>Carlo Vialu</i>	The Physical Therapist's Role in Post-secondary Transition from School to Adulthood <i>Toni Doty</i>	Preventing, Recognizing & Addressing Abuse, Trauma & Neglect Post-pandemic <i>Yasser Salem</i>	
<b>2:15-3:45 pm</b>		<b>2:15-3:30 pm</b>	
Evaluation & Intervention for Students with Autism Spectrum Disorder <i>Karen Tartick</i>	Advocating for Your Students, Yourself & Your Practice <i>Sue Cecere, Kate Gilliard &amp; Maria Jones</i>	Questions, Answers & SBP Discussion <i>All available speakers</i>	
<b>3:45-4:00 pm</b> Break		<b>3:30-3:45 pm</b> Break	
<b>4:00-5:30 pm</b>		<b>3:45-5:00 pm</b>	
Data Driven Individualization & Documentation in School-Based Practice <i>Laurie Ray</i>	Evidence-informed School Practice: Implications from the Literature & PT COUNTS Study <i>Susan Effgen</i>	Platform Presentations- <ul style="list-style-type: none"> <li>• 10meter Walk Test: Establishing Pediatric Norms- Janette Cadieux</li> <li>• Promoting Participation in Recess for Students with High Intensity Needs &amp; Autism- Krinai Sullivan</li> <li>• Intervention Approach for Physical Recreation Participation of Preschool Students with Multiple Disabilities- Heather Brossman</li> <li>• Feasibility of Outcome Measures Utilized via Telehealth in School- Justine Clifford, Sarah Friedman</li> <li>• Simple, Creative Tools to Embed More Movement into School- Amy Schlessman</li> <li>• Clinical Education: Share Your Passion &amp; Advance Your Practice- Amy Barr</li> </ul>	
		<b>Complete evaluations and safe travel!</b>	

## Session Descriptions/Speaker Information

### Providing School-Based Physical Therapy under IDEA & Section 504

This session will provide an overview of IDEA and Section 504 as key federal laws that guide service delivery of physical therapy and other supportive services for eligible students with disabilities in public schools. We will discuss the primary requirements for educating all eligible students under IDEA, regardless of the nature or severity of their disability. The similarities and differences between IDEA and Section 504 will be highlighted, related to eligibility, service delivery, and the provision of a free, appropriate public education. The session will also address the relationship between the scope of practice under each state's Physical Therapist Practice Act and requirements of providing physical therapy as a related service under IDEA. Accommodations under Section 504 will be described, and guidance will be offered on developing 504 Plans.

**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 Residency and the University of Colorado Faculty Residency programs. She is 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 teaches in the post-professional Pediatric track at Rocky Mountain University, and she has developed courses for the APTA Learning Center, MedBridge, and the Pediatric Residency Education Consortium. 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 in the Cherry Creek School District (CO). Dr. Rapport has a productive record of presentations and publications. Much of her career has been focused on legislative interpretation, policies and procedures related to school-based and early intervention services, and physical therapy education.

### Ecological and Authentic School-Based Assessment

This presentation will describe an evidenced based assessment strategy for students with disabilities in public schools. The session will identify the advantages of using an ecological approach to identify student strengths and needs to support educationally relevant programming. Participants will use video to discuss this approach and its usefulness in the IEP process (including developing a present level of academic achievement and functional performance, goals, objectives and supplementary aids and services). Contribution to the PT plan of care and dosing from on this approach will be reviewed.

**Susan (Sue) Cecere, PT, MHS** is a graduate of the University of Delaware physical therapy program ('77) and has a Master of Health Science degree from Towson University. She also holds an Administrative Certificate in Educational Leadership from McDaniel College. During her lengthy school-based career, Sue worked both as a service provider and program administrator for two large, culturally diverse LEAs in the Washington, DC, metropolitan area. Since retiring from full time work, Sue began Sequoia School-based Therapy Solutions, a consulting and professional development company which provides individual support for school-based therapists, as well as professional development for agencies, districts and continuing education companies. Sue has served as the 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*, a contributing author to *Guide to Pediatric Physical Therapy*, and several APTA Pediatric fact sheets. Sue has lectured for the APTA Pediatrics conferences on school-based practice topics. Together with ASHA and AOTA, she co-wrote a joint document on Workload. Sue is the former Vice President of the APTA Pediatrics and currently serves as the Federal Affairs Liaison.

### Everything's Measurable! School-Based Tests & Measures in 15 Minutes or Less

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, provide statistical norms or small-group averages, and guide interpretation of test results.

