



Sixth Annual Conference on Meeting the Therapy Needs of Infants, Toddlers and Children with Disabilities in Rural Communities Saturday, March 21, 2015 6.0 Contact Hours

Schedule

Table with 3 columns: Time, Activity, and Location. Rows include Registration (8:15-8:45, Outside Room 014), Welcome and Remembrance (8:45-9:00, Room 014), and Every Moment Counts keynote (9:00-10:30, Room 014).

Small moments can make a big difference in how children feel and function in school. Research confirms that positive interactions and experiences (e.g., enjoying lunch, having fun during recess) help children feel positive and connected to school.

Participants will:

- Demonstrate an understanding of how to apply a multi-tiered, public health approach to mental health in school-based practice with children and youth.
• Describe how to build capacity of school personnel to apply a multi-tiered approach to mental health involving Communities of Practice and online discussions.
• Use the Every Moment Counts website to describe and implement model programs and embedded strategies throughout the school day.

10:30-10:45 Break

Table with 3 columns: Time, Activity, and Location. Row: 10:45-12:15 School-based Communication Interventions for Children with Autism: The Secret Ingredient (Kathy Thiemann-Bourque, PhD, CCC-SLP, Room 014)

Social skill deficits are common in children with autism. Alternative and augmentative communication (AAC) and peer-directed intervention have shown to be effective for improving communication in

children with autism. While effective for communicating with adults, traditional AAC devices have shown to be less helpful with peers, thereby mitigating benefits of peer-directed interventions. This session will describe intervention strategies for using an iPad to improve peer-directed communication.

Participants will:

- Design an environment that supports reciprocal interactions and increased rates of communication with typically developing peers.
- Describe intervention strategies aimed at peer-directed communication using the iPad for nonverbal or minimally verbal preschool children with autism, and how to measure changes in social and play skills.
- Understand how to recruit and train school-age peers without disabilities, and to directly teach functional communication skills within small groups.

12:15- 1:00 Lunch provided upstairs in the Commons

**Room 127**

1:00 - 1:50 *Select one of the two Breakout Sessions*

### **Knowledge Translation of Mental Health Information**

**Room 014**

***Leslie Hardman, OTD, OTR/L***

This session is an extension of the mental health promotional interventions for school-based practice session. Direct instruction and peer training strategies will be discussed and demonstrated. Outcomes will be presented, with the goal of providing occupation-based approaches to reinforce social participation development in school-based settings.

Participants will:

- Design an occupation based activity to increase social participation among typically developing peers in a variety of school-based settings.
- Apply strategies learned in the session by practicing teaching a small social group of preschool, elementary, middle and high school age children (focus child and typical peers) to interact and communicate in the occupation-based activity.

### **Knowledge Translation of Interventions for Autism**

**Room 127**

***Kathy Thiemann-Bourque, PhD, CCC-SLP & Joneen Lowman, PhD, CCC-SLP***

This session is an extension of the School-based Communication Interventions for Children with Autism session. Direct instruction and peer training strategies will be discussed and demonstrated via videos with examples of teaching scripts and student materials. Outcomes will be presented, with the goal of providing approaches to measure social communication development.

Participants will:

- Design a social activity to increase reciprocal interactions and communication with typically developing peers.
- Apply strategies learned in the session by practicing teaching a small social group of preschool or school age children (focus child and typical peers) to interact and communicate in the social activity.

2:00 - 3:00 *Select one of the three Breakout Sessions*

**Division for Early Childhood (DEC) 2014 Revised Recommended Practices:  
Interdisciplinary Work Defined**  
*Kristi Lunceford*

**Room 405**

This interactive session will offer an overview of the 2014 revised DEC Recommended Practices and identify application of these practices to interdisciplinary early intervention settings. Participants will develop a brief professional learning plan through strategies for implementing these Recommended Practices.

Participants will:

- Understand the organization of the 2014 DEC Recommended Practices.
- List and discuss current professional practices that are part of the Revised DEC Recommended Practices.
- Create a professional growth plan that reflects intentional efforts to address at least two recommended practices over the course of the next 12 months.

**Performance Appraisal of School-based Occupational Therapist and  
Physical Therapists**

**Room 014**

*Valerie Miller, MS, OTR/L, Laura Cullens, MS, OTR/L,  
Shirley O'Brien, PhD, OTR/L, FAOTA & Susan Effgen, PhD, PT, FAPTA*

Related service providers are becoming aware of the implications of performance appraisal in the educational setting. Nationally, the American Occupational Therapy Association (AOTA) and the American Physical Therapy Association (APTA) have developed guidance documents. Kentucky is following a separate performance evaluation plan for teachers and related service providers. This session will provide practitioners with an overview of the national documents and implications for school-based practitioners. Challenges of employment practices will be highlighted. Opportunities for participation in shaping policy will be explored.

