

# The Well-Equipped Therapist!

School-based OT & PT Symposium | West Fargo, ND  
with Carlo Vialu, PT, MBA, Peggy Morris, OTD, OTR/L, BCP,  
Karen Tartick, PT, and Amy Coopersmith, MOT, OTR/L, MA. Ed.

November 4-5, 2021, 8:00 am–3:30 pm CT

Double Tree by Hilton

825 E. Beaton Dr, West Fargo, ND 58078

Full \$499 Early Bird \$479 Early Bird Group \$449

Early bird savings end October 8, 2021

*Elevate your therapy practice!*

Be equipped and energized this Fall! This Symposium will provide you with practical application of the current evidence & hottest topics in school-based practice. This is the essential course for every school-based OT & PT – whether you're new to the practice, or you're an experienced therapist seeking more ideas!



The Symposium consists of multiple seminar topics including prognosis & backward planning, tests & measures, executive functions, implementing assistive technology for

students with multiple disabilities, embedded services, self-determination, self-management, post-school transitions, fine motor and visual perception skills, motor learning, and clinical decision-making. Come and learn from the leading experts in the field of school-based practice.

**Audience:** OTs, OTAs, PTs and PTAs

**Educational Level:** Intermediate

**Your Mentors:**

**Karen Tartick, PT**

Karen has been practicing for 30+ years. She is currently working with the Durham Public Schools. She served as a member of the ASD subcommittee of the School Based PT Special Interest Group. She is an APTA Advanced Clinical Instructor, and an adjunct faculty & mentor for the pediatric residency program at UNC-Chapel Hill, and a regular SeekFreaks contributor.

**Peggy Morris, OTD, OTR/L, BCP**

Peggy is an OT with 30+ years of peds experience in early intervention, private practice & out-patient, but most of her experience & passion is in school-based practice. She coordinates the post-professional MS and OTD programs & school-based certificate program at Tufts University. She is Board Certified in Pediatrics through the AOTA, and a regular SeekFreaks contributor.

**Carlo Vialu, PT, MBA**

Carlo served as Director of Physical Therapy for the NYC Department of Education, where he oversaw a program with over 700 PTs working in more than 1,500 schools. He is project manager of research on normative data for five mobility tests for school-aged children, & co-founder of [SeekFreaks](#).

**Amy Coopersmith, MOT, OTR/L, MA, Ed**

Amy worked as OT Supervisor and clinician for the NYC schools for 17 years. She loves promoting children's self-determination, providing workshops at local and national conferences. Previously, Amy taught pediatric assessment and treatment at Mercy College. She created the Captain Me curriculum, songs, videos, and social narratives to promote self-determination.

**Disclosures:** Peggy, Karen and Amy receive speaking fees from Apply EBP, LLC. They have no relevant nonfinancial relationships to disclose. Carlo is the owner of Apply EBP, LLC, and receives a speaking fee from Apply EBP, LLC. He has no relevant nonfinancial relationships to disclose.

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## Day 1 Agenda

8:00 am – 10:00 am: Seminar 1: Start with the End in Mind! Prognostication & Backward Planning for School-based Therapists | Carlo Vialu, PT, MBA

This seminar inspires therapists to dream big for their students and provide them the tools to start early in building the foundation to reach these dreams and become active participants in the community. Carlo will offer a concrete, evidence-based and practical approach to creating a long-term prognosis and postsecondary goals for children as early as in elementary school. Participants will then learn to apply backward planning to design interventions & outcome measures to ensure progress towards these post-secondary goals.

Learning Objectives: At the completion of this course, the learner will be able to

1. Determine 3 areas of participation or occupation that a pediatric therapist should include when determining long-term prognosis
2. List 3 prognostication factors for post-school outcomes of children with disabilities
3. Identify 3 critical periods of acquisition for children with disabilities

10:00 am – 10:15 am: Break

10:15 am – 11:45 am: Seminar 2: Incorporating Self-Determination Strategies: Motivating Your Clients to Reach Their Goals | Amy Coopersmith, MOT, OTR/L, MA, Ed

Are your pediatric clients reliant on prizes or adults to be motivated to accomplish tasks? There is a better way! Amy will discuss concrete strategies you can include in your current interventions to help your clients grow up into self-determined adults. In addition to getting them engaged and motivated, higher levels of self-determination are correlated with positive school, employment and independent living outcomes. This session will introduce you to the Questioning Mindset, a child-led approach that can easily be incorporated into your individual, small group and whole class sessions. You will learn how to use the 5 Questions and multiple strategies of this approach to help your pediatric clients achieve self-satisfaction as they reach their goals in meaningful life activities.

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify at least 3 components of self-determination that can promote child's participation in academics, self-care and play/leisure.
2. Select 3 methods to incorporate self-determination into pediatric sessions.
3. Determine 3 ways to utilize effective questioning to promote children's independence and awareness.

