

THERAPY IN EDUCATIONAL SETTINGS

# TIES

## CONFERENCE

April 20 & 21, 2017



**Valley River Inn**

1000 Valley River Way  
Eugene, Oregon

*Sponsored by:*

**Regional and Statewide Services for Students with Orthopedic Impairments**

Office of Learning/Student Services, Oregon Department of Education

### SCHEDULE

#### THURSDAY, APRIL 20, 2017

8:00 - 8:30 Check-in, coffee/treats  
8:30 - 10:00 **Keynote**  
10:00 - 10:15 *Break*  
10:15 - 12:00 **Keynote** *(continued)*  
12:45 - 1:00 *Lunch - Baked Potato Bar*  
1:00 - 2:30 **Keynote** *(continued)*  
2:30 - 3:00 Therapist Awards  
3:00 - 4:00 **Keynote** *concludes*

#### FRIDAY, APRIL 21, 2017

8:00 - 8:30 Check-in, coffee/treats  
8:30 - 9:30 **Session 1** - *(concurrent)*  
9:30 - 10:00 *Break | Exhibit Access*  
10:00 - 12:00 **Session 2** *(concurrent)*  
12:00 - 12:45 *Lunch - Fajita Buffet*  
12:45 - 2:15 **Session 3** *(concurrent)*  
2:15 - 2:30 *Break | Exhibit Access*  
2:30 - 4:00 **Session 4** *(concurrent)*

### REGISTRATION

**Early registration deadline is March 31, 2017.**

**\$245** two-day fee before **3-31-17 (\$265 LATE)** **\$160** one-day fee before **3-31-17 (\$180 LATE)**  
**\$150** two-day and **\$90** one-day fee for full time college students

Indicate which breakout session(s) you plan to attend when you register online. Please pay with a debit or credit card through the registration page or provide a PO as soon as you register to guarantee a place. You will receive an email confirmation within a half hour after you register. **The two-day TIES Conference provides 12 clock hours or 1.2 CEUs.**

# 2017 TIES | KEYNOTE

Thursday, April 20, 2017 | 8:30 – 4:00

## Where Does the Time Go? Transitions across the Lifespan for Students with Disabilities

While the focus of this comprehensive transition course is designed to give therapists the tools to become active members of high school transition teams, transitions from Early Intervention to School and throughout the school years will be discussed along the continuum. A detailed look at critical components of an evaluation, published tools available, and practical methods to structure data gathering will be discussed.

Using the ICF model, the Guide to Physical Therapy Practice and the OT Practice Framework, this presentation is designed to review the evidence supporting OT and PT involvement on the transition team. An actual “case study” will be integrated through each topic of the day to illustrate the evidence presented, from the perspective of a student and family as they move through the transition process.



**Toni Doty, PT, PhD, PCS**, has worked with children in neonatal intensive care unit, EI and in the schools for over 25 years. Dr. Doty is a Pediatric Certified specialist and works for Stow Munroe Falls City schools and as adjunct faculty in the DPT program at Walsh University. She has served as Chair for the APTA’s taskforce on the Continuum of Care for People with Lifelong Disabilities and the Vice Chair of the APTA’s Adults/Adolescents with Developmental Disabilities SIG.

**Amy Brooks MEd, CRC**, was diagnosed with Cerebral Palsy at ten months of age. At 28, she holds a Bachelor's degree in Psychology and a Master's in Rehabilitation Counseling from Kent State University. In addition, she has worked for the Center for Innovation Transition and Employment, Goodwill Industries as a Rehabilitation Counselor. She is now employed at Malone University’s Disability Services, assisting students with intellectual disabilities in their transition to college. Amy credits her supportive community, family and continuous physical and occupational therapy for her successes.

# 2017 TIES | BREAKOUT SESSIONS

Friday, April 21, 2017 | 8:30 – 4:00

## SESSION ONE • 8:30 – 9:30

### **1a** Learning to Walk, Walking to Learn (This a two block session, from 8:30-12:00)

Systematic Review and Clinical Practice Guidelines for Gait Trainer Use, using ICF & Oxfor CEBM. One section details the GMFCS and GMFM as an outcome measure.