Participants will:

- Become familiar with the AOTA and APTA Performance Evaluation resources.
- Identify key elements for measurement of performance evaluation in school-based practice.
- Explore the impact of performance appraisal on school-based practitioners.

**OPGES for School-Based Speech-Language-Pathologists in Kentucky**  
*Tim Ball, MA, CCC/SLP*

**Room 127**

This session is an overview of the Other Professional Growth and Effectiveness System (OPGES). OPGES parameters and guiding principles will be discussed and implementation strategies for speech-language-pathologists and administrators in Kentucky Schools will be reviewed.

Participants will:

- Become familiar with the Other Professional Growth and Effectiveness System (OPGES).
- Identify key elements for measurement of performance evaluation in school-based practice.
- Explore the impact of performance appraisal on school-based practitioners.

3:00- 3:15 Break

3:15- 4:30 *Select one of the three Breakout Sessions*

### **Pediatric Occupational Therapy Resources**

**Room 014**

***Shirley O'Brien, PhD, OTR/L, FAOTA, & Christine Myers, PhD, OTR/L***

The role of the occupational therapy practitioner serving children and youth is complex. Practitioners in schools, early intervention, and clinic settings are asked to provide evidence-based interventions and measure outcomes for their services. Families need credible information about the role of occupational therapist in addressing their children's needs. AOTA initiated practitioner-driven communities of practice develop, refine, and assist with the dissemination of resources for practitioners and families. This presentation will provide a review of the growing number of pediatric resources available to practitioners as well as opportunities for participation such as monthly virtual chats and workgroup membership.

Participants will:

- Become familiar with the AOTA website and resources related to pediatric practice.
- Identify at least two AOTA activities or opportunities for leadership and/or ongoing engagement to promote continued competence.

### **Bringing the Language of Math to Life**

**Room 127**

***Laura Stone, MS, CCC-SLP & Joneen Lowman, PhD, CCC-SLP***

Students with disabilities lag significantly behind their peers in mathematics. Nationally, only 18% of fourth grade students with disabilities scored at or above proficient levels in math. Mathematics is a rule-based language represented in numbers and symbols. Therefore, it would make sense that the speech-language-pathologist could contribute to student learning. However, most speech-language-pathologists fail to consider the unique language demands of mathematics. Using the Kentucky Core Academic Standards as a guide, this session will delve into the language skills inherent within math.

Participants will:

- Identify language skills necessary to master the Kentucky Core Academic Standards in mathematics.
- Describe the role of the speech-language-pathologists in supporting the development of language skills related to mathematics.

### **Insights on School-based Physical Therapy from the PT COUNTS Study & the Evidence**

**Room 405**

***Susan Effgen, PhD, PT, FAPTA***

This session will discuss the evidence to support the interventions physical therapists use in school-based practice. Participants will learn about the available literature to support interventions used to address participation, activities, and impairments. Recent literature on the state of the intervention evidence for children with cerebral palsy will be highlighted. Findings from the recently completed study of school-based physical therapy practice, PT COUNTS, will be reviewed.

Participants will:

- Demonstrate knowledge of pediatric physical therapy interventions supported by the literature.
- Discuss different service delivery systems and report successful methods.
- Recognize the importance of using both standardized and individualized measures of student performance.

## Speakers

**Tim Ball, M.A., CCC/SLP**, a school-based speech-language pathologist for the past 20 years, works with preschool through high school aged students with communication disorders in Rowan County Schools. He provides evaluations and school based therapy to students who have had a variety of disorders, including speech sound disorders, language disorders, autism spectrum disorders, fluency disorders, and users of assistive technology. Mr. Ball is the immediate Past-President of the Kentucky Speech/Language Hearing Association (KSHA) and currently serves for the American Speech/Language Hearing Association as the State Education Advocacy Leader (ASHA SEAL) for Kentucky.

**Susan Bazyk, PhD, OTR/L, FAOTA** is a Professor in the Occupational Therapy Program at Cleveland State University where she has taught for the past 30 years. She is also director of the Graduate Certificate Program in School-Based Practice. Throughout her career, she has specialized in occupational therapy practice with children and youth in home, school and community-based settings. Dr. Bazyk is the editor of a recently published book entitled *Mental health promotion, prevention, and intervention with children and youth: A guiding framework for occupational therapy* (2011) and the 2013 *AOTA Practice Guideline* on the same topic. In 2012, she was awarded a 3 year grant from the Ohio Department of Education (ODE), Office of Exceptional Children (OEC) entitled "Every Moment Counts: Promoting Children's Mental Health Throughout the Day". This project focuses on building capacity of occupational therapists and interdisciplinary school teams in addressing the mental health needs of all students throughout the day including lunch, recess and extracurricular after-school activities.