11:45 am – 12:45 pm: Lunch (provided)

12:45 pm – 2:15 pm: Seminar 3: Select One

Self-Management Strategies: A 6-Step Approach, plus Calming Corner Hacks | Amy Coopersmith, MOT, OTR/L, MA, Ed

How do your pediatric clients handle difficult situations? Do they meltdown, throw a tantrum or refuse to engage? This session will help you promote your clients' ability to self-manage while participating in meaningful life activities. You will learn the 5 components of self-management strategies. Amy will then walk you through her "Make it SNAPP-E!" approach that summarizes how you can help children self-manage. She will present examples for self-management strategies for 4 case scenarios: getting calm, getting organized, handling mistakes and managing medical needs. She will also provide various hacks for calming corners for homes and classrooms.

Learning Objectives: At the completion of this course, the learner will be able to

1. Select at least 3 ways for children to self-manage in order to promote participation in education, ADLs, play and leisure, work and other meaningful activities
2. Identify the six-step approach to self-management that can be incorporated into therapy interventions
3. Determine 3 ways to adapt self-management techniques for different populations.

PT Tests & Measures for Students with Moderate to Severe Physical Disabilities | Carlo Vialu, PT, MBA

This seminar bridges the gap between the latest research on standardized assessments and their applicability to students with moderate to severe physical disabilities. Carlo will present various tests that can be utilized for children with limited sitting abilities to those who require wheeled mobility or assistive devices for walking. As a bonus, these tests are free, functional, quick and require minimal materials. Carlo will discuss utilization of the tests in goal setting, documentation, monitoring outcomes, and selection of assistive technology.

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify at least 3 tests and measures for children with moderate to severe physical disabilities
2. Determine the rationale for the use of at least 2 tests and measures for children with moderate to severe physical disabilities
3. Interpret the results of at least 2 tests and measures as they pertain to functions in the school, home and community on given case scenarios

2:15 pm – 2:30 pm: Break

2:30 pm – 3:30 pm: Seminar 4: Determining a Student's Needs for OT/PT Services under IDEA | Carlo Vialu, PT, MBA

When is OT or PT the appropriate related service to address the needs of a student? Based on a review of state and local education agency practice guidelines, Carlo will discuss 2 procedural requirements and decision-making questions that the IEP team can utilize when determining need for related services under IDEA. Attendees will then participate in group clinical reasoning activities using provided case studies.

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify 2 procedural requirements for determining a student's need for related services under IDEA
2. Determine 3 questions that the IEP team should discuss when deciding a student's need for related services under IDEA

## Day 2 Agenda

8:00 am – 9:30 am: Seminar 5: Motor Learning Principles for School-based Therapists | Carlo Vialu, PT, MBA

This seminar provides the latest evidence in motor learning for children with and without disabilities. Carlo will discuss the research findings and rationale behind such principles as the provision of verbal instruction, demonstration, feedback, variability, frequency, specificity and salience. Participants will learn how to incorporate these principles in the child's therapeutic intervention and daily routine to help with generalization of skills and improve participation at home, in school and in the community.

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify the 2 appropriate ways of assessing motor learning
2. Describe the latest evidence with regards to at least 5 motor learning principles
3. Determine ways to incorporate 3 motor learning principles into the home, community or school environment to promote ADLs, mobility, play & leisure or work skills.

9:30 am – 9:45 am: Break

9:45 am – 11:15 am: Seminar 6: Select One

Executive Functions for School-based Therapists | Peggy Morris, OTD, OTR/L, BCP

This seminar will discuss the multiple mental processes involved in executive functions, from metacognition to behavioral regulation. Participants will learn best practices in the evaluation process for these areas of function. Peggy will describe a gamut of interventions for providing direct instruction and explicit feedback, various organizational aids and resources, as well as different types of self-talk scripts that can address the student's specific needs.

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify the 3 broad areas of executive functions
2. Select the appropriate use of 2 tools to assess executive functions
3. Determine 3 executive function interventions that can promote participation in meaningful occupation for children and youth

Embedding PT Services in General Education Classrooms | Karen Tartick, PT

Do you feel "less of a therapist" and more of a distraction when you embed your services into the classroom? This seminar will demonstrate via case vignettes and videos ways to seamlessly embed your PT expertise into various pre-k and elementary school routines and activities. Karen will discuss strategies to overcome obstacles such as the selection of appropriate class opportunities, getting buy-ins from classroom staff and managing your schedule. Participants will leave with multiple ideas, as well as the confidence to apply their PT expertise from assessing students' needs and goals, to improving students' functional skills in the real-world setting of the classroom.

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify 2 student goals that can be addressed via embedded services
2. Identify 2 class location, routine or activity where embedding PT services would be appropriate on a given case study
3. Determine 2 embedded PT interventions on a given case study

11:15 am – 12:15 pm: Lunch (provided)

12:15 pm – 1:45 pm: Seminar 7: Select One

A PEO Approach to Fine Motor, Visual Motor & Visual Perception Skills | Peggy Morris, OTD, OTR/L, BCP

Are you finding success in your current approach to intervening with children with fine motor, visual motor and visual perception challenges? This session will assist you in critically thinking about the latest evidence on fine motor, visual motor and visual perception skills, including research on neuroanatomy and therapy outcomes. Peggy will provide you with an evidence-informed framework that you can utilize when designing and implementing interventions to help your clients with fine motor, visual motor and visual perception challenges achieve meaningful skills in ADLs, handwriting, and other activities.

