

SoPAC Conference Programming

Wednesday, August 31

7:00 to 8:30 am

APTA Section on Pediatrics Membership Breakfast: Meet & Greet (*breakfast buffet provided*)

8:30 to 9:45 am

General Session: APTA Section on Pediatrics Welcome and Disney's Approach to Leadership Excellence

(*Speakers: Joe Schreiber, PT, PhD, PCS; Cindy Miles, PT, MEd, PCS; Disney Institute facilitators*)

Following an introduction to the Section's second annual conference and an overview of how SoPAC seeks to meet the Section on Pediatrics' mission and the goals of the larger pediatric community, participants will learn strategies to make a proactive approach to change. Today's workforce responds to leadership that follows a coaching or mentoring model; gone is yesterday's top-down managerial hierarchy. Today's successful leaders work with their teams to provide vision and to set goals, as well as to encourage involvement and accountability. Walt Disney himself was a firm believer in this style of leadership. The *Disneyland*® Resort opened in 1955, reflecting his innovative methods and unique vision. Soon the business community noticed that Disney had created something applicable to them. At the Disney Institute, you have the opportunity to benchmark a world-class approach to leadership. Our professional facilitators will unveil the fundamental leadership philosophies behind one of Walt's greatest successes: the *Disneyland*® Resort. Through this engaging session, you will see first-hand the principles that are at the core of Disney's organizational strength.

Upon completion of this session, participants will be able to:

- Understand the purpose of SoPAC and mission of the Section on Pediatrics
- Identify trends in the larger pediatric physical therapy community
- Interpret the organizational vision for your team and communicate that vision in a way that motivates action
- Examine the culture of those you lead, and structure them in a way that maximizes their involvement
- Employ strategies that will enable your team to take a proactive approach toward change
- Identify the specific leadership values and behaviors that will contribute to your success as a leader
- Implement your own action plan so that your vision, goals, and leadership development complement one another

9:45 to 10:45 am

General Session: Health Disparity for Children in Our Backyard

(*Speaker: Leslie Rubin, MD*)

Children who grow up in circumstances of social and economic disadvantage are exposed to environmental factors that directly and indirectly cause or exacerbate many serious childhood health problems, such as asthma, obesity, high blood pressure, diabetes, learning disabilities,

attention-deficit-hyperactivity disorder, and even conditions like cerebral palsy. Their home, school, and community environments contribute substantially to the prevalence and pattern of morbidity through indoor air quality and exposure to environmental toxins, including but not limited to lead, mold, and second-hand smoke. Furthermore, the neighborhoods and communities in which the children live are likely to be harsh because of absence of green space and places to play, as well as being risky because of the increased potential for violence. More often than not, the children are prone to become trapped in their homes, in their communities, and in a multi-generational cycle of environmental health disparities that interferes with their ability to reach their full potential. Awareness of environmental health hazards and what can be done to remove or reduce them through education and access to a good education and quality health services, as well as empowerment of the members of the community, will improve the health of the children and their families and improve their opportunity for personal success in breaking out of the cycle.

Upon completion of this session, participants will be able to:

- Become aware of the importance of the environment on the health and well-being of children
- Realize the impact of social and economic factors on the health and well-being of children
- Begin to think about strategies to improve children's environmental health

11:00 am to 12:30 pm

YOUR CHOICE OF THE FOLLOWING CONCURRENT SESSIONS (1 of 6):

- **Platform Presentations: Preparing Pediatric PTs--What's New That You Should Know?**

(Coordinator: Mary Jane Rapport, PT, DPT, PhD)

This session will provide an overview of preparing pediatric physical therapists through entry-level education and the variety of curricular models used. Three selected presenters will then each share their unique approach that involves children in their teaching by sharing a description of what they do, how they assess it, the challenges to implementation, and how others could begin to adapt and use these ideas in their own courses and curriculum.

Upon completion of this session, participants will be able to:

- Gain exposure to unique ideas for teaching students
- Learn about new instructional methods and strategies
- Understand the challenges to implementing novel ideas in courses and curriculum

- **What About Children? Family-Centered Care for Children with Developmental Disabilities**

(Speaker: Leslie Rubin, MD)

Developmental disabilities represent a group of conditions that have their origin early in life and are identified by a delay and difference in development, affecting motor, cognitive, and/or social function that may have an effect on potential success in life. This session will demonstrate how to identify the children who may have developmental

disorders, how to characterize it as best we can, and how to develop intervention strategies that will ensure the child reaches his or her full potential with opportunities for a good education and a future of promise. Furthermore, children with developmental disabilities often have complicating physical, medical, psychological, educational, and social complications and challenges that get in the way of success. There is no one in the child's world more concerned and committed to making sure that the child is well and succeeds than the family. Families can be stressed not only by worry about their child's health and well being, but by the time and emotional energy required and by the added financial burden imposed by the needs of the child. Children do not live in isolation and depend for their very survival on their family and on a network of support. As professionals, we need to be aware of these factors and build them into our management strategies.

Upon completion of this session, participants will be able to:

- Develop an understanding of what is meant by the term developmental disabilities and the implication on children and their families
- Become aware of the needs of children with developmental disabilities and their families
- Develop a better understanding of how the concept of Family Centered Care can be incorporated into practice

- **Identifying Critical Factors Associated with Positive Outcomes for Families with Young Children Using Assistive Technology**

(Speaker: Philippa Campbell, PhD)

Results of studies completed by the Tots-N-Tech research institute with caregivers as well as caregiver data reported in the literature will be presented. Parents' reports of critical factors related to positive outcomes for children's use of AT will be summarized to provide participants with a data-based set of factors for use in practice to ensure successful use of AT.

Upon completion of this session, participants will be able to:

- Become aware of factors that promote caregiver acceptance and use of AT with their infants and children
- Identify the roles that therapists play in establishing these factors
- Identify at least 3 actions that professionals can take to support children's use of AT

- **Lessons from a Longitudinal Study of Infants with Perinatal White Matter Injury, Part 1: Early Intervention, Motor & Brain Development from 2-12 Months-- Lessons for Clinicians & Advocates**

(Speaker: Suzann K Campbell, PT, PhD, FAPTA)

This two-part presentation will share results of a pilot study of a focused intervention to promote locomotion in infants born preterm with perinatal white matter injury (WMI). In Part 1, longitudinal performance on the AIMS and white matter imaging at 12 months is presented for 16 subjects along with information on intervention received by infants.