**Laura Cullens, MS, OTR/L** is a program specialist for occupational therapy and physical therapy services in the Jefferson County Public Schools in Louisville, KY. She has worked to support the delivery of occupational therapy and physical therapy services in public schools for 31 years. She received her Master of Science in Occupational Therapy from Eastern Kentucky University and a Bachelor of Science in Occupational Therapy from Temple University. Laura served on Kentucky's State Advisory Panel for Exceptional Children in the early 1990's which prompted her committee involvement with the development of *Guidelines for Determining the Need for OT/PT Services* in 1995, *Guidelines for the Delivery of Occupational Therapy and Physical Therapy Services in Educational Settings* in 1997, *Resource Manual for Educationally Related Occupational Therapy and Physical Therapy in Kentucky Public Schools* in 2006, and *Guidance for the Related Services of Occupational Therapy, Physical Therapy, and Speech/Language Therapy in Kentucky Public Schools*, 2012. She is a member of the Kentucky Department of Education OPEGS Advisory group.

**Susan K. Effgen, PT, PhD, FAPTA**, is a professor in the Department of Rehabilitation Sciences at the University of Kentucky. She is an established educator and researcher in pediatric physical therapy and is a Catherine Worthingham Fellow of the American Physical Therapy Association (APTA). As co-chair of APTA's Section on Pediatrics' Government Affairs Committee, she was active in the process of authorization and reauthorization of IDEA. Dr. Effgen has served on several editorial boards, including *Physical Therapy*, and edited both editions of the text *Meeting the Physical Therapy Needs of Children*. She is presently principle-investigator of a US Department of Education grant: PT COUNTS, Study of the Relationship of Student Outcomes to School-Based Physical Therapy Services.

**Leslie Hardman, OTD, OTR/L**, is an Assistant Professor of Occupational Therapy at Eastern Kentucky University. Her doctoral capstone project showcased the effectiveness of an interdisciplinary family centered pediatric care model with targeted parent teaching. She has 30 years of clinical practice, primarily with children of all ages in home health, schools, community and clinical settings with an emphasis in autism and restrictive eating disorders. She was instrumental in the development of Kids Can Do Pediatric Therapy Center, a service of Ephraim McDowell Health, in 2006, and presents at conferences promoting interdisciplinary family centered care.

**Joneen Lowman, PhD, CCC-SLP** is an Assistant Professor in the Division of Communication Sciences at the University of Kentucky. She is a PREPaRE project co-director. She has worked as a special education teacher and speech-language pathologist in the public school setting. Her research interest revolves around the use of technology for teaching vocabulary to children and for pre-service training.

**Kristi W. Lunceford**, is an Assistant Professor of Interdisciplinary Early Childhood Education (IECE) at Eastern Kentucky University. She offers experience as a direct service provider including; SLPA (Pine Bluff, AR school district), a developmental interventionist through First Steps in Central and Eastern Kentucky, administrative leader through the University of Kentucky Early Childhood Technical Assistant Team grant, and consultant with adults through

a not for profit early childhood home visiting literacy program to Eastern and Southeastern Kentucky. Ms. Lunceford has an interest in authentic assessment and transdisciplinary practices with young children with disabilities and their families.

**Valerie Miller, MS, OTR/L** is a contract occupational therapist in Northern Kentucky in the Fort Thomas area. She is a previous PREPaRE Scholar and a member of the Kentucky Occupational Therapy Association and American Occupational Therapy Associations. She is active in the Northern Kentucky area with children and youth.

**Christine Myers, PhD, OTR/L** is an Associate Professor and Coordinator of the Doctor of Occupational Therapy (OTD) Program at Eastern Kentucky University. She is a PREPaRE project co-director. She has an established line of research related to transition services for infants and toddlers and previously provided services to infants, toddlers, and preschoolers in a variety of hospital-based and community settings. She is coordinator of the Transition to Preschool (ToPS) Program, a collaboration among Richmond Head Start, Madison County Preschools, and the Departments of Occupational Therapy, Psychology and Special Education at EKU. She serves on the American Occupational Therapy Association Transition Task Group.

