











2025 SBP Summit COURSE DESCRIPTION BOOK

Monday, August 11th and Tuesday, August 12th, 2025 Hilton Columbus at Polaris

Join us for an exciting conference of education and networking with your colleagues from across the region. You won't want to miss it!

Moving Together, Today & Tomorrow!





www.sbpsnmnit.com

SBP SUMMIT 2025							
	MONDAY, August 11th						
8:00 - 8:10			Welcome and Speake	er Introduction - Chery	/l VanHoose, PT, MHS		
8:10 - 8:40		OH Edu	cation and Workforce	Leader - Steve Dackin	and Jessica Horowitz	z-Moore	
8:45 - 10:15	Keynot	e - "Embracing Chang	e: New Tools and Inno	vative Ideas to Build	Motivation and Engag	gement" Bridgette Nic	:holson
10:15 - 10:20		١	Welcome and Confere	nce Overview - Mike C	ollins, Director OSHS	A	
10:20 - 10:45			Vi	sit with Vendors / Bre	ak		
10:45 - 12:15			Day 1, Break	out Session 1			
ROOM #1	ROOM #2	ROOM #3	ROOM #4	ROOM #5	ROOM #6	ROOM # 7	ROOM #8
Anna Vander Haeghe, BScOT	Liesa Ritchie-Persaud, PT, DPT, PCS	Brittany Miracle, ODM, Robyn Floyd, EdD, & Cheryl VanHoose, PT, MHS	Athena Oden, PT	Terri Dinkelaker, PT, DPT, Denise A. Campbell, MS, OTR/L, Taylor Rueff, MS, IS and Rylie Jarrett, MS, IS	Kurt Beer - MagicSchool Al	Josie Muterspaw, MSE, LPCC- S and Jacqueline Renegado, M.Ed, OTR/L	Bernadette Laughlin, ODEW & Panel of Experts
Putting It All Together - The Intersection Of Reflexes, Sensory Processing, Motor Skills, Functional Vision, Executive Function And Regulation- Part 1	What Toe Walking Is & Why It Matters	Medicaid- Medicaid Expansion	Looking At Behavior Through The Lens Of New Developmental Theories: An Embodied Cognition Approach - Part 1	Let's Get Moving: Collaboration For Improved Motor Function For Students With Complex Medical Needs	Empowering Exceptional Learners: How Magic School Supports Inclusive Education	Stress, Burnout & Overwhelm: The Secrets To Recovery	Bridging the Gaps: How Ohio's Regional Consultants Empower Related Service Providers
12:15 - 12:35 Visit with Vendors / Break							
			Lunch: 12	:35 - 1:05			
1:05 - 1:30			Visit with Ver	ndors / Break			
1:30 - 3:00			Day 1, Break	out Session 2			
ROOM #1	ROOM #2	ROOM #3	ROOM #4	ROOM #5	ROOM #6	ROOM # 7	Room #8
Anna Vander Haeghe, BScOT	Liesa Ritchie-Persaud, PT, DPT, PCS	Bridgette Nicholson, OT / Assistive Technology Consultant / Trainer	Athena Oden, PT	Nationwide Children's: Jill Brandenburg, MOT & Katie Mosher, PhD	Melissa Tally, PT, MPT, ATP	OTPTAT Board (Missy Anthony, Cheryl VanHoose, Nichole Dearth)	Katie Rathers, M.S., OT/L, Celia Schloemer, M.A. PSI Solutions
Putting It All Together - The Intersection Of Reflexes, Sensory Processing, Motor Skills, Functional Vision, Executive Function And Regulation- Part 2	Toe Walking: Intervention Strategies	A Graded, Developmental Approach To Teaching Handwriting And Typing, With Quantitative And Qualitative Evaluation Of Progress (Part 1)	Looking At Behavior Through The Lens Of New Developmental Theories: An Embodied Cognition Approach - Part 2	Feeding In The Schools: A Collaboration Between The Medical And School Settings	Pediatric Complex Rehab Technology: Assessment, Recommendation & Function	School Based Therapy Regulatory Perspective	Practical Strategies to Streamline Interdisciplinary Teaming and Educational Support Planning Using Charting the LifeCourse (CtLC) Framework and Tools