Upon completion of this session, participants will be able to:

- Gain knowledge of the development on the AIMS, brain development, and course of intervention across the first year of 16 infants born prematurely with perinatal white matter injury
- Improve understanding of the challenges of pilot work for a clinical trial in a multi-center study of intervention for infants with WMI
- Gain knowledge of the potential for use of diffusion tensor brain imaging (DTI) as an outcome measure in clinical trials of intervention for infants with WMI

- **Pediatric Screening for Medical Referral, Part 1**

(Speaker: Robert E DuVall, PT, DHSc, MMSc, ATC, CSCS)

This course will describe how to effectively assess pediatric patients prior to the implementation of physical therapy services by educating licensed physical therapists about how to perform effective pediatric subjective and objective medical screening examinations. The skills that will be developed will allow the physical therapist to identify pediatric patients that need to be referred to other health care providers prior to or during the provision of physical therapy interventions. This course will educate physical therapists about the signs and symptoms that are present in a myriad of pediatric medical diagnoses. It will identify the most appropriate health care providers the physical therapist should refer to if conditions are detected outside of the physical therapist's scope of care. This physical therapist-based pediatric medical screening course will be presented as two different, stand-alone 1.5 hour sessions. Attendees will not need to attend the first session as a prerequisite to attend the second session.

Upon completion of this session, participants will be able to:

- Understand the typical physical, emotional and cognitive development of children from infancy to adolescence
- Understand what constitutes an effective pediatric subjective examination
- Understand what constitutes an effective pediatric medical screening tool
- Be knowledgeable about the use of general medical screens for pediatric patients in musculoskeletal, neuromuscular and cardiopulmonary settings
- Be aware of common "red flags" that can appear in the pediatric population
- Understand when to refer the patient to other health care provider

- **Go Baby Go! The Science, Technology & Training of Power Mobility for Young Children**

(Speakers: James C [Cole] Galloway, PT, PhD; Amy Meyer, PT)

For infants, independent mobility is critical for development. For children with mobility impairments, power mobility provides access to independence. Fortunately, there is a resurgence of clinical and research interest in power mobility for children under 2-3 years of age. Including power mobility in a comprehensive EI program has the promise of lessening the secondary neurological and behavioral impairments associated with immobility, such as isolation and altered social development for the child, altered family dynamics, and decreased school readiness. This session will discuss emerging research, relevant technology, and developed training protocols that soon may reduce many of the real-world barriers to providing young children with power mobility as standard of care.

Upon completion of this session, participants will be able to:

- Discuss research on the impact of mobility on children (ex. cognitive, language and socialization development) and their caregivers (ex. family dynamics, parental expectations)
- Discuss recent research on power mobility training and technology with typically developing infants and those with significant mobility impairments. Also be able to use this information as evidence based support for early power mobility
- Identify and problem-solve the opportunities and challenges associated with early power mobility. These include reimbursement strategies, service delivery, and family/medical professional perceptions
- Discuss future areas of creative technology use – including power assisted walkers, use of sensor technology for safety and socialization

2:30 to 4:00 pm

YOUR CHOICE OF THE FOLLOWING CONCURRENT SESSIONS (1 of 6):

- **Innovative Approaches to Including Children in Teaching Entry-Level PT Education Courses**

(Coordinator: Mary Jane Rapport, PT, DPT, PhD)

This session will provide a forum for six selected platform presentations to be shared within this concurrent session. Each presenter will briefly present a unique and innovative concept, idea, device, strategy, or product developed to enhance teaching pediatric physical therapy in entry-level education programs. The platform presentations may include case reports, case studies, examples of assignments or projects, scholarship of teaching and learning, interprofessional opportunities, service learning, or novel approaches to didactic or lab-based course instruction.

Upon completion of this session, participants will be able to:

- Learn about 3 unique and innovative ways to include children in teaching pediatric physical therapy in courses
- Explore opportunities for modifying current courses to include children
- Discuss challenges to implementing new and innovative teaching with children in physical therapy education.

- **Autism: Past, Present & Future**

(Speaker: Leslie Rubin, MD)

Autism is a condition that affects nearly 1 in 100 children, a dramatic increase over the past 50 years. A significant part of the explanation for this increase is in the expansion of the diagnostic range to include Pervasive Developmental Disorder (PDD) and Asperger syndrome under the umbrella of the Autism Spectrum Disorders (ASD). The diagnosis of the conditions in the Autism Spectrum requires a set of developmental and behavioral characteristics that significantly affect speech, language, and communication; interaction and socialization; the need for routine, order, and consistency; and other neurologically based sensory and motor characteristics and emotional reactions. The approach to treatment and therapeutic management focuses on improving function, communication, and socialization. There is a growing body of scientific literature that demonstrates the

neurological and genetic basis in the etiology of ASD, as well as examining and exploring treatment and intervention strategies. At the same time, there exists a parallel set of theories and explanations with associated treatments and recommendations that offer families promise of a cure. How do we as professionals dealing with children with developmental and behavioral challenges and families under stress, honestly and respectfully help the children and support the families?

Upon completion of this session, participants will be able to:

- Become familiar with the characteristics of the Autism Spectrum Conditions
- Become familiar with the available and recommended treatments and strategies to promote optimal developmental progress
- Begin to develop a personal and professional approach to the diagnosis and management of children on the Autism Spectrum and their families

- **Facilitating Young Children’s Involvement in Routines/Activities Using Assistive Technology**

(Speaker: Philippa Campbell, PhD)

A wide range of AT devices is available or may be easily fabricated to facilitate a child’s participation in activities and routines. This session will emphasize not just the devices (“the stuff”) but will illustrate an assessment process for embedding use of AT devices to improve activities/routines and facilitate children’s learning.

Upon completion of this session, participants will be able to:

- Practice use the *Assessment of Family Activities/Routines* so that this may be used with families to help identify activities/routines that are going well or not going well
- Generate ideas for how to embed and use adaptations and AT to improve children’s participation within a routine that is not going well
- Generate ideas for embedding learning and use of AT within activities/routines that are going well

- **Lessons from a Longitudinal Study of Infants with Perinatal White Matter Injury, Part 2: Clinical Trial Protocol--Lessons for Researchers & Educators**

(Speaker: Suzann K Campbell, PT, PhD, FAPTA)

This two-part presentation will share results of a pilot study of a focused intervention to promote locomotion in infants born preterm with perinatal white matter injury (WMI). In Part 2, the successes and failures of the research protocol, including recruitment strategies, adherence to protocol, and brain imaging studies, are discussed.

Upon completion of this session, participants will be able to:

- Gain knowledge of the development on the AIMS, brain development, and course of intervention across the first year of 16 infants born prematurely with perinatal white matter injury
- Improve understanding of the challenges of pilot work for a clinical trial in a multi-center study of intervention for infants with WMI
- Gain knowledge of the potential for use of diffusion tensor brain imaging (DTI) as an outcome measure in clinical trials of intervention for infants with WMI

- **Pediatric Screening for Medical Referral, Part 2**

(Speaker: Robert E DuVall, PT, DHSc, MMSc, ATC, CSCS)

This course will describe how to effectively assess pediatric patients prior to the implementation of physical therapy services by educating licensed physical therapists about how to perform effective pediatric subjective and objective medical screening examinations. The skills that will be developed will allow the physical therapist to identify pediatric patients that need to be referred to other health care providers prior to or during the provision of physical therapy interventions. This course will educate physical therapists about the signs and symptoms that are present in a myriad of pediatric medical diagnoses. It will identify the most appropriate health care providers the physical therapist should refer to if conditions are detected outside of the physical therapist's scope of care. This physical therapist-based pediatric medical screening course will be presented as two different, stand-alone 1.5 hour sessions. Attendees will not need to attend the first session as a prerequisite to attend the second session.