**Shirley O'Brien, PhD, OTR/L, FAOTA** is a Professor of Occupational Therapy at Eastern Kentucky University. Her research, teaching and publications at state and national conferences are on topics related to pediatrics, sensory processing, online education and advocacy. She has worked with children and families for over 30 years in various clinic, school, home and community settings. Dr. O'Brien is recognized as a Fellow of the American Occupational Therapy Association and received the Lindy Boggs Award for Advocacy.

**Laura Stone, MS, CCC-SLP**, is a speech-language pathologist at Anne Mason Elementary School in Georgetown, KY. She received her Master's of Science degree from Murray State University and has over 20 years of clinical experience. She has spent the past 15 years providing services to children primarily in the public elementary school system, but has experience in pre-school through middle school programs. She currently serves on the RtI committee in her school and has led the RtI initiative for speech therapists in Scott County. She also is a student in the Rehabilitation Sciences Doctoral Program at the University of Kentucky with a research emphasis on collaboration and speech-language pathologist service delivery.

**Kathy Thiemann-Bourque, PhD, CCC-SLP** is a Post-Doctoral Associate at the University of Kansas, Juniper Gardens Children's Project. She is the PI on a 4-year NIH R01 grant focused on developing effective interventions using voice output apps on the iPad as an augmentative and alternative communication (AAC) system to improve social communication of preschoolers with autism. She is an established researcher in the assessment of young children with communication and language disorders, and in developing and evaluating social (peer-mediated) interventions to teach functional social and language skills to individuals with autism.

*This conference is supported by a U.S. Department of Education Grant to Eastern Kentucky University and the University of Kentucky College of Health Sciences and under the Combined Personnel Preparation CFDA 84.325K initiative entitled: **PREPaRE: Preparing RElated Services Personnel for Rural Employment.** Grant # H325K130007.*

*Sixth Annual Conference on Meeting the Therapy Needs of  
Infants, Toddlers and Children with Disabilities in Rural Communities*

**Keynote Speaker:** Susan Bazyk, Ph.D, OTR/L, FAOTA  
Professor, Cleveland State University

**Saturday, March 21, 2015**  
**8:15-8:45 Registration**  
**College of Health Sciences**  
**Charles Wethington Building Room 014**  
**University of Kentucky**  
**900 S. Limestone**  
**Lexington, KY**

**3 EASY WAYS TO REGISTER:**

**Fax** Using Visa, MasterCard, American Express or Discover..... 859-622-1601 (fax)  
**Phone** using Visa, MasterCard, American Express or Discover..... 859-622-6301 (phone)  
**Mail** using Checks, Money Orders, Visa, MasterCard, American Express or Discover to.....

Mrs. Heather Foster  
Eastern Kentucky University  
Dizney 103  
521 Lancaster Avenue  
Richmond, KY 40475-3102

**Registration Information**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Full Home Address (Street/City, State, Zip):  
\_\_\_\_\_  
\_\_\_\_\_

Email: \_\_\_\_\_  
(Required for confirmation)

Home Phone: \_\_\_\_\_

Organization: \_\_\_\_\_

I am interested in receiving Continuing Education Credits for attending this conference. *CEUs are pending for PT and SLP.* I am an

\_\_\_ Occupational Therapist or \_\_\_ OTA

\_\_\_ Physical Therapist or \_\_\_ PTA

\_\_\_ Speech-Language Pathologist

\_\_\_ Student, please indicate what discipline: \_\_\_\_\_

\_\_\_ I am not a therapist, but wish to attend. I am a \_\_\_\_\_. I understand I will not receive CEUs.

**Registration Deadline: March 12, 2015**

**NOTE: Attendance for this conference is limited and will be based on an equal distribution across disciplines with priority given to those who provide clinical education/fieldwork experiences to our students.**

**Registration Fee: \$70**

*Please Note: \$15 for students, PREPaRE Advisory Board members and PREPaRE mentors*

Visa  MasterCard  American Express  Discover

Name as it appears on Card:

Card #

Expiration Date

**\*\*We are not able to take registrations by email.\*\***  
**Make checks payable to Eastern Kentucky University**

Questions: Call 859-622-6301 or heather.foster@eku.edu

**Cancellation/Refund Policy:** If you wish to cancel a registration, you must notify us at least *four working days prior to the workshop date* to receive a refund. After that date a substitute may be sent, but no refund. If the offering is cancelled by EKU, the registration fee will be refunded in full.

**Confirmation:** Confirmation notifications will be sent via email. Every effort will be made to contact participants in the case of cancellation and/or change in presenters.

**Classroom Temperatures & Smoke Free Building:** Wear layered clothing, as classroom temperatures tend to vary. University buildings and grounds have been designated as smoke free.