3:00 - 3:15	Visit with Vendors / Break						
3:15 - 4:45	Day 1, Breakout Session 3						
ROOM #1	ROOM #2	ROOM #3	ROOM #4	ROOM #5	ROOM #6	ROOM # 7	Room #8
Anna Vander Haeghe, BScOT	Liesa Ritchie-Persaud, PT, DPT, PCS	Bridgette Nicholson, OT / Assistive Technology Consultant / Trainer	Kim Helms, OTR/L	Amy Pratt, PT, MPT & Jenelle Robertson, MPT	Melissa Tally, PT, MPT, ATP	Susan Muszynski, PhD, & Stuart Muszynski, CEO - Co- founders, Values-in-Action Foundation	Aaron Link and Amy Ferraro Whitsett - SIVIC
Putting It All Together - The Intersection Of Reflexes, Sensory Processing, Motor Skills, Functional Vision, Executive Function And Regulation- Part 3	Toe Walking Lab: Kinesiology Taping, Shoe Modifications & Muscle Lengthening Techniques ** Class size is limited, add'l \$ fee for supplies **	A Graded, Developmental Approach To Teaching Handwriting And Typing, With Quantitative And Qualitative Evaluation Of Progress (Part 2)	ETRs and IEPs For Veterans And Newbies	More Than Just A Game!: Utilizing Augmented Reality To Achieve Motor Skills In Real Life School-Based OT And PT Sessions	The Art of Documenting and Quoting Complex Rehab Equipment for Authorization	Kindness Can Make US And Our Schools Better	Mastering Random Moment Time Studies: Practical Tips to Boost School District Reimbursement

			TUESDAY, A	ugust 12th			
8:00 - 8:30		Departme	nt of Education and W	orkforce Special Educ	ation Updates - Jo Ha	nnah Ward	
8:30 - 10:00	Keynote	Speaker - Meaningfu	ul and Relevant: How	to Engage Learners in	an Age of Distraction	n" AJ Juliani, bestsellin	g author
10:00 - 10:15			Н	ighlights from Partne	rs		
10:15 - 10:30			Vi	sit with Vendors / Bre	ak		
40.70 40.00	_	_			_	_	_
10:30 - 12:00 ROOM #1	BOOM #2	DOOM #7	-	out Session 1	DOOM #6	DOOM # 7	
ROOM #1	ROOM #2	ROOM #3 AJ Juliani, Wall Street	ROOM #4	ROOM #5	ROOM #6	ROOM # 7	
Anna Vander Haeghe, BScOT	Liesa Ritchie-Persaud, PT, DPT, PCS	Journal and USA Today Bestselling author of Adaptable	Athena Oden, PT	Bridgette Nicholson, OT / Assistive Technology Consultant / Trainer	Sarah Fox, PT, DPT & Erin Gates, PT, DPT	Diane Gould, LCSW	
Interoception With Early Learners And Higher Support Needs Students	Significance of the Sensory Systems in Support of Functional Performance	Intentional Innovation: How to Guide Risk-Taking, Build Creative Capacity, and Lead Change	Training in the Sensorimotor Needs Inventory©: a Tool for Planning Intervention.	Every Child Can Achieve + Using a Conclusive Research-Based Approach for Dynamic Learning Incorporating Highly Structured Movement and Assistive Technology (Part 1)	Flush with Success - Pediatric PT and Toileting Learning in Education	Understanding and Supporting Students Who Fit The Autistic PDA Profile (Repeated session)	
12:00 - 12:15			Visit with Ve	ndors / Break			
12:15 - 12:45				:15 - 12:45			
12:45 - 1:00 Poster Presentations / Visit with Vendors / Break							
1:00 - 2:30			Day 2, Break	out Session 2			
ROOM #1	ROOM #2	ROOM #3	ROOM #4	ROOM #5	ROOM #6	ROOM # 7	
Anna Vander Haeghe, BScOT	Lori Potts, PT - Rifton	Cheryl VanHoose, PT, MHS & Jackie Renegado, OTR/L M. Ed	Karen Greeley, PT, DSc, Fit4Work	Bridgette Nicholson, OT / Assistive Technology Consultant / Trainer	Sarah Fox, PT, DPT & Erin Gates, PT, DPT	Diane Gould, LCSW	
Supporting Functional Vision And Ocular Motor Groups In The School Setting	Adaptive Seating for Function & Education	Unlocking Potential: The Secret to Transforming Learning Through the Central Nervous System	Fit4Work Solutions: Maximizing Employment Potential in Youth with Disabilities (Part 1)	Every Child Can Achieve + Using a Conclusive Research-Based Approach for Dynamic Learning Incorporating Highly Structured Movement and Assistive Technology (Part 2)	Blackboards and Bathroom Breaks: A Therapist's Guide to School Toileting	Understanding and Supporting Students Who Fit The Autistic PDA Profile (Repeated session)	
2:30 - 2:45			Visit with Ve	ndors / Break			
2:45 - 4:15			Day 2, Break	out Session 3			
ROOM #1	ROOM #2	ROOM #3	ROOM #4	ROOM #5	ROOM #6	ROOM # 7	
Anna Vander Haeghe, BScOT	Lori Potts, PT - Rifton	Frenalytics-Matt and Candice	Karen Greeley, PT, DSc, Fit4Work	Bridgette Nicholson, OT / Assistive Technology Consultant / Trainer	Kurt Beer - MagicSchool Al	Diane Gould, LCSW	
Universal Approach To Improving Self-advocacy And Interoception In All Learners	Standing in School-based Practice: Implementing the Evidence	(Re)Flipping the Script: Streamlining IEP Goal Monitoring & Documentation with AI to Prioritize Student Progress	Fit4Work Solutions: Maximizing Employment Potential in Youth with Disabilities (Part 2)	Every Child Can Achieve + Using a Conclusive Research-Based Approach for Dynamic Learning Incorporating Highly Structured Movement and Assistive Technology (Part 3)	Empowering Exceptional Learners: How Magic School Supports Inclusive Education	Understanding and Supporting Students Who Fit The Autistic PDA Profile (Repeated session)	