#### Learning Objectives

- Be able to describe the evidence supporting Gait Trainer Use
- Be able to determine a child's GMFCS Level
- Be able to write measurable achievable functional goals for a specific child in a gait trainer

**Ginny Paleg** is a pediatric PT from Silver Spring, Maryland. She has worked at NIH, HSC Pediatric Center, adult group homes and in schools. For the past 14 years, she has worked for her local school system in their early intervention program. Ginny earned her Master's Degree in Physical Therapy at Emory University and her DScPT at the University of Maryland Baltimore. She is on the editorial board of the Rehab Management Magazine. Ginny is an active member of APTA, having served as a state representative and reimbursement specialist. Recently, she has published several articles in peer reviewed journals; one on standing (Clin Rehab 2015) and one on wheeled mobility. She became certified in 2014 for the General Movement Assessment, a tool which has a 92-98% success rate at identifying which 2-5 month old infants will have cerebral palsy. Ginny specializes in assessment and interventions for children at the GMFCS Levels 4 and 5.



### **1b** Documenting Therapy Service on an Individual Education Plan

While there is no one "right way" to deliver and document your services, there are many "wrong ways". We will walk through examples using Oregon Department of Education Standard IEP Guidelines and the Physical & Occupational Therapy under IDEA in Oregon manual as our guide.

#### Learning Objectives

- Participants will learn about several district service delivery models being used in Oregon.
- Participants will be able to accurately document their service delivery model for IEP's.
- Participants will learn to use ODE sponsored resources for crafting IEP's.

**Nancy Lawson, MA** brings over 30 years of experience in special education across two states. She has had extensive training and experience in writing defensible IEP's. In her prior role as RSOI Coordinator, Nancy had the opportunity to learn several different services delivery models being used by OT's and PT's throughout Oregon.



## 1c Engaging Students Using Makey Makey

Explore how to use MakeyMakey along with everyday objects to create fun and engaging activities for students with a variety of sensory, motor, and cognitive needs. If you've never played with a MakeyMakey kit, this is your chance! Prepare to think outside of the box in this hands-on workshop, as we collaborate with each other and consider how to use this fun tool to engage the students we serve.

### Learning Objectives

- Discover activities students can do with a MakeyMakey kit.
- Use AT (MakeyMakey) to facilitate a variety of sensory, motor, and cognitive skills.
- Have fun!



**Sharon Osborne** is an Occupational Therapist with the Douglas ESD, serving students aged 3-21 in preschool and school based settings.

## Break & Exhibits 9:30 – 10:00

- Bellevue Healthcare
- Brewis Group
- Cascade Dafo, Inc.
- Kinova Robotics
- Inspired by Drive
- Ottobock Health Care
- Pacific Healthcare Associates, Inc.
- TVH Mobility

## SESSION TWO • 10:00 – 12:00

### 2b Workloads & Caseloads across the US: Challenges & Opportunities for Best Practice in School Settings

Across the US, school systems have been tasked with implementing more rigorous curricula while still including students with disabilities. Therapists (OTs)(PTs)and (SLPs), focus on facilitating access to and participation in educational activities and routines, and in continuing to help students in general and special education programs achieve positive learning outcomes and prepare “for further education, employment, and independent living.” Providing adequate time in therapists’ schedules for communication with teachers and parents/guardians builds rapport with school teams and helps to ensure OTs, PTs, and SLPs are equal partners in the IEP/IFSP process. However, as the demand for services increases, school districts in the US have had to be strategic about serving the needs for children with disabilities. A comparison of which states have adopted workload or caseload requirements and the relative benefits and challenges posed by each approach will be presented.

## Learning Objectives

- Appreciate the perspective of workload & caseload estimates across the US & how professional organizations & other states are helping to deal with serving the needs of children within the school system.
- Understand the relative benefits, challenges and demonstrate the ability to use calculating rubrics to determine workloads within their district.
- Discuss the challenges and potential benefits of workload calculations to a school district's recruitment & retention efforts for OTs, PTs and SLPs & promotion of increased access to services & positive outcomes for students.

**Sandra Rogers, Ph.D., OTR/L** has been an occupational therapist for 25+ years with an emphasis in clinical and research work with infants and children who have neurological impairments. She received her bachelor's degree in Occupational therapy, masters of science in psychology and therapeutic science and her doctorate from University of Wisconsin-Madison in Kinesiology. Sandra has taught in occupational therapy programs at University of Wisconsin-Madison, The Ohio State University, and is currently in the School of Occupational Therapy, College of Health Professions at Pacific University. She currently works with at-risk youth in a variety of settings to support transitions to adult life. She is partnered with OTA0, the OT licensing board, and school-based practitioners to discuss workload and caseload issues around the state of Oregon.