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify the efficacy of at least 2 therapy interventions for fine motor and visual motor skills.
2. Determine 2 evidence-informed strategies to help children with visual perception difficulties successfully participate in their education, ADLs or other areas of function
3. Apply 2 evidence-informed principles in designing interventions for achieving goals in handwriting, dressing or other meaningful activities, for a case scenario of a child with fine motor and visual motor challenges

#### Implementing Assistive Technology for Students with Multiple Disabilities | Karen Tartick, PT

So, you received a student's assistive technology (AT) – how can you ensure that the student gets the maximum benefit from it? This seminar will discuss the successful implementation of AT for mobility, standing, sitting and toileting to improve school access and participation for students with multiple disabilities. Karen will show case vignettes and videos illustrating the incorporation of AT into a student's daily class routine. Participants will learn strategies in coaching teachers and paraprofessionals to ensure frequent use of AT during the school day or week. Karen will also cover decision-making for frequency and duration of therapeutic services to bring about successful implementation of AT.

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify 2 benefits of the use of assistive technology to improve participation in the educational environment
2. Determine appropriate assistive technology that promotes participation in meaningful school activities with peers, on a given case scenario
3. Identify 2 strategies to support implementation for the use of assistive technology in the schools

1:45 pm – 2:00 pm: Break

#### 2:00 pm – 3:30 pm: Seminar 8: 18 Predictors for Successful Post-School Outcomes and What OTs & PTs Can Do Now! | Karen Tartick, PT

This seminar presents the 18 predictors of postsecondary outcomes according to the systematic reviews of Test, et al (2009) and Mazzotti, et al (2016). Carlo & Karen will discuss the predictors, ranging from inclusion in general education, parental involvement, self-determination, and student support network, to social, self-care, travel and independent living skills. Participants will learn to optimize these predictors by incorporating evidence-based strategies in their practice whether they are working in an elementary, middle or high school. Karen will utilize case vignettes and videos to demonstrate strategies. By providing services that promote achievement of current IEP goals and postsecondary outcomes, therapists will help fulfill IDEA's promise of preparing students for college, career and community participation.

Learning Objectives: At the completion of this course, the learner will be able to

1. Select 3 predictors of postsecondary outcomes in the areas of employment, postsecondary education and/or independent living
2. Identify 2 therapy interventions that can be implemented in elementary school to help optimize the predictors of postsecondary outcomes
3. Determine 2 therapy interventions that can be implemented in middle and high schools to help optimize the predictors of postsecondary outcomes

## CEUs

12 hours of continuing education training are awarded to learners who complete this course

### For OTs and OTAs

- Apply EBP, LLC is an approved provider of CEUs in IN and IL, and by AOTA (see web page for AOTA imprimaturs for each seminar).
- These OT state boards accept approval by AOTA, other state boards or associations: AL, AK, AR, DE, DC, FL, IL, IN, KY, LA, MD, MI, MN, MS, MO, MT, NV, NH, NM, NY, NC, ND, OH, OR, OK, PA, RI, SC, SD, TN, TX, VT, VA, and WI.
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### For PTs and PTAs

- Apply EBP, LLC is an approved provider of CEUs for PTs and PTAs in IL, NY and TX (APS #: 2403055TX)
- The seminars included in this symposium are approved for PTs and PTAs in AR and CA.
- These PT state boards accept approval by other states boards, state associations: AK, AZ, DE, FL, HI, IN, KY, MI, MT, NC, ND, OR, PA, RI, SD, TN, UT, VT, VA, WI, WY and DC.
- These states do not require pre-approval of courses or have no CE: AL, CO, CT, GA, IA, KS, ME, MA, MO, NE, NH and WA.

If you would like to obtain CEUs for another state, please email [carlo@applyebp.com](mailto:carlo@applyebp.com).

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## Registration

For more info and to register

[Click here!](#)

Or contact Carlo at

[carlo@applyebp.com](mailto:carlo@applyebp.com)

646-269-9039

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Cancellation policy: Registrants may cancel up to 21 days prior to the course for a refund minus a \$75 administration fee. No refunds after this date. Substitution allowed with an email notification to [applyebp@gmail.com](mailto:applyebp@gmail.com). Apply EBP reserves the right to cancel course up to 21 days prior to the course date due to insufficient registration with a full refund to registrants. Please do not arrange non-refundable travel arrangements until 20 days prior to the course, as Apply EBP is not responsible for such expenses.

Accommodations: We work with venues to ensure that facilities utilized are accessible. Please [email](#) or call 646-269-9039 with any requests for accommodations.

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