Upon completion of this session, participants will be able to:

- Understand the typical physical, emotional and cognitive development of children from infancy to adolescence
- Understand what constitutes an effective pediatric subjective examination
- Understand what constitutes an effective pediatric medical screening tool
- Be knowledgeable about the use of general medical screens for pediatric patients in musculoskeletal, neuromuscular and cardiopulmonary settings
- Be aware of common "red flags" that can appear in the pediatric population
- Understand when to refer the patient to other health care provider

- **Social Mobility: Assisting Children & Families in Maximizing Power Mobility**

(Speaker: James C [Cole] Galloway, PT, PhD)

Clinicians are increasingly considering preschoolers as candidates for power mobility. After clinicians identify the need for power mobility, there are several basic assessment and intervention components that need to be addressed beyond ordering the chair. This session will focus on two of these: funding issues and training for the use of power mobility for socialization.

Upon completion of this session, participants will be able to:

- Problem-solve solutions to the barriers to implementing infant power mobility as a clinical standard of practice for certain populations of children, including reimbursement strategies, service delivery, and family/medical professional perceptions
- Discuss recent research on power mobility training and technology. Also be able to use this information as evidence based support for power mobility
- Identify key clinical issues associated with the assessment for the use power mobility devices for socialization and for use with funding requests
- List three key elements of a powerful letter of medical necessity
- Describe the differences between Medicare, Medicaid and private insurance programs and identify the federal regulations that support independence as a justification for providing complex rehab equipment

- List two strategies for the documentation and appeals process that will improve the likelihood of obtaining funding for complex rehab equipment
- Describe the use of evidence in writing an effective letter of medical necessity

6:00 to 7:30 pm

YOUR CHOICE OF THE FOLLOWING CONCURRENT ACTIVITIES (optional):

- **SoPAC Movie Night** (*sponsored by Adolescents & Adults with Developmental Disabilities SIG*)

(Coordinator: Lorraine Sylvester, PT, MS)

Grab some popcorn and settle in for an evening of delightfully educational entertainment! Our feature film is “Including Samuel.” Photojournalist Dan Habib rarely thought about the inclusion of children with disabilities before he had his son Samuel 8 years ago. Now he thinks about inclusion every day. Shot and produced over 4 years, Habib’s award-winning documentary film chronicles the Habib family’s efforts to include Samuel in every facet of their lives. The film also features four other families with varied inclusion experiences plus interviews with dozens of teachers, young people, parents and disability rights experts. You’ll also be able to browse other valuable films that you can use in your practice, schools, and communities to raise awareness about how we can better facilitate children growing up with developmental disabilities to become fully included in their families, schools, and communities.

Upon completion of this session, participants will be able to:

- Examine a lifespan perspective surrounding the educational, social, and therapeutic impact of inclusion on the real lives of individuals with developmental disabilities
- Discuss ways to use *Including Samuel*, and other films in their practice, schools, and communities to raise awareness of issues and inclusive practices for children, adolescents and adults with developmental disabilities

- **Pediatric Physical Therapy Journal Information Night**

(Speaker: Ann Van Sant, PT, PhD, FAPTA)

This session for those who would like to publish in *Pediatric Physical Therapy* will provide an overview of the process of writing for publication, submission of your work to the journal, the review process, and how to revise to meet reviewers' expectations. Research articles and case reports will be covered and opportunities to contribute to the journal's Clinical Bottom Line feature will be highlighted.

Upon completion of this session, participants will be able to:

- Prepare for the process of submitting a manuscript to a peer reviewed journal
- Select an appropriate journal based on the author’s intended audience
- Use Instructions for Authors to prepare the manuscript according to a journal’s style requirements and professional writing standards
- Be able to state the steps in the process of blinded peer review by a professional journal.
- Respond appropriately to reviewer feedback.

Thursday, September 1

8:00 to 9:30 am

YOUR CHOICE OF THE FOLLOWING CONCURRENT ROUNDTABLES (1 of 5):

(breakfast will be served)

- **Activity-focused Interventions to Address Functional Motor Behavior Within Early Intervention Settings**

(Facilitators: Heidi Eigsti, PT, DPT, PhD, PCS; Mary Jane Rapport, PT, DPT, PhD)

This roundtable will be an interactive session to share ideas on addressing impairments in body structure/function within the context of activities and daily routines. Come prepared with examples of your successes, questions to address your challenges, and thoughts about how we can use activities to enhance our interventions as part of early intervention.

Upon completion of this session, participants will be able to:

- participants will discuss how to shift intervention from impairments to function
- participants will discuss how to consider impairments when designing activity-based interventions
- participants will share clinical examples that have been challenging to get ideas from other PTs on using this intervention model

- **Family Perspectives / Lifespan Panel**

(Speakers: Kathie and Benjamin Snow; Chuck Roberts; Facilitator: Lorrie Sylvester, PT, MS)

Children with developmental disabilities and their families are introduced to physical therapy very early in life, and continue the relationship in some form or fashion throughout childhood, adolescence, and into adulthood. What do families say they need at each developmental juncture? What do they want from PTs, and how can we help families navigate the journey from childhood into adulthood and beyond? Panel perspectives come from a child with developmental disability, a college student with cerebral palsy, a middle-aged adult with cerebral palsy, and their caregivers/colleagues.

Upon completion of this session, participants will be able to:

TK

- **School-based Issues: Workload, Frequency & Intensity**

(Speakers: Larry Rechlin, PT, MS; Susan Cecere, PT, MHS)

This discussion will address the mostly commonly cited concerns of school-based PTs: workload determination and frequency and intensity of service delivery. Moderators will set the stage for the discussion by reviewing existing clinical reasoning tools currently used by some jurisdictions and sharing data on workload from a national APTA study. Clinical reasoning tools are supportive of the ICF as the foundation for school practice decision making. Participants will be provided a forum in which to share their work experiences and tools they have been exposed to or use in regard to these issues.

Upon completion of this session, participants will be able to:

- Participants will be able to share their past and current work experiences in the area of workload and service delivery frequency and intensity and have a dialogue with others regarding school-based practices
- Participants will be able to develop and initiate clinical decision making skills addressing frequency and intensity of service delivery in the educational environment by understanding the ICF concepts as they relate to school practice
- Participants will be given the tools to initiate the workload concept in their own jurisdictions by understanding the use of a time study and the application of its data

- **Nuts & Bolts: How-to Session on Database Searches, Article Analysis & Application to Clinical Practice**

(Speaker: Joe Schreiber, PT, PhD, PCS)

Participants will discuss strategies for finding answers to clinical questions, applying the evidence to daily practice, evaluating the impact, and effectively sharing the information with colleagues. Bring your laptops for some guided hands-on practice with database searches and analysis of evidence.