## 2c Eye Gaze 101

This training will cover how to use eye gaze technologies with children and how to successfully use it within the classroom. Topics within the training will include:

- what is eye gaze and who are the best candidates for it
- different high and low technology systems
- strategies for classroom use
- hierarchy of practicing eye gaze
- other alternative access methods to support students

## Learning Objectives

- Participants will understand who would be a good candidate for eye gaze.
- Participants will learn the basics of implementation of the eye gaze within the classroom.
- Participants will learn the variety of eye gaze devices and alternative access methods available to students.

**Amanda Wallace, MS, CCC-SLP** received her master's degree in communication sciences and disorders at Nova Southeastern University in 2013. She was a Speech Language Pathologist for High Desert Education Service District, working with Early Childhood Special Education. Currently, she is serving her 4th year as an Augmentative Communication Specialist for HDESD, serving students birth to 21 years. Amanda provides AAC evaluation, coaching/consultation, and training services for school districts within Central Oregon.



**Wendy Burkhardt**, An Assistive Technology Specialist for High Desert ESD. She currently serves students ages 3-21. She is experienced in a variety of access methods for students with complex communication needs. Wendy has over 20 years experience in the field of special education and has been an AT Specialist for the last 10 years.



**Lunch • 12:00 - 12:45** Fajita Buffet | gluten-free, vegetarian and dairy-free options

## **SESSION THREE • 12:45 – 2:15**

### **3a Get on Your Feet (This is a two block session, from 12:45 – 4:00)**

Systematic review and Clinical Practice Guidelines for Supported Standing programs (Standers).

#### **Learning Objectives**

- Be able to describe three research articles and their evidence for standing.
- Be able to describe how many degrees of abduction is optimal
- Be able to write three measurable achievable functional goals for a specific child in a stander

**Ginny Paleg** is a pediatric PT from Silver Spring, Maryland. She has worked at NIH, HSC Pediatric Center, adult group homes and in schools. For the past 14 years, she has worked for her local school system in their early intervention program. Ginny earned her Master's Degree in Physical Therapy at Emory University and her DScPT at the University of Maryland Baltimore. She is on the editorial board of the Rehab Management Magazine. Ginny is an active member of APTA, having served as a state representative and reimbursement specialist. Recently, she has published several articles in peer reviewed journals; one on standing (Clin Rehab 2015) and one on wheeled mobility. She became certified in 2014 for the General Movement Assessment, a tool which has a 92-98% success rate at identifying which 2-5 month old infants will have cerebral palsy. Ginny specializes in assessment and interventions for children at the GMFCS Levels 4 and 5.



### **3b The General Movements Assessment, An Important New Tool for Early Detection of CP**

The GMA is an observational assessment used with pre-term to 3 month old babies, which can detect signs of cerebral palsy and other neurological deficits very early. It has the potential to result in earlier intervention and hopefully changes in expression of motor impairment.

#### **Learning Objectives**

- Participants will understand the 2 types of general movements present prior to volitional movement of infants
- Participants will be exposed to abnormal general movements and understand what they mean related to potential neurological deficits.
- Understand the reason for earlier referrals from those using the GMA for PT/OT services in EI.

**Cat McGovern-Zlotek** has been practicing in pediatrics for her entire career and at the CDRC for 28 years. She has particular expertise in neuromotor dysfunction and its impact on occupation throughout the lifespan. She received her certification in using the GMA in September 2016 and has been developing a program for its use with the Riverbend NICU in Springfield.



### **3c The Kawa Model: Culturally Relevant Occupational Therapy**

The Kawa Model aims to provide a framework that would enable therapists and students to understand and be sensitive to the client's circumstances in context. This would enable development and use of intervention strategies that are truly client-centered. Occupational therapy is faced with a challenge of having culturally relevant conceptual models and ideas about occupation or doing, as well as appropriate methods of delivery of therapy. The model serves as a departure point from Western based models of practice that strongly value and strive for the client's independence and autonomy in occupational performance. On the contrary, the Eastern perspective focuses more on collective shared interest and consensus between the client and the environment.