Ohio School Health Services Association presents:

School Based Practitioners Summit

August 11th & 12th • Hilton Columbus Polaris • Columbus, Ohio

Conference Schedule and Course Descriptions

MONDAY, AUGUST 11th, 2025

7:00-8:00 AM

Registration, Continental Breakfast, Exhibits

8:00-10:20 AM MORNING KEYNOTE - 1.5 CE HOUR

Ohio Department of Education and Workforce Leadership, Jessica Horowitz-Moore

Monday Morning Keynote: "Embracing Change: New Tools and Innovative Ideas to Build Motivation and Engagement" Bridgette Nicholson- OT, Assistive Technology Trainer/Consultant, Certified Autism Spectrum Clinical Specialist (ASCS), ADHD-Certified Educator (ADHD-CE)

We are living in an era of unprecedented and rapid change—in both the educational landscape and in the acceleration of technology like never before. While this change can be overwhelming, it also brings powerful and exciting new opportunities for students and therapists.

The combination of artificial intelligence, assistive technology, and dynamic, movement-based learning offers new possibilities for creating unique and individualized learning opportunities. These tools allow us to plan more effectively for each child's specific needs, strengths, and interests.

Al and technology tools can also be a significant support and timesaver for therapists—helping with documentation, data collection and analysis, generating highly individualized content and ideas, streamlining planning, and supporting the creation of meaningful learning and therapy activities. This keynote will explore how we can foster authentic engagement and motivation, and how we can truly individualize learning experiences by honoring each child's neurodiversity, sensory profile, personal interests, and natural curiosity.

It offers an inspiring and practical overview of how we can embrace today's changes and tools to help build confidence, motivation, and long-term achievement.

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10:20-10:45 AM

Break, Exhibits, Vendor Time





Healthcare Billing Services, Inc.