Upon completion of this session, participants will be able to:

- Define evidence based practice and discuss implications for clinical practice
- Compare and contrast background and foreground clinical questions
- Apply a search strategy to obtain a research article pertaining to a clinical question
- Use Sackett's levels of evidence and an understanding of internal validity to analyze the quality of the research evidence
- Describe strategies to effectively translate research evidence into clinical practice

- **The Future of Pediatric Preparation**

(Speakers: Jane Sweeney, PT, PhD, FAPTA; Lisa Kenyon, PT, PhD, PCS)

Join members of the Pediatric Specialty Council and Fellows of the American Physical Therapy Association for a discussion concerning clinical specialist certification and recertification in pediatrics and the role of residency programs in the Section's vision.

Upon completion of this session, participants will be able to:

TK

10:30 to Noon

YOUR CHOICE OF THE FOLLOWING GENERAL SESSIONS (1 of 2):

- **A Life-Course Approach to Development: Principles to Practice**

(Speakers: Katherine J Sullivan, PT, PhD, FAHA; Regina Harbourne, PhD, PT, PCS)

Physical therapists help build capacity for life skills, which change over time and throughout development from infancy through adulthood. This presentation will focus on utilizing developmental principles to determine physical therapy needs and plan intervention for individuals, while using the perspective of the International Classification of Function, Health and Disability. Factors related to the domains of physical, cognitive, and emotional capacity will be used to conceptualize intervention at

all levels of health-status for the individual. A life-stage approach to physical therapy care will be used to identify opportunities to promote health and wellness for clients with episodic, chronic, or developmental health conditions.

Upon completion of this session, participants will be able to:

- Understand the use of the ICF in a developmental perspective to plan intervention
- Relate multiple factors both internal and external to the individual within the context of community participation
- Utilize a life stage approach to discuss unique health risks or accumulation of chronic conditions through the life span.

- **Variability in Postural Control During Infancy: Implications for Development, Assessment & Intervention**

(Speaker: Stacy Dusing, PT, PhD)

Variability is a hallmark of typical development, and postural control is the foundation for many developmental skills. This educational session will discuss recent evidence and theory regarding the development of postural control in the neonate, young infant, and child with and without disabilities. Clinical examples and cases will be used to highlight the importance of providing opportunities for the development of variable postural control strategies.

Upon completion of this session, participants will be able to:

- Describe why variability is an important component of the development of postural control
- Develop strategies to monitor variability in clinical practice
- Describe intervention methods that can be used to provide opportunities for variable postural control practice

1:00 to 2:30 pm

YOUR CHOICE OF THE FOLLOWING CONCURRENT SESSIONS (1 of 6):

- **Blending Recovery & Compensation in a Life-Stage Approach to Developmental Skill Acquisition**

(Speakers: Katherine J Sullivan, PT, PhD, FAHA; Regina Harbourne, PhD, PT, PCS)

When is it time to allow compensation vs. attempting “recovery” or normal movement for functional activity? Using the application of neuroscience principles to a life-skills perspective, selection of appropriate interventions will be discussed and applied to different case scenarios. Principles of neuroplasticity, motor learning, and motor control will be translated to clinical assessment and intervention within a developmental overview.

Upon completion of this session, participants will be able to:

- Understand how principles of neuroplasticity can be applied in a clinical context
- Discuss selection and evaluation of interventions using a life stage perspective

- Weigh the options for compensation and/or recovery in respect to the lifestyle and life stage of several case studies.

- **Applying the NICU Practice Guidelines to Cases, Part 1**

(Moderator: Jane Sweeney PT, PhD, PCS, FAPTA; Panel Members: Stacey Dusing, PT, PhD; Jan McElroy, PT, MS, PCS; Marie Reilly, PT, PhD)

In this sequential two-part presentation, a neonatal physical therapy practice framework will be applied to two cases and will include recommendations for clinical training, overview of clinical competencies, and evidence-based practice recommendations.

Upon completion of this session, participants will be able to:

TK

- **Engaging Parents in Promoting Children’s Health & Well-Being: “Learn the Signs, Act Early” Campaign**

(Speakers: Julia Whitney, National Center on Birth Defects & Developmental Disabilities, CDC)

This session will address developmental milestones in young children in the areas of social/emotional, cognitive, and language development; how to recognize and respond to early warning signs of autism or other developmental delay; and “Learn the Signs, Act Early” resources.

Upon completion of this session, participants will be able to:

- Identify developmental milestones in young children in the areas of social/emotional, cognitive, and language development
- Recognize how these developmental milestones may present in a child with autism or other developmental delay
- Describe “Learn the Signs. Act Early.” resources that can be helpful in working with children and families

- **Tips & Tools: Techniques to Assist Pediatric Clinical Instructors**

(Speaker: Lisa Kenyon, PT, PhD, PCS)

Clinical instructors (CIs) in pediatric physical therapy often face the task of assisting students in learning aspects of patient care that may be unfamiliar to the student, such as interacting with children and families, considering a child’s developmental level and family needs, and the use of play/motivational strategies in therapy sessions. This session will introduce clinical frameworks and tools developed to help CIs guide students through various aspects of the patient/client management process as applied to pediatric physical therapist practice. As a follow-up to the session, participants will be given the opportunity to take part in ongoing discussion through the Section’s Online Community.

Upon completion of this session, participants will be able to:

- Consider the impact of factors unique to pediatric practice settings on student clinical education experiences in pediatrics

- Apply component steps of frameworks developed to assist clinical instructors in guiding students through the clinical decision-making process in pediatrics physical therapist practice
- Apply tools developed to assist clinical instructors in guiding and directing student learning during pediatric clinical education experiences
- **The Role of Special Olympics & Healthy Athletes FUNfitness in Assessing, Promoting & Providing Opportunities for Physical Activity in Community-based Settings**

(Speaker: Jim Gleason, PT, MS)

Special Olympics began as a sports program for persons with intellectual disability. Since its beginning in the 1960s its programs have become worldwide and have developed into a wide range of activities focused on promoting physical activity and sports participation as well as health promotion initiatives. The range of programs offered by Special Olympics will be presented with particular emphasis on the development and implementation of the Healthy Athletes Program, a division of Special Olympics dedicated to health screenings and health promotion. This program is interdisciplinary and includes health screenings for oral health, hearing, vision, podiatry, health physicals, health promotion, and a physical therapy screening program called FUNfitness. Physical therapists across the US and around the world volunteer their time and expertise conducting the FUNfitness screenings. From these screenings, Special Olympics has created a large database of information on the health status of persons with intellectual disabilities. We will review this data and discuss the health needs of this population.