**Carlo Vialu, PT, MBA**, is the Founder and Director of [www.ApplyEBP.com](http://www.ApplyEBP.com) a provider of continuing education courses with the "perfect balance of evidence and practice." He is a co-author and co-publisher of [www.SeekFreaks.com](http://www.SeekFreaks.com), an evidence-informed online resource for pediatric PTs, OTs, and SLPs. From 2008 to 2017, he served the New York City Department of Education as Director of Physical Therapy, where he oversaw a program with over 700 physical therapists working in more than 1,500 schools. As a pediatric therapist, he has worked in school-based and home care settings, with children and youth with mild to more complex disabilities. He was the project manager of research on normative data for five mobility tests with school-aged children. This research has resulted in four published 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, PCS** has worked with children for over 30 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 Board-Certified Specialist in Pediatrics 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, chair and vice chair of the Adolescents and Adults with Developmental Disabilities SIG of APTA Pediatrics. Dr. Doty's research includes the impact of testing environment on gross motor performance of children, the role of physical therapists working with secondary students under IDEA, effectiveness of interventions for adults with cerebral palsy, and healthcare transition issues for adults with lifelong disability. She is a reviewer for *Pediatric Physical Therapy* and *Medicine & Science in Sports & Exercise*.

**Data Driven Individualization & Documentation in School-Based Practice** This session will focus on clarifying documentation 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 data driven individualization can 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 over 20 years of experience in school-based practice in North Carolina (NC). She worked as the lone physical therapist in a small, underserved 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 previously served as chair of the School Special Interest Group (SIG) for APTA Pediatrics, 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. Laurie has contributed to several Fact Sheets for APTA Pediatrics and presents on school-based physical therapy and related topics across the US. Dr. Ray currently serves the APTA Pediatrics as a mentor for chairs of SIGs. She is a reviewer for *Pediatric Physical Therapy* and *Pediatric Occupational and Physical Therapy*. Laurie is co-author/co-publisher of [www.SeekFreaks.com](http://www.SeekFreaks.com), an evidence-informed, online resource for pediatric PTs, OTs, and SLPs.

### **Physical Therapist's Role in Assistive Technology**

This presentation will focus on the school-based physical therapist's role as part of the educational team as AT is considered for individual students. Information will be grounded in the legal mandates related to assistive technology (AT) under IDEA, decision-making frameworks that guide AT assessment and implementation, and strategies for incorporating AT into the IEP and school routines.

**Maria A. Jones, PT, PhD**, is program director and clinical professor at Oklahoma City University (OCU). Her practice has focused on children and adults with intellectual and developmental disabilities, their families and assistive technology/durable medical equipment. Throughout the years, she worked and consulted with many state agencies in Oklahoma, including the Oklahoma Health Care Authority (Oklahoma's Medicaid program), 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. Her primary research interest includes power mobility and its effect on the development of young children. Dr. Jones also currently serves as the Director of Advocacy for the APTA Pediatrics.

### **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. Ms. Tartick contributed to several Fact Sheets on behalf of the APTA Pediatrics School SIG. She has presented at national APTA conferences on physical therapy intervention in the school setting.

### **Adapted Physical Education & Physical Therapy: Collaborating for Student Success**

This session aims to clarify roles of APE and PT services. While the areas addressed by adapted physical education and school-based physical therapy overlap, they are distinctly different disciplines. Similarities and differences between school-

based physical therapy and APE will be discussed. Examples of collaborative APE and PT sessions as well as videos of virtual session collaboration will be presented

**Angela Campbell, MS, CAPE** is an Adapted Physical Education Specialist for Coppell Independent School District. Angela has 24 years of teaching experience with 14 years of experience as an APE consultant. As an Adapted Physical Education Consultant for Region 10 Education Service Center in Richardson, TX, Angela served several counties and school districts across the region. She has presented at the North Texas Adapted Physical Education Conference and virtual Webinar series, the Texas Association for Education and Rehabilitation of the Blind and Visually Impaired Conference, the Region 10 Low Incidence Population Conference, and the American Printing House Conference in 2020. Angela received her undergraduate degree in Kinesiology from Texas A&M University Commerce and received her Adapted Physical Education Master's Degree from Texas Woman's University. She is certified in Adapted Physical Education (CAPE).

**Amy Talbert, MAT, MS, CAPE** is an Adapted Physical Education Consultant for Region 10 Education Service Center in Richardson, TX, serving several counties and school districts across the region. Amy has 14 years experience working as an APE consultant. She assisted in organizing, facilitating, and has presented at the North Texas Adapted Physical Education Conference held at Texas Woman's University in Denton, TX and presented at TAER this past year. She contributes to and presents at the North Texas APE Conference as well as the LID Conference and TAHPERD. Amy received her undergraduate degree in Exercise and Sport Science from Texas Tech University, MAT in Teaching along with MS in Kinesiology with an emphasis in Adapted Physical Education from Texas Woman's University. She is certified in Adapted Physical Education (CAPE).