#### **Learning Objectives**

- Participants will learn a new model called the Kawa Model
- They will learn new ways of approaching students including families & their communities with a greater understanding of cultural relevance.
- They will have a greater understanding of the limitations of our current model which is based in an allopathic system & agenda.

**Daniel Lee** is an Oregon resident working as a school based Occupational Therapist currently in Alaska providing services to students in rural villages and some more urban settings. He has been working in this field for approximately 27 years. He was also in the last stages of a 2-year training in Bio Dynamic Cranio Sacral work. Daniel's other love is Family System Constellation (FSC) work which he has been studying in Europe and Seattle for the last 5 years. FSC is a practice dealing with transgenerational trauma and how it gets passed on from generation to generation. This new model he has come across, the Kawa Model comes out of Japan and was developed as an answer to the current Western model which struggles when provided in other cultures. It has relevance and a new way of thinking in this culture as well. It is an amazing piece of work.

## **SESSION FOUR • 2:30 – 4:00**

### **4b Family Balance: Encouraging Emotional Development of Children with Disabling Conditions**

Children living with disabling conditions and their families are challenged to meet developmental tasks. Emphasis on physical, motor, ADL, and communication tasks are crucial, and interact with the emotional tasks associated with development. This presentation will discuss Ericson's stages of development as they are impacted by disabling conditions for the young person and their family--including trust, autonomy, initiative, industry, and identity.

## Learning Objectives

- the participant will be able to identify the emotional tasks of child and adolescent development
- the participant will better understand how emotional tasks can be/are impacted by the presence of a disabling condition
- the participant will have a clearer understanding of how families can maintain balance as they encourage development of their child(ren).



**Dr. Don Lollar** spent the first 25 years of his career as a practicing psychologist with children and adolescents living with disabling conditions. He developed the Office on Disability and Health at the US Centers for Disease Control and Prevention before coming to OHSU as Associate Director of the Institute on Development & Disability. Dr. Lollar was the Director of the OHSU University Center for Excellence in Developmental Disabilities (UCEDD). He has written extensively in the areas of disability, children, developmental issues, and public health.

## 4C The ABC's of Making Books and Writing Activities Accessible for All Learners

Join Ruth for this make and take workshop for fresh ideas on making literacy fun and accessible for students whom experience learning challenges and motor complexities. Examples of adapted Literacy materials will be presented and discussed, including low tech to high tech examples. The workshop includes a hands on component, where you will have the opportunity to create a book that you get to keep!

## Learning Objectives

- Identify items that make good page “Fluffers”
- Describe 2-3 tools/strategies that can be used to assist a student with motor challenges access to books
- Define sites where alternative book formats can be found

**Ruth McKee**, COTA/L, ATP, Columbia Regional Program, is an AT Practitioner that specializes in working with children with low incidence disabilities. Ruth has 25 years of hands on experience in the area of Assistive Technology. She is a local, as well as a national presenter. Ruth received her AA in Applied Science from Mount Hood Community College in 1990, and received her ATP certificate in 2005. Ruth enjoys presenting on Adapted Play and switch selection for children with complex needs.



## LODGING

### VALLEY RIVER INN

1000 Valley River Way, Eugene, OR 97401

**\$134 Single/Double Rate**

*For room reservations, call:*

**1-541-743-1000**

A block of rooms has been reserved at the Valley River Inn at the special conference rate. Mention the TIES Conference to receive the reduced rate.

## UNIVERSITY CREDIT

One credit from PSU, \$60 payable separately, is currently pending. Applications will be available on-site.

## REGISTRATION

**Pre-registration deadline is March 31, 2017.**

**\$245** two-day fee before **3-31-17** (**\$265 LATE**)

**\$160** one-day fee before **3-31-17** (**\$180 LATE**)

**\$150** two-day and **\$90** one-day fee for parents or full time college students.

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**Payment:** If reserving with a Purchase Order, it can be mailed to address below or emailed to [kelli.fife@douglasesd.k12.or.us](mailto:kelli.fife@douglasesd.k12.or.us). If paying by check, mail as soon as possible to:

**POs payable to:**

Douglas ESD - TIES Conference - *Attn: Kelli Fife*  
1871 NE Stephens, Roseburg, OR 97470

**REFUNDS** – We are able to give a full refund up to one week before the Conference. After that we are not able to refund the registration fee.

**For further information:**

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