Upon completion of this session, participants will be able to:

- To describe the risk for adverse health consequences in people with intellectual disability (ID).
- To describe the development and implementation of the Special Olympics (SO), Healthy Athletes (HA) Program.
- To describe the FUNfitness program and how Physical therapy professionals and students can be involved as volunteers and Clinical Directors.
- To discuss the national and worldwide implementation of these screenings, and our experiences in working with physical therapists and health practitioners around the world in facilitating the inclusion of persons with ID in health services, expanding access and participation in health services, participation in sports activities and expanded participation in community life.
- To describe the clinical procedures used as part of the FUNfitness screening program, the education of athletes on exercises to enhance sports performance and function, and how to identify more local resources that the athletes need to access.
- To describe the evidence-base for the FUNfitness protocol and how current data is informing the interpretation of individual screenings.
- To present FUNfitness data discuss its implications for physical therapy intervention and referral.
- To describe the range of advocacy and participation experiences that SO offers.
- **Revolutionary PT Practices, Part 1: Ensuring Young Children Live Real Lives**

(Speakers: Kathie and Benjamin Snow)

What's really important for young children and their families? What works and what doesn't? Which practices are beneficial and which are detrimental? Enjoy the eye-opening experiences of a former Therapy Kid and Therapy Mom!

Upon completion of this session, participants will be able to:

- Gain a new perspective on the potential negative consequences of traditional practices (“doing therapy on the child”)
- Learn the importance of going beyond “developmental milestones” to focus on what's really important for the child and the family
- Learn about alternative methods of providing assistance that meet the real needs of the child and family

2:45 to 4:15 pm

YOUR CHOICE OF THE FOLLOWING CONCURRENT SESSIONS (1 of 6):

- **Clinical Education in Pediatrics: Models & Methods**

(Speakers: Jason Benincasa, CHOP staff; Lisa Kenyon, PT, PhD, PCS; Kim Nixon-Cave, PT, PhD, PCS)

Clinical education is widely recognized as a vital component of entry-level physical therapist education, but what constitutes a quality clinical education experience in pediatrics? Which professional roles and responsibilities should be emphasized in all pediatric settings? What are the components of an “ideal” pediatric clinical education experience? This session will introduce clinical education models in a variety of practice settings and will encourage clinical sites to consider factors unique to their practice when planning and developing clinical education experiences in pediatrics.

Upon completion of this session, participants will be able to:

- Discuss components of pediatric clinical education experiences that are common across multiple clinical care settings
- Consider the impact of factors unique to specific pediatric practice settings on student clinical education experiences in pediatrics
- Outline components of a quality pediatric clinical education experience within their individual practice setting
-

- **Applying the NICU Practice Guidelines to Cases, Part 2**

(Moderator: Jane Sweeney PT, PhD, PCS, FAPTA; Panel Members: Stacey Dusing, PT, PhD; Jan McElroy, PT, MS, PCS; Marie Reilly, PT, PhD)

In this sequential two-part presentation, a neonatal physical therapy practice framework will be applied to two cases and will include recommendations for clinical training, overview of clinical competencies, and evidence-based practice recommendations.

Upon completion of this session, participants will be able to:

TK

- **Use Your Clinical Reasoning to Embed Interventions Within Natural Environments**

(Speakers: Heidi Eigsti, PT, DPT, PhD, PCS; Mary Jane Rapport, PT, DPT, PhD)

Pediatric physical therapists are experts in understanding the effect of motor skills on children's development and learning, and they bring this unique knowledge and expertise to the early intervention team. This session will connect the clinical reasoning process to decisions around providing appropriate interventions to young children and their families in natural environments. We will discuss the role of the physical therapist as a provider of early intervention services and focus on unveiling how decisions are made to address function in daily routines.

Upon completion of this session, participants will be able to:

- Understand a basic clinical decision making framework that can be used when providing intervention in natural environments
- Describe the expertise and role of the physical therapist as a member of an early intervention team of providers
- Develop intervention strategies that address impairment based goals within activity focused IFSP priorities

- **Promoting Opportunity Through Sport**

(Speaker: John Register, Associate Director Community & Military Programs, Paralympics Division)

We all know the benefits of physical activity and exercise on your physical health. There are, however, more benefits to physical activity and exercise than your health! This session explores how sport can create opportunities for individuals with spina bifida (SB). You will hear first-hand from US National Team Paralympians who have competed in world and national competitions how sport has made a difference in their physical and emotional lives, how sport has challenged them to reach goals they never thought possible, and how sport has opened doors for them. Discussed are winter and summer Paralympic sports available to individuals with SB, how individuals with SB play Paralympic sports, adaptive equipment needed for individuals with SB to participate in these sports, sports opportunities available in the community through the Paralympic Sports Clubs (PSC), and how a nonprofit sports/recreation organization can become part of the PSC network.

Upon completion of this session, participants will be able to:

- Understand the opportunities available to individuals with Physical Disabilities through sport
- Summarize holistic benefit of sport for individuals with Physical Disabilities
- Identify the summer and winter Paralympic sports that are available to individuals with Physical Disabilities
- Identify opportunities for individuals with Physical Disabilities to participate in sports and recreation activities at the community and regional levels

- **A Guide for School-Based Practice: Integrating the Occupational Therapy Practice Framework (OTPF) & the International Classification of Function (ICF) to Support Service Decisions under IDEA**

(Speakers: Susan W Cecere, PT; Jodie Williams, OTR/L, MS)

This session will support the beginning/intermediate knowledge base of school OTs and PTs. The *Occupational and Physical Therapy Early Intervention and School-Based Services in Maryland: A Guide to Practice* was developed on the foundations of the OT Practice Framework and the International Classification of Function (ICF) and in accordance with federal and state laws. This session will review the basic concepts of this guide to provide a framework of the regulations governing special education and OT/PT licensure and a better understanding of the PT/OT roles and responsibilities as school-based related service providers. The session also will help administrators better understand their role in the process.

Upon completion of this session, participants will be able to:

- Participants will become familiar with the OTPF, ICF and their concepts
- Participants will clarify their understanding of the use of the OTPF and ICF as it applies to early intervention and school-based practice
- Participants will increase their understanding of the linkages between IDEA and the frameworks for practice
- Participants will be introduced to the Maryland *The Guide to Practice* as a model for administration and implementation of OT/PT services

- **Revolutionary PT Practices, Part 2: Real Lives in School & Beyond**

(Speakers: Kathie and Benjamin Snow)

What techniques can ensure a child's success in school? How can a PT's efforts promote inclusive education? How can students, parents, teachers, and PTs collaborate to support a student's hopes and dreams? A parent and her son share real-life experiences that can lead to extraordinary outcomes! Attendance at the first part of this session is not required

Upon completion of this session, participants will be able to:

- Gain a new perspective on the potential negative consequences of traditional practices ("doing therapy on the child")
- Learn the importance of going beyond "developmental milestones" to focus on what's really important for the child and the family
- Learn about alternative methods of providing assistance that meet the real needs of the child and family

4:30 to 5:30 pm

General Session: Great Pediatric Debate--Is Evidence-based Practice Realistic for Pediatric Physical Therapists?