### **Evidence-informed School Practice: Implications from the Literature & PT COUNTS Study**

This session will discuss the current evidence to support interventions physical therapists use in school-based practice. Participants will learn about relevant, available literature addressing participation, activities, and impairments. The relationship between goals, interventions, and context will be discussed. 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 emerita 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 Academy of Pediatric Physical Therapy Bud DeHaven Award and Advocacy Award, which is now given in her name. She is the founding chair of APTA Pediatrics School SIG.

### **School-Based Physical Therapy Promoting Activity, Function and Fitness**

This session will provide an overview of the evidence supporting activity-based and fitness interventions/outcome measures in school-based physical therapy. The APTA Elements of Patient/Client Management will be reviewed in the context of school-based practice to highlight strategies and considerations in developing IEP goals to maintain or improve function, activity and fitness. Specific intervention approaches will be discussed to determine optimal 'dosing' to promote active participation in school. Also, evidence will be presented on the negative impact of COVID-19 on overall health and fitness and considerations in school-based interventions to address these issues.

**Maggie O'Neil, PT, PhD, MPH**, is a professor in the Department of Rehabilitation and Regenerative Medicine, Programs in Physical Therapy at Columbia University Vagelos College of Physicians and Surgeons, New York, NY. Dr. O'Neil teaches in the DPT program and EdD programs (at Teachers College). She is an instructor in clinical workshops across the United States on Functional Strengthening and Fitness in Children with Disabilities. Her research focuses on physical activity measures and interventions to promote activity, fitness, and participation in children with cerebral palsy (CP) and chronic conditions (i.e., obesity). Dr. O'Neil collaborates with computer scientists at Drexel and Columbia to design active video games (AAVG) and virtual reality (VR) games to promote physical activity and fitness in youth with CP. She has multiple publications and her research funding includes grants from NIH, NIDILRR, APTA and the Coulter Foundation. Dr. O'Neil is past chair of the APTA Pediatrics Research Committee and past recipient of the APPT Research Award. Dr. O'Neil is on the editorial board for *Physical and Occupational Therapy in Pediatrics*. She reviews for multiple journals.

**Remarks from Katy Neas:** Katy is senior vice president of public affairs at APTA. In this role, she oversees APTA's federal and state government public policy activities, federal regulatory affairs, grassroots and political action efforts, public relations along with payment and practice management activities. Prior to joining APTA, Mrs. Neas spent 23 years at Easterseals, a national nonprofit provider of direct services to children and adults with disabilities and their families. Her roles at Easterseals included service on the senior management team, federal and state government relations advocacy, oversight of federal grants and contracts and management of the Easterseals Office of Public Affairs. A long-time disability rights ally, she began her career on the Senate Subcommittee on Disability Policy during the development and enactment of the Americans with Disabilities Act. A graduate of Georgetown University, she hails from Des Moines, Iowa.

**APTA Updates from Kate Gilliard, JD:** Kate is a senior policy and regulatory affairs specialist at APTA. Before joining APTA in 2018, she was a regulatory analyst with Centene Corporation, focusing on Affordable Care Act-compliant health



care products. Her duties included monitoring state and federal legislative developments in the health care industry, developing company policy, and advocating on the corporation's behalf to state and federal regulators. Prior to that, she was the ACA officer at the Illinois Department of Insurance, where she assisted the director in creating and implementing policies. She received her bachelor's degree in English from Oklahoma State University and her law degree from DePaul University College of Law. She is a member of the Illinois Bar.

### **Preventing, Recognizing and Addressing Abuse, Trauma and Neglect**

Healthcare professionals, including physical therapists and physical therapy assistants, are in a unique position to assist with the identification, education, and prevention of child abuse and neglect. This session provides an overview of topics related to child abuse and neglect. Various types of abuse, neglect, risk factors and consequences of child abuse and neglect will be described. Participants will be able to identify indications of child abuse and neglect as well as students experiencing trauma. Ethical and professional responsibilities and general guidelines for mandatory reporting will be outlined. This session will discuss strategies to prevent child abuse and neglect related to the student, family, school, community and society. To provide effective and comprehensive care, increased understanding of trauma, abuse, neglect, skills to identify and address it are necessary to promote positive health outcomes for staff, students and their families.

**Yasser Salem PT, PhD, MS, NCS, PCS** is a Professor at the Division of Physical Therapy in the School of Health Professions at the University of North Texas Health Science Center. He has been a pediatric certified clinical specialist since 2004 and teaches courses related to pediatric physical therapy. Dr. Salem has authored scientific books and book chapters. He has over 300 peer-reviewed presentations at state, national, and international conferences. He is the first author on many of the published articles and presentations. He presented in several conferences including Combined Sections Meeting, APTA Annual Conference, American Academy of Cerebral Palsy and Child Neurology, Texas Physical Therapy Association Annual Conference, New York Physical Therapy Association Annual Conference, World Congress of Physical Therapy and other national and international level conferences. Dr. Salem has received several professional state and national research, teaching and service awards, including the "Leadership in Physical Therapy Education Award" from the APTA Academy of Physical Therapy Education. He has served in APTA Sections/Academies elected offices.

