

Twelfth Annual

THERAPIES IN THE SCHOOL

CONFERENCE
November 17-18, 2011
Framingham, Massachusetts

**Kelly Charlebois
Kim Doyle
Carolyn Finch
Jonathan Greenwood**

**Terry Jordan
Donna McCrorey
Deborah Natale
Meira Orentlicher**

**Cathy Stern
Debra Widmer-Reyes
Debra Wilson
Geraldine Wright**

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THURSDAY NOVEMBER 17 2011

8:15-8:45 Registration/Continental Breakfast

8:45-9:00 **Welcome and Introduction - Carol Loria, Conference Chairperson**

9:00-10:30 **Putting IDEA into practice: What do recent Mandates, Regulations and Future Directions Mean for Therapists Practicing in the School Setting**
Meira Orentlicher

School-based practice is shaped by laws and regulations that continually change and related services providers are challenged to keep up with how these regulations impact their work, and what new opportunities may result. This session will provide participants with information and practical strategies they can use to keep current with issues, trends, and recommended best practices related to providing services for children and youth in public schools. Practical applications will be stressed through dynamic, engaging cases.

10:30-10:50 Break

10:50-12:20 **S'cool Moves:**
How Does Brain Research and Mind Body Science Apply to School Based Practice?
Debra Wilson

Understanding the relationship between school based practice and the neurophysiology of learning is essential for developing a collaborative program that focuses on the academic needs of children without excluding the developmental foundation essential for academic success. Theoretical models including Debra's Energy Expenditure Model and Margot Heiniger White's Learning Pyramid will be discussed.

12:20-1:45 Lunch (on your own)

1:45-5:00 **Concurrent Workshops 1: 15 minute afternoon breaks will be scheduled for each workshop. (Indicate your first and second choices on the registration form)**

A. Seating and Beyond: Equipment Options for Children with Complex Adaptive Needs
Jonathan Greenwood

This session will guide school-based clinicians through the process of managing the equipment needs of complex pediatric patients and their families including seating and beyond that of seating. This course will identify the indications, complications and complexities when choosing equipment for complex kids and will highlight current clinical assessment, equipment options, justification of equipment and Evidence Based Practice for the variety of equipment options to enhance the function and fun of children with adaptive needs.

B. Transitioning: How can Related Service Providers Support Transitions for students with Disabilities when Transitioning from School to Adult Life
Meira Orentlicher

The purpose of this interactive presentation is to explore the role related service providers can play in supporting students and families during the transition from school to adult life. Relevant legal mandates best practices, and solutions for common challenges will be discussed. An emphasis will be on the inclusion of transition related interventions in elementary and middle school. Participants will be encouraged to consider their role in transition above and beyond their role in typical daily treatment settings.

C. S'cool Moves: Integrating Neuro-Sensory Activities into Daily Routines for Academic Success, Focus Control, and Self-Regulation
Debra Wilson

With the focus on improving academic achievement for all students, therapists and support staff play an essential role. This hands-on workshop provides effective, engaging neuro-sensory activities that incorporate the best practices in learning theory, behavioral optometry, brain science, and sensory processing. Integrating the activities into busy classrooms is the key to collaboration success.

D. Using the iPad as an Educational Tool
Kelly Charlebois

This session will explore the possibilities that the iPad offers in the general and special education classroom. Apps to support reading, writing, math and organization will be presented and discussed. Accessibility options and functional use of the iPad in the educational environment will also be discussed.

FRIDAY NOVEMBER 18 2011

- 8:00-8:30 Continental Breakfast
- 8:30-10:00 **Dysgraphia, Dyslexia, Dyspraxia, ADHD: The Vision Connection and How to Visually Enhance your Therapeutic Programs**
Cathy Stern
New research supports a strong visual processing connection for mastering writing, reading, and motor learning. Current thinking about the visual connection will be highlighted. Participants will learn strategies to visually enhance their therapy to facilitate optimal performance for children with
- Dysgraphia
 - Dyslexia
 - Dyspraxia
 - ADHD
- 10:00-10:20 Break
- 10:20-11:50 **Collaborative Rtl, A Creative Approach: Economic and Outcome Benefits**
Terry Jordan, Debra Widmer-Reyes, Geraldine Wright
This session will share a creative approach to collaborative Rtl used by the kindergarten team at the Stonington Public Schools. Format, overall curriculum and rationale will be presented along with data outcomes. The constructive approach will focus on team dynamics in terms of Centers of Excellence and economic benefits.
- 11:50-1:00 Luncheon (provided)
- 1:00-4:15 **Concurrent Workshops II 15 minute afternoon breaks will be scheduled for each workshop. (Indicate your first and second choice on the registration form)**
- A. Addressing Motor Needs of Children with High Functioning Autism, NLD, and Asperger's Syndrome**
Kim Doyle
The mildly delayed, awkward, clumsy or quirky student can be a challenge for therapists in regards to eligibility. This session will provide the school based therapist with strategies to address motor needs of higher functioning students on the Autistic Spectrum in the public school setting.
- B. Collaborative Team Strategies: Attention and Executive Functioning Skills**
Deborah Natale
Executive functioning is the next big push in special education. This workshop will focus on practical activities and strategies to help K-12 students with deficits in executive functioning and organization function more successfully and independently in the school environment. Enhancing these critical skills helps all students, with and without learning disabilities.
- initiation
 - organization
 - time management
 - impulse control
 - attention
 - planning skills
 - self-regulation
- C. Brain Gym**
Carolyn Finch
This session will focus on using Brain Gym with your students to help them learn ANYTHING faster and more easily at school, in athletics and with social skills. Brain Gym is a program of easy physical movements that synchronize body and mind to optimize how students learn and perform in all areas of their lives. These movements bring about rapid and lasting changes in fundamental abilities, including focus, organization, comprehension, physical co-ordination, social and communication skills, memory, attentiveness and more.
- D. Seeing is Achieving - Visual Techniques to Enhance your Therapy**
Cathy Stern, Donna McCrorey
20/20 Eyesight does not mean perfect vision. You will enhance your therapeutic success by learning techniques for improving visual performance that can be quickly and easily incorporated into a child's individual therapy or into the class room.