(Moderator: Ann Van Sant, PT, PhD, FAPTA; Speakers: Joe Schreiber, PT, PhD, PCS; Robert J Palisano, PT, ScD)

This debate will focus on the challenges and opportunities for pediatric physical therapists in making optimal clinical decisions that are supported by research evidence, child and family preferences, and practice knowledge. The strengths and limitations of evidence-based practice will be discussed, and participants in the debate will highlight realistic and feasible strategies to aid therapists in evidence-based clinical decision making.

Upon completion of this session, participants will be able to:

- Describe the challenges of applying evidence-based practice for clinicians

- Describe the challenges of developing research projects and results that impact clinical practice
- Discuss strategies that are likely to enhance translation of research evidence into clinical practice

Friday, September 2

8:00 to 9:30 am

YOUR CHOICE OF THE FOLLOWING CONCURRENT GENERAL SESSIONS (1 of 2):

- **Natural Environment Panel : What Are Natural Environments & Where Can We Find Them?**

(Speakers: Suzann K Campbell, PT, PhD, FAPTA; Robbie O'Shea, PT, PhD; Robert J Palisano, PT, ScD)

What are natural environments, and where can we find them? This session will present a variety of viewpoints and considerations, including pros and cons, regarding natural environments from veteran EI providers and academic professors. The background and intent of natural environments will be discussed, along with how the law is being implemented and interpreted and how the law is influencing EI practice.

Upon completion of this session, participants will be able to:

- Understand all facets of the natural environment concept
- Understand the federal definition of natural environment
- Understand how to provide EI services in the most appropriate setting for the child and family

- **Landing in Holland: Supporting Critically Ill Children & Their Families**

(Speaker: Greg Adams, LCSW, ACSW, FT)

Emily Perl Kingsley's familiar and wise essay compares having a child with a disability to planning a trip to Italy and landing in Holland instead, and her metaphor also speaks well for families of critically ill children. What is it like to live in such an unwanted place and yet to be desperate to stay to avoid the alternative of a child dying? The better we can understand and imagine, the more supportive we can be. The more familiar and comfortable we can be in Holland, the more we can be the nonanxious and caring presence that children and families need.

Upon completion of this session, participants will be able to:

- Identify common losses for families of a critically ill child.
- Explain the advantages of continuous, coordinated and frank communication with families of a critically ill child.
- Describe differing coping approaches for families of critically ill children.

10:00 to 11:30 pm

YOUR CHOICE OF THE FOLLOWING CONCURRENT SESSIONS (1 of 6):

- **Gross Motor Function Measure: Updates on Administration & Interpretation**

(Speaker: Robert J Palisano, PT, ScD)

The objective of this presentation is to provide updates on administration of items sets and interpretation of scores for the Gross Motor Function Measure (GMFM). Research on the ability of the GMFM to measure change over time in children with cerebral palsy and children with Down syndrome will be shared and applied to clinical decision making.

Upon completion of this session, participants will be able to:

- Identify appropriate uses of the GMFM in practice
- Administer and score the GMFM using new formats
- Interpret item maps and GMFM total scores
- Apply the GMFM to evaluate change over time or in response to intervention

- **Living with the Dark Side: Dealing with the Heaviness of Critically Ill Children**

(Speaker: Greg Adams, LCSW, ACSW, FT)

Losses are everywhere in work with sick and injured children—losses of health, capacity, potential, dreams, and even life. Fortunately there are also gains, gifts, and recoveries, some expected and some not so expected. But the losses are constant and sometimes intense. How do we live in world of loss without losing our compassion or getting lost ourselves? We have chosen to work and live on some of the darker sides of life, and it's good to take some time to reflect on how to do that well for today and for a long time to come.

Upon completion of this session, participants will be able to:

- Describe adaptive approaches to coping with chronic stress.
- Identify assumptive world losses for professionals working with critically ill children.
- Discuss intuitive and instrumental coping and grieving styles and how they relate to working with critically ill children.

- **Evidenced-based Practice: What We Know from Current Research Regarding Intervention for Young Children**

(Speaker: Susan Effgen, PT, PhD, FAPTA)

This session will explore the evidence regarding physical therapy interventions that focus on limitations in body structures and functions and restrictions in activities and participation used with young children with a variety of disabilities. Limitations in our knowledge and the need to reconsider some common interventions based on the evidence will be highlighted. The session will include evidenced-based practice in the selection of tests and measures. A discussion of the implications and use of gross motor function growth curves will conclude the session.

Upon completion of this session, participants will be able to:

- Understand the research support for common therapeutic interventions used by physical therapists with a focus on young children.
- Recognize where there is no research support available and how that information should be integrated into your plan of care and interventions.

- Develop strategies for integration of evidence-based practice (EBP) into your current environment.
 - Discuss the implications of the use of gross motor function growth curves.
 - Appraise and integrate your experience, the best external evidence available, and your child's values into making the best decision possible regarding intervention.
- **Transitions, Part 1: A Life-long Process & Everyone's Responsibility**
(*Speakers: Thomas Tonniges, MD; Chuck Roberts*)
An adult with developmental disabilities and a physician discuss clinical issues and challenges that youth with lifelong disabilities face trying to remain healthy as they become adults. How do we collaborate and prepare youth with disabilities to move from pediatric to adult medical services? In Part 1, we will discuss current issues and evidence-based practices.

Upon completion of this session, participants will be able to:
TK

- **Power to Go: Using Power Mobility to Support the Development of Young Children with Severe Motor Impairments**
(*Speakers: Maria Jones, PT, PhD*)
Children with severe motor impairments present unique challenges when addressing mobility needs. This workshop will discuss the latest research about the effects (or potential effects) of power mobility on the development of young children. The course will also discuss strategies for teaching young children to use power mobility and therapists' roles in influencing product design and development.

Upon completion of this session, participants will be able to:

- Appreciate the impact (or potential impact) of power mobility on development of young children
 - Apply research results when assessing children for mobility and determining appropriate mobility options
 - Understand and implement effective strategies for teaching independent power mobility
 - Understand the importance of technology advances and how therapists can influence product design & development
- **Motivating Kids to Love Physical Activity**
(*Speaker: Jim Liston, MHS*)
The common concern of the childhood obesity epidemic is the increased risk of developing diabetes, heart disease, and cancer. As physical therapists, we also understand the impact obesity has on the musculoskeletal system and the corresponding effect on quality of life. We can wait until this generation of children reach mid-life with osteoarthritis and joint degeneration, or we can act today by getting kids active. Armed with a bag of low-tech, simple equipment and the right programming, a physical therapist can have a huge impact on the community where they practice. Teach kids to be competent movers, and prepare them for a life full of physical activity. This highly

interactive seminar will show you how to expand your business beyond the four walls of your clinic and make a meaningful difference in the lives of the families you serve.