**Questions, Answers & Discussion of School-based Practice** All available speakers will be available to respond to participant questions. This is often a rousing discussion!

**Platform Presentations** Various topics (eg, special interest, research) from school-based practice presented in 15-minute sessions by multiple speakers.

### **Logistics**

**Air Transportation:** There are 2 airports in the Dallas/Fort Worth area which serve Richardson, the location of the conference. DFW International (22 miles from the venue) is the largest and most airlines fly in and out of DFW. Dallas Love Field (15 miles from the venue) is primarily used by Southwest Airlines.

#### **From/To Airport:**

- Uber/Lyft estimate from the airports to hotel: ~ \$30
- DART Train: Spring Valley Station (orange and red lines) is .4 miles from the hotel.

**From DFW:** DART Rail Orange Line operates seven days a week to [DFW Airport Station](#), located at DFW Airport's Terminal A, Lower-Level Curb, Entry A-10. Trains arrive at DFW regularly from 3:50 a.m. to 1:19 a.m. daily.

Information: <https://www.dart.org/riding/dfwairport.asp#orangeline>

Schedules: <https://www.dart.org/riding/dartrailorangeline.asp>

Please note: you may have to change from orange line to the red line to access the Spring Valley station depending on the time. (The orange line stops at Spring Valley Station only weekdays during peak hours). However, you can easily change from orange line to red line at several downtown Dallas stations, [see map](#).

**From Love Field:** - DART Rail Green and Orange Lines operate from Love Field. You will need to take the Love Link 524 shuttle bus from the airport to the train station (short ride). <https://www.dart.org/riding/lovefield.asp>. Transfer to the Red line (at one of several downtown Dallas stations, [see map](#)) to connect to the Spring Valley Stations.

**From/To Venue:** Region 10 will provide a shuttle from the conference hotel (Courtyard) to the venue.

**Hotel: Courtyard Dallas Richardson at Spring Valley**, 1000 South Sherman Street, Richardson, (\$84 plus tax/night, breakfast included). For reservations, go to

<https://www.marriott.com/event-reservations/reservation-link.mi?id=1615315506177&key=GRP&app=resvlink>

You can also call Marriott Reservations at 1(800) 321-2211 or the hotel at (972) 235-5000 before **Wednesday, July 7, 2021**, and identify yourself as part of the Academy of Pediatric Physical Therapy group staying at the Courtyard Dallas Richardson at Spring Valley.

Grab and Go breakfast is included, and a shuttle will be available in the morning to the conference and a return shuttle in the afternoon.

Parking at the hotel is free. The hotel is not visible from Spring Valley Road. When you go South on Sherman Street (from Spring Valley Road), the hotel is on the right, just behind the CVS Pharmacy.

**Course Venue:** Region 10 Education Service Center  
400 E. Spring Valley Rd, Richardson, TX 75081

*Innovations will be following [CDC guidelines](#) (which may differ from state and/or local requirements) during this conference, including but not limited to requiring everyone to wear masks and limiting registration to ensure appropriate spacing between participants.*

The main entrance to the conference center is from the parking lot on the backside (south) of the building. The door is marked entrance A. Entrance B and entrance C are also public entrances into the conference area. Doors will be open for entry at 7:30 AM. Doors D-K are employee-only access and will be locked. Parking is free. If you enter the parking lot from Abrams road, go to the opposite (east) end of the building. If you enter the lot from Spring Valley road, go to the left (east). Guests are welcome to park anywhere in our lot or on the street (Spring Valley Rd).

Friday rooms: Houston/Lamar and Austin/Bowie/Crockett [all on second floor, elevator is available in main lobby, stairs near entrance B and C]

Saturday room: Collin/Dallas/Ellis room, on first floor

Lactation/Family Room: first floor near Entrance A, (next to Rockwall room)

**Food:** If possible (given COVID protocols/CDC guidance) Coffee/Tea will be available each morning. Breakfast is on your own (included in room rate for those staying at Courtyard Dallas Richardson at Spring Valley). Lunch and breaks are provided both days.

**Local information/Points of Interest.** DFW Visitors' Guides:

- <https://www.visitdallas-fortworth.com/>
- <https://www.fodors.com/world/north-america/usa/texas/dallas-and-fort-worth>
- <https://www.visitdallas.com/things-to-do/attractions/index.html>