MMIT





10:45 AM-12:15 PM

Breakout Sessions 1 (<u>Please Choose One From Group, continued on next page</u>) - 1.5 CE HOUR

Putting It All Together - The Intersection Of Reflexes, Sensory Processing, Motor Skills, Functional Vision, Executive Function And Regulation- <mark>Part 1</mark>	What Toe Walking Is & Why It Matters	Medicaid- Medicaid Expansion
Anna Vander Haeghe, BScOT	Liesa M Ritchie-Persaud, PT, DPT, PCS	Brittany Miracle, MPA, Ohio Dept. of Medicaid, Robyn Floyd, MEd. & Cheryl VanHoose, PT, MHS
In the past 10 years, there has been a huge explosion of more affordable access to specialized therapy approaches. It has been a great time to be a therapist but it can be overwhelming too. There is reflex integration, vestibular therapy, sensory processing, interoception, oculomotor skills, executive functioning skills and of course regulation (and more)! That on top of the traditional fine motor, gross motor, activities of daily living and play skills. As therapists we are expected to continually learn and stay on top of new information which leads us to take additional training in specific areas of expertise. Unfortunately, that can leave us feeling like there are just too many areas to support in our learners and how do we keep our focus on FUNCTION? Trying to prioritize what approach to take or what to focus on is almost impossible and can actually cause us to narrow our focus too much or feel like we can't apply that specific knowledge into our practice. But it doesn't need to be that way! This 3 part series will initially explore the neurological and developmental overlap of so many base skills that are targeted in specific therapy approaches. We will delve into how we can support multiple skill areas at once and what that can look like in the school and pre-school setting. We will discuss how a learner's function is impacted and how to target functional goals. We will discuss compensatory vs. therapeutic supports. Case examples will be analyzed and break out groups will be used to increase relevance to your caseload. This series is appropriate for all experience levels.	This session provides a functional description of Toe Walking in order to clarify the problems & concerns regarding Toe Walking in children. Specifically, the necessity of two bases of support & the influence of an anterior center of mass is discussed.	key changes to the Ohio Medicaid School Program to support Ohio's Students with disabilities. The presentation will include information on the role of SLPs, OTs, PTs and SLPs. in the updated benefits
Looking at Behavior Through the Lens of New Developmental Theories: an Embodied Cognition Approach, Part 1		Empowering Exceptional Learners: How Magic School Supports Inclusive Education
Athena Oden, PT	Terri Dinkelaker, PT, DPT, Denise A. Campbell, MS, OTR/L, Taylor Rueff, MS, IS and Rylie Jarrett, MS, IS	Kurt Beer, Account Executive, MagicSchool Al
The current developmental theory of embodied cognition is acknowledged, but does it really influence our interventions? If our cognitive processes, perception, and decision-making are intricately linked to our bodily experiences, how does that influence behavior? And how does it impact our treatment of behaviors? Is it possible to alter behaviors by enhancing a child's capabilities? This first session will address the definition of embodied cognition and its impact on sensorimotor development, social interaction, language and communication, and self- regulation. A brief review will cover the systems, their influence on behavior, and suggested interventions and supports.	perspective. Topics of: IEP goals, scheduling, & planning related to differentiating activities to a variety of different student's motor levels. This course will discuss incorporating alternative seating options and motor activities across the school day.	Join us for an engaging and hands-on session designed specifically for related service providers—speech-language pathologists, occupational therapists, physical therapists, and others—supporting exceptional learners with IEPs, 504 Plans, and diverse learning needs. In this interactive workshop, you'll discover how MagicSchool's suite of Al-powered tools can streamline your workflow, enhance individualized support, and empower students in inclusive settings. Using an "I Do, We Do, You Do" format, we'll explore tools tailored for your role, including: • IEP Generator, 504 Plan Generator, and Support Goals Creator to draft meaningful, personalized plans • Social Stories, Behavior Intervention Suggestions, and the BIP Generator to support student understanding and behavior • Text Leveler, Text Scaffolder, and Assignment Scaffolder to make academic content more accessible • Accommodation Suggestions and SEL Lesson Plan Generator to meet students where they are • Writing Feedback tool to build student confidence and communication skills • Communication tools, Accessibility and ELL capabilities support all learners Participants will have time to explore tools live, ask questions, and walk away with practical skills and ready-to-use outputs that support inclusive education goals. Whether you're new to MagicSchool or ready to level up, this session will provide both strategic insights and hands-on practice tailored to the needs of related services professionals.