Upon completion of this session, participants will be able to:
TK

11:45 am to 1:15 pm

YOUR CHOICE OF THE FOLLOWING CONCURRENT ROUNDTABLES (1 of 5):
(boxed lunch will be served)

- **Health Care Transitions**

(Speakers: Thomas Tonniges, MD; Chuck Roberts; Facilitator: Antonette Doty, PT, PhD, PCS)

Thanks to medical and technological advances, children with developmental and other lifelong disabilities are living longer, well into adulthood. But are they living better? Do they remain healthy throughout childhood, into adulthood, and into their senior years? Do 25 year olds on your caseload still see a pediatrician? How do we help young adults access relevant and appropriate adult health services? How do we facilitate smooth health care transitions from pediatric into adult services? Hear strategies from a middle-aged adult with cerebral palsy and a physician that can change your intervention perspectives!

Upon completion of this session, participants will be able to:
TK

- **Making the Leap from Clinical Practice to Academia: Benefits & Challenges**

(Facilitators: Heidi Eigsti, PT, DPT, PhD, PCS; Mary Jane Rapport, PT, DPT, PhD)

This roundtable session will involve discussion and sharing perspectives and strategies that have been helpful to pediatric PTs who transition from clinical practice into academia. Come prepared to talk about the adjustment from working clinically to teaching in a physical therapy education program. Get ideas on how to enhance your teaching and build your academic/promotion portfolio while keeping your clinical skills current.

Upon completion of this session, participants will be able to:

- participants will engage in discussion around how clinicians can seek out opportunities for academic experiences in PT education programs
- participants will share ideas around how to gain skills for teaching as a new faculty members
- participants will explore challenges of moving from a primary clinical role to a primary faculty role
- participants will engage in discussion around resources that can be helpful in developing new courses, new labs, and new ways of teaching
- participants will discuss the expectations of faculty in academic institutions of varying sizes and research levels

- **Dealing with “Sticky Situations” in Pediatrics: Ethics & Core Values**

(Speakers: Nancy Kirsch, PT, DPT, PhD; Elisa Kennedy, PT, PhD, PCS)

This interactive session using “clicker technology” will involve participants discussing those challenging situations that confront therapists managing the care of children. Situations that in addition to the child involve parents, caregivers, other professionals in the school, home care, clinic, and other professional settings will be presented. Utilizing our professional resources, the Code of Ethics, and our Core Values, we will explore the ways in which we can seek to resolve our “sticky situations.”

Upon completion of this session, participants will be able to:

- Identify the core values associated with a situation
- Choose the Principle(s) of the Code of Ethics that provides the most relevant guidance to assist in the resolution of a problem
- Apply the principles of ethical decision making to an ethical situation presented

- **Hot Topics in Neonatology**

(Speaker: Marie Reilly, PT, PhD)

This roundtable on neonatology topics will address the following practice issues: status of fellowships, subspecialty certification, and residencies; discharge planning; multidisciplinary Follow-Up Clinics models; billing options; dissemination of information; and other identified issues.

Upon completion of this session, participants will be able to:

- Be aware of updates in fellowships, subspecialty certifications and residencies
- Describe PT’s role in d/c planning
- Discuss PTs involvement in Follow-up Clinics, billing options, ideas for dissemination of information, and other identified neonatal PT issues

- **Reimbursement of Complex Rehab Technology**

(Speakers: Susan Effgen PT, PhD, FAPTA; Sheryl Low, PT, PhD)

Roundtable discussion and interaction to provide insight into the issues of increasing denial of reimbursement for complex rehabilitation technologies, and to discuss strategies and methods for physical therapy intervention for resolution of denials. Seating and mobility will primarily be the focus. Moderators will set the stage for the discussion by reviewing clinician roles in such areas as advocacy, governmental policy, and reimbursement appeals process. Participants will learn the appropriate and effective interventions and methodologies for effective implementation of non-traditional clinical roles of physical therapy practice.

Upon completion of this session, participants will be able to:

- Participants will have an understanding of the recent reimbursement changes that have negatively impacted consumer access to complex rehabilitation technology
- Participants will be able to strategize the appeals process for a denial for complex rehabilitation technology
- Participants will understand their role as an advocate and liaison with reimbursers, government office, and other stake holders in obtaining funding for pediatric users of complex rehabilitation technology

1:30 to 3:00 pm

YOUR CHOICE OF THE FOLLOWING CONCURRENT SESSIONS (1 of 6):

- **Supporting Play & Motor FUNCTION Together: Influencing Participation for Young Children with Disabilities**

(Speaker: Lisa Chiarello, PT, PhD, PCS)

Providing services to promote motor function, playfulness, and participation of children in their daily life requires the integration of the art and science of practice; it is complex but rewarding. This workshop will provide recommendations and resources to support children's motor function and foster their play and participation in family and community activities. Based on practice models and research evidence, this workshop will present a framework for intervention. Case vignettes will be used to highlight intervention strategies. Participants will have the opportunity to discuss applications to their practice.

Upon completion of this session, participants will be able to:

- Analyze the unique role of the physical therapist in supporting children's playfulness and participation in daily life
- Evaluate an intervention framework to promote children's participation
- Identify and apply strategies to foster play and participation in family and community activities

- **Developing Relationships in the NICU: Can't We All Just Get Along?**

(Speaker: Barbara W Jonkey, MS, PT; Dana Crumbliss, RN)

Suggested strategies will be presented on how to establish, develop, and maintain ongoing relationships and trust in the NICU; how to re-establish or renew strained relationships; and how to actively collaborate with all other staff in the NICU.

Upon completion of this session, participants will be able to:

- Identify components necessary to build trusting relationships.
- Identify steps to promote team building and teamwork.
- Identify what interferes and/or undermines the ability to develop or maintain trust and relationships in the hospital setting.

- **Critical Transitions: Impacting the Future of the Young Child & Family**

(Speakers: Susan Effgen, PT, PhD, FAPTA; Christine Myers, PhD, OTR/L)

The transition process can be highly complex for families of children with special needs, resulting in stress and anxiety as their children move out of familiar early childhood programs into new settings. Physical therapists working with families and children who are transitioning from early intervention to preschool and preschool to kindergarten have an important role throughout the transition process; however, research suggests that not all therapists have the tools needed to fully participate in transition planning. This presentation will provide an overview of current research on transition planning. Attendees will gain an understanding of how federal policy, recommended practices in early childhood special education, and a family-centered approach provide the foundation for supporting positive transition outcomes. Using the Conceptual Model of Early

Childhood Transitions, the role of physical therapy will be highlighted with a focus on how therapists may apply their unique knowledge and skills with evidence-based practices and strategies, to meet the needs of children and families throughout transitions.