10:45 AM-12:15 PM Breakout Sessions 1 (Please Choose One, continued from last page) - 1.5 CE HOUR

Stress, Burnout & Overwhelm: The Secrets To Recovery	ODEW topic TBD (maybe panel or Jo Hannah??)
Josie Muterspaw, MSE, LPCC-S and Jacqueline	Bernadette Laughlin, ODEW & Panel of Experts
Renegado, M.Ed, OTR/L In a world where we are overworked, overtaxed, and often unsupported, internal resilience has become increasingly elusive. But it doesn't have to be this way. In this session, we'll explore the latest research in neuroscience, Polyvagal Theory, and resilience science to uncover the hidden mechanisms of stress and how to recover effectively. We'll examine how stress, burnout, and overwhelm impact the brain and nervous system, and reveal proven strategies for recovery. Drawing on in-the-moment self-awareness practices, participants will learn how their body responds to stress and discover practical strategies to process and release it. We'll also explore the concept of completing the stress cycle, a key to healing and restoring balance. This session provides powerful tools to manage stress and build resilience, empowering you to lead a healthier, more meaningful life.	Join an expert panel of Ohio's Speech-Language Pathologist Consultants (SLPCs) and School Psychologist Consultants (SPCs) as they share firsthand experiences and strategies for strengthening student services across the state. This dynamic discussion will explore how regional consultants collaborate with district leadership to enhance professional development, refine evaluation practices, and improve therapeutic interventions for related service providers. Get ready to hear from Ohio's leading experts in school-based speech-language pathology and psychology! This dynamic panel brings together regional consultants who have actively practiced as speech-language pathologists and school psychologists within the past three years. With firsthand experience navigating the challenges and triumphs of being related service providers in schools, they offer invaluable insights and real-world strategies that are both relevant and impactful. Don't miss this opportunity to learn from professionals who truly understand the field! Panelists will provide insight into the workload-based approach to caseload management, offering practical advice for optimizing service delivery and addressing challenges faced in schools. Whether supporting districts without existing regional resources or working alongside established lead therapists, psychologists, and coordinators, SLPCs and SPCs play a crucial role in shaping a cohesive and effective student support system. Attendees will gain valuable perspectives from experienced professionals dedicated to ensuring equitable, high-quality services for students. Don't miss this opportunity to engage with the panel, ask questions, and walk away with actionable strategies to enhance student success across Ohio.

12:15-12:35 PM AND 1:05 - 1:30PM

Break, Exhibits, Vendor Time

12:35-1:05 PM

Lunch

1:30-3:00 PM

Breakout Sessions 2 (<u>Please Choose One From Group, continued on next page</u>) - 1.5 CE HOUR

Putting It All Together - The Intersection Of Reflexes, Sensory Processing, Motor Skills, Functional Vision, Executive Function And Regulation- Part 2	Toe Walking: Intervention strategies (updated since 2024)	A Graded, Developmental Approach To Teaching Handwriting And Typing, With Quantitative And Qualitative Evaluation Of Progress - <mark>Part 1</mark>
Anna Vander Haeghe, BScOT	Liesa M Ritchie-Persaud, PT, DPT, PCS	Bridgette Nicholson, OT / Assistive Technology Consultant / Trainer
	This session teaches specific muscle lengthening & strengthening techniques. In addition, therapeutic taping applications, shoe modifications, & treatment activities are described. Video activity examples are utilized for further demonstration of intervention strategies.	Handwriting and typing are essential life skills, but more than that, they are complex processes that allow students to express their thoughts, ideas, and emotions, and to demonstrate their knowledge at their true cognitive level. It is essential for students to understand that their thoughts, ideas, emotions, and knowledge matter. It is not only important for them to be able to talk about what they know and feel, but also to write it down. Writing is one of the most critical skills students need, and it requires specific focus and research-based approaches to ensure they can develop it successfully. In this workshop, we will present a 10-stage approach to teaching handwriting and typing, focusing on kinesthesia, motor planning, fluency, and rhythm as the foundation for success. We will introduce a hand function approach to teaching typing and explore how rhythm and sound integration can enhance learning and performance. This experiential workshop will have you actively participating in effective, research-based strategies to teach these skills. We will also cover concrete data collection methods, ensuring that you can track, measure, and adjust interventions using both quantitative and qualitative evaluation of student student's unique needs. Come ready to move, have fun, learn, and engage in a fast-moving, dynamic workshop that will transform the way you teach handwriting and typing! (Please bring blank paper and markers) Pedictric Complex Rehcab Technology:
New Developmental Theories: an Embodied Cognition Approach, <mark>Part 2</mark>	Between The Medical And School Settings	Assessment, Recommendation & Function
Athena Oden, PT	Jill Brandenburg, OT and Katie Mosher, PhL Nationwide Children's	D, Melissa Tally, PT, MPT, ATP
This session will explore further the challenges faced by children affected by disabilities, trauma, toxic stress, environmental factors, and more. We will discuss behaviors such as self-stimulation, restricted and repetitive behaviors, anxiety responses, and self-injurious actions. Through case studies, we will examine sensorimotor needs and align intervention and activity suggestions with evident behaviors. This discussion will also encompass ASD, VI, MI, MD, and DHH.	This course is designed to support therapists in school settings to understand and address feeding difficulties by fostering collaborati the medical team to create comprehensive, effective treatment pla for children. By focusing on both therapeutic and medical perspect participants will learn to identify feeding difficulties, understand m behaviors, as well as recognize common barriers and identify possi solutions in order to develop and implement targeted intervention the school environment. By the end of the course, participants will feel empowered to effec collaborate with medical professionals to support children with feed difficulties, ensuring a unified and comprehensive approach to trea This course is ideal for school-based therapists who are working wi children with feeding difficulties and want to enhance their collabor with medical providers to achieve the best outcomes for students.	recommendation, and funding of complex rehab equipment for complex pediatric patients. The main components of a 24-hour positioning evaluation are discussed including. implementation of an equipment plan of care to support and educate patients and caregivers regarding long term use of adapted equipment. Specific considerations across the lifespan such as stages of development, school environment and pre/post-surgical intervention are presented. Three case studies are presented to discuss the role of the school hased





1:30-3:00 PM Breakout Sessions 2 (<u>Please Choose One, continued from last page</u>) – 1.5 CE HOUR

chool Based Therapy Regulatory Perspective	Practical Strategies to Streamline Interdisciplinary Teaming and Educational	
OTPTAT Board (Missy Anthony, Cheryl Van- Hoose, Nichole Dearth)	Support Planning Using Charting the LifeCourse (CtLC) Framework and Tools	
Members of the OTPTAT Board will discuss the OT and PT Practice Acts and how they work in the school based environment. Topics will include an overview of relevant laws and rules and guidance related specific questions the Board often re- ceives about school-based practice and MTSS.	Katie Rathers, M.S., OT/L, & Celia Schloemer, M.A. Join Ohio Charting the Lifecourse (CtLC) Ambassadors Katie Rathers, M.S., OT/L, and Celia Schloemer, M.A. to discuss practica school-based applications of CtLC framework and tools that can streamline interdisciplinary team workflow, promote inclusive strengths-based planning and processes, facilitate intentional solu- tions-oriented collaboration, and support students with disabilities to identify and achieve their personal future vision for "living a good life." CtLC is endorsed and promoted by the Ohio Department of Education and Workforce, Ohio Department of Developmental Disabilities, Family Resource Network of Ohio, and is used by multiple agencies serving youth and individuals with disabilities across the state including Educational Service Centers, County Boards of DD, and more. Participants in this session will leave with an understanding of multiple ways CtLC tools can be applied in daily collaborative school-based practice including selection of differentiated instructional strategies, development of intentional MTSS/RTI programs, streamlining IEP goals and ser vices, identifing student preferences, interests, needs, and strengths (PINS), and leveraging Multi-Agency Planning Supports (MAPS).	



3:00-3:15 PM

Break, Exhibits, Vendor Time

3:15 - 4:45 PM

Breakout Sessions 3 (<u>Please Choose One From Group, continued on next page</u>) - 1.5 CE HOUR

Integrating Primitive Reflexes In A School- Based Setting: Screenings, Compensation Techniques, And Treatment Strategies- Part 3	Toe Walking Lab: Kinesiology Taping, Shoe Modifications & Muscle Lengthening Techniques (<mark>Class size limited, additional \$ fee for supplies</mark>)	A Graded, Developmental Approach To Teaching Handwriting And Typing, With Quantitative And Qualitative Evaluation Of Progress <mark>(Part 2)</mark>			
Anna Vander Haeghe, BScOT	Liesa M Ritchie-Persaud, PT, DPT, PCS	Bridgette Nicholson, OT / Assistive Technology Consultant / Trainer			
In the past 10 years, there has been a huge explosion of more affordable access to specialized therapy approaches. It has been a great time to be a therapist but it can be overwhelming too. There is reflex integration, vestibular therapy, sensory processing, interoception, oculomotor skills, executive functioning skills and of course regulation (and more)! That on top of the traditional fine motor, gross motor, activities of daily living and play skills. As therapists we are expected to continually learn and stay on top of new information which leads us to take additional training in specific areas of expertise. Unfortunately, that can leave us feeling like there are just too many areas to support in our learners and how do we keep our focus on FUNCTION? Trying to prioritize what approach to take or what to focus on is almost impossible and can actually explore the neurological and developmental overlap of so many base skills that are targeted in specific therapy approaches. We will delve into how we can support multiple skill areas at once and what that can look like in the school and pre-school setting. We will discuss compensatory vs. therapeutic supports. Case examples will be analyzed and break out groups will be used to increase relevance to your caseload. This series is appropriate for all experience levels.	This session teaches & facilitates the practice of intervention techniques to address Toe Walking. Specifically included are: therapeutic taping, shoe modifications, & muscle lengthening techniques. This session may be taken alone, however, participants will maximize their learning if they attend Liesa's related session "Toe Walking: Intervention strategies" (either in 2024 or 2025).	Handwriting and typing are essential life skills, but more than that, they are complex processes that allow students to express their thoughts, ideas, and emotions, and to demonstrate their knowledge at their true cognitive level. It is essential for students to understand that their thoughts, ideas, emotions, and knowledge matter. It is not only important for them to be able to talk about what they know and feel, but also to write it down. Writing is one of the most critical skills students need, and it requires specific focus and research-based approaches to ensure they can develop it successfully. In this workshop, we will present a 10-stage approach to teaching handwriting and typing, focusing on kinesthesia, motor planning, fluency, and rhythm as the foundation for success. We will introduce a hand function approach to teaching typing and explore how rhythm and sound integration can enhance learning and performance. This experiential workshop will have you actively participating in effective, research-based strategies to teach these skills. We will also cover concrete data collection methods, ensuring that you can track, measure, and adjust interventions using both quantitative and qualitative evaluation of student progress. Understanding how to individualize instruction is essential to customizing learning for each student's unique needs. Come ready to move, have fun, learn, and engage in a fast-moving, dynamic workshop that will transform the way you teach handwriting and typing! (Please bring blank paper and markers)			
ETRs and IEPs For Veterans And Newbies	More Than Just A Game!: Utilizing Augmented Reality To Achieve Motor Skills In Real Life School- Based OT And PT Sessions	The Art of Documenting and Quoting Complex Rehab Equipment for Authorization			
Kim Helms, OT	Amy Pratt, PT, MPT & Jenelle Robertson, MPT	Melissa Tally, PT, MPT, ATP			
The course will help you identify the pieces of the student's story needed in ETR development. The needs identified in the ETR will support individualized IEPs for the student's needs with disabilities. There are many areas of the IEP related service providers can have significant impact. Everything, including Profile, IEP Goals, and Specially Designed Instruction, should all be linked together to tell a story in order to make a collaborative plan with other providers in the IEP. Included in the presentation will be how to formulate informative IEP goals and develop progress reports using data collection tools. Other IEP services will also be explored to give IEP teams a way to assess student needs. Participants will also be updated with any new information released by the OH Department of Education and Workforce.	Introduction to a digital health tool: ARWell PRO by Augment Therapy, designed specifically for pediatric physical and occupational therapy. The course will include evidence-based research discussion on use of digital health tools and exergaming for all practice settings, how to leverage features of this specific tool for a variety of use cases, and general discussion of virtual and augmented reality tools in pediatrics with pros and cons. Also will discuss telehealth possibilities, as well as remote therapeutic monitoring (RTM) codes and how digital health tools can enhance your practice. Active lab time to trial the technology and ask questions of Augment Therapy's Director of Clinical Success and early tech adopter and PT, Amy Pratt, and experienced PT & ARWell PRO user, Jenelle Robertson.	This course provides experienced based knowledge and standard practice guidelines to aid clinicians and medical equipment suppliers in explaining and justifying CRT recommendations based on evaluation findings. Emphasis on the importance of equipment trials and the Rule in/Rule out process of optimal equipment is presented. Required elements of supportive comprehensive documentation are discussed, including suggested templates and coordination of HCPC codes for optimal authorization review.			



3:15-4:45 PM

Breakout Sessions 3 (Please Choose One, continued from last page) - 1.5 CE HOUR

Kindness Can Make US And Our Schools Better

Susan Muszynski, PhD, & Stuart Muszynski, CEO - Co-founders, Values-in-Action Foundation

The presentation will inform the audience about the transformative power of kindness and the metrics achieved in schools throughout the state. Participants will be given tangible programmatic elements that can be taken into their individual schools.

Mastering Random Moment Time Studies: Practical Tips to Boost School District Reimbursement

Aaron Link and Amy Ferraro Whisett (SIVIC)

Random Moment Time Studies (RMTS) play a critical role in determining Medicaid reimbursement for school-based health services. However, many school districts struggle with compliance, participation rates, and maximizing their claims. This session will provide an in-depth look at RMTS methodology, best practices for ensuring accurate data collection, and strategies to optimize reimbursement. Participants will gain practical insights into increasing staff engagement, avoiding common pitfalls, and leveraging RMTS data for financial and programmatic decision-making. By the end of the course, attendees will have the tools and knowledge to improve RMTS participation and efficiency, ultimately leading to increased Medicaid funding for their districts. This session is designed for school administrators, finance officers, Medicaid coordinators, and other professionals involved in school-based Medicaid programs.

7:00-8:00 AM

Registration, Continental Breakfast, Exhibits

8:00-10:15 AM MORNING KEYNOTE - 1.5 CE HOUR

Jo Hannah Ward, Administrator Office for Exceptional Children, Ohio Department of Education and Workforce "Department of Education and Workforce Special Education Updates"

Description: Join for an exploration of the current landscape of special education in Ohio. This session will provide an overview of statewide initiatives, policy updates, and key data trends influencing the delivery of services for students with disabilities. Gain insights into the latest developments in programs, practices, and compliance with the Individuals with Disabilities Education Act (IDEA). Participants will also hear about resources and partnerships implemented around the state. This presentation will equip you with valuable knowledge to enhance your support for students with diverse learning needs.

KEYNOTE: "Meaningful and Relevant: How to Engage Learners in an Age of Distraction"

In an age of distraction, we need to look at learning consistently through the lens of meaningful and relevant practices. Merely "eliminating" distractions will not solve our engagement problem. If we want to teach the whole child, we'll have to do so in ways that tap into their interests and needs. In this talk, we'll look at new research from the last three years and practical strategies to support a meaningful and relevant focus like never before.

10:15-10:30 AM Break, Exhibits, Vendor Time



PRESENTED BY:











10:30-12:00 PM

Breakout Sessions 1 (Please Choose One From Group, continued on next page) - 1.5 CE HOUR

Interoception With Early Learners And Higher Support Needs Students	Significance of the Sensory Systems in Support of Functional Performance	Intentional Innovation: How to Guide Risk- Taking, Build Creative Capacity, and Lead Change
Anna Vander Haeghe, BScOT	Liesa M Ritchie-Persaud, PT, DPT, PCS	AJ Juliani, Best Selling autor of Adaptable
The research and science is out there supporting the need for humans to be able to notice their body signals, make meaning from them and then act so as to advocate for their mental and physical wellness, the process of interoception. We often support young learners, learners with cognitive impairments and learners that may not yet have a reliable way to communicate, so how do we support them? (Participants are expected to have a basic to moderate understanding of interoception and neuroception for this course – many online learning modules are available.