Upon completion of this session, participants will be able to:

- Demonstrate an understanding of the importance of physical therapy involvement in early childhood transitions
- Describe evidence-based practices and physical therapy strategies that support children and families during the transition process

- **Transitions, Part 2: A Life-long Process & Everyone's Responsibility**

(Speakers: Thomas Tonniges, MD; Chuck Roberts)

An adult with developmental disabilities and a physician discuss clinical issues and challenges that youth with lifelong disabilities face trying to remain healthy as they become adults. How do we collaborate and prepare youth with disabilities to move from pediatric to adult medical services? In Part 2, presenters offer strategies that rely on open and supportive relationships between the child/adolescent and family and the medical providers, including physical therapists, to help youth with lifelong disabilities prepare for and manage their own adult health care.

Upon completion of this session, participants will be able to:

TK

- **Balance/Auditory/Vision Exercises for Brain & Brain-Body Integration**

(Speaker: Bill Hubert)

Bal-A-Vis-X is a series of Balance / Auditory / Vision / eXercises, of varied complexity, all of which are deeply rooted in rhythm. These exercises require full-body coordination and focused attention. The program utilizes sand-filled bags, racquetballs, balance boards. It promotes self-challenge. It demands cooperation and fosters peer teaching. It is school friendly and just plain fun. This program is used by thousands of children, ages 4 and up, around the world. At least half the 300 exercises can be modified for the very young and for those with special needs. During this presentation we will explain and demonstrate many exercises, to include principles of modification. Following our presentation attendees will not be qualified to use the program with their own students/clients. Only after taking our minimum 17-hour training is this possible.

Upon completion of this session, participants will be able to:

- Understand the core principles of Bal-A-Vis-X exercises
- Understand the guiding concepts of modifying Bal-A-Vis-X exercises for those with severe special needs

- **Assistive Technology: Tools to Promote Participation Across Environments**

(Speaker: Maria Jones, PT, PhD)

This workshop will explore the legal mandates for assistive technology and the role of the PT in exploring AT options through a decision-making framework to promote children's

participation within home, school, and community environments. The presentation also will include information about funding options for securing AT.

Upon completion of this session, participants will be able to:

- Understand the legal mandates for assistive technology (AT)
- Gain knowledge about decision-making frameworks
- Identify a range of AT options and understand the role of the PT in exploring those options
- Understand basic funding options for securing assistive technology

Saturday, September 3 – POST-CONFERENCE COURSES

8:00 am to 4:30 pm

YOUR CHOICE OF THE FOLLOWING POST-CONFERENCE COURSES (additional fee):

- **Complex Seating & Mobility Solutions Across the Lifespan** (*Speaker: Maria Jones, PT, PhD*) [*hands-on lab & lecture; registration capped at 50*]
Children, adolescents, and adults with developmental disabilities have unique positioning and mobility needs that often require the use of complex rehab technologies. This workshop will review principles for seating and mobility assessment and evidence-based approaches when recommending complex rehab technology solutions. Participants will actively problem solve through cases to come up with recommended solutions to identified problems. Participants will have opportunities to get hands-on experiences in using and programming various complex rehab technologies. The workshop also will cover funding for complex rehab technologies.

Upon completion of this session, participants will be able to:

- Apply basic principles when assessing for seating and mobility
- Use evidence-based approaches when recommending complex rehab technology solutions
- Determine appropriate seating and mobility solutions to solve identified problems
- Develop greater awareness of available products and programming features
- Understand funding requirements to improve success in securing payment for complex rehab technologies

- **Physical Therapists as Members of the Transition Team: Promoting Successful Student Movement from School to Postsecondary Environments Through Evidence-based Evaluation & Intervention**

(*Speakers: Antonette Doty, PT, PhD, PCS; Amy Price*)

This comprehensive transition course is designed to give school-based therapists the tools to become active members of high school transition teams. The course will begin with an overview of IDEA transition mandates and transition outcomes for students with intensive support needs. Evaluation methods for high school students will be explored in order for school-based physical therapists to provide meaningful evaluations that promote movement to postsecondary education, adult living, and employment. A detailed look at

critical components of an evaluation, published tools available to PTs, and practical methods to structure data gathering will be discussed. Evaluation will be followed by a session about demystifying the collaborative IEP and interagency teaming process for secondary students. Finally, intervention methods for high school students will be discussed to demonstrate how school-based physical therapists can provide effective services stated on the Individualized Transition Plan (ITP). Interventions, team processes, and student self-determination that promote movement to postsecondary education, adult living, and employment will be discussed. Using the ICF model as a framework and the *Guide to Physical Therapy Practice*, this presentation is designed to review the evidence supporting our involvement on the transition team. Amy Price, a graduate student at Kent State University, will present “her story” from the NICU to her role as a wife and graduate student. Diagnosed with cerebral palsy at the age of 10 months, Amy’s “case study” will be integrated through each topic of the day to illustrate the evidence presented, from the perspective of a consumer of physical therapy services.

Upon completion of this session, participants will be able to:

- Understand the Transition Definition, Essential Elements, and Promising Practices of IDEA (2004) and how they apply to school based physical therapists
 - Analyze the evidence promoting successful transition and roles for school-based physical therapists
 - Identify practical ideas for evaluation, IEP/ITP process, and intervention during the transition process, using the ICF and *Guide to Physical Therapist Practice* as frameworks
 - Illustrate transition team planning, family support, interagency collaboration, and role of therapists through integration of a personal “case study” from a consumer of physical therapy services
-
- **Scoliosis & Spinal Deformities: Introduction to the Schroth Method of Exercises for Adolescent Idiopathic Scoliosis**
(*Speaker: Cindy Marti, PT*)
Traditionally physical therapy has played a minor role in management of scoliosis in the US; however, in Europe exercise is routinely used for scoliosis. One of the leading European physical therapy approaches is the Schroth method. Schroth, like other exercise-models, is based on the principle that scoliosis has a certain postural component that can be improved by altering the forces that act on the spine. Three dimensional, curve-specific exercises are taught in multiple positions to help build spinal stability and lessen the risk of curve progression. Certification to treat scoliosis patients using the Schroth method requires attendance at a full certification course, available in Europe and now at two centers in the US. The purpose of this 1-day conference is to give the attendees an introduction to adolescent idiopathic scoliosis and the Schroth method. It is understood that participants will not be qualified to train patients in the Schroth method after the 1 day seminar; however, participants will improve their understanding of the role of exercise in adolescents with scoliosis, enhance their ability to advise and communicate with families and fellow professionals about scoliosis, and prepare for further education in scoliosis exercise intervention.

Upon completion of this session, participants will be able to:

- Define adolescent idiopathic scoliosis
- Understand basic clinical and radiological evaluation of scoliosis
- Differentiate between structural and non-structural curves
- Identify adolescent patients appropriate for exercise intervention based on risk of progression and clinical picture
- Set goals for exercise intervention
- Understand the basics of the Schroth system of curve classification
- Understand the key Schroth principles of curve correction
- Understand the fundamental principles of how bracing and therapy work together
- Gain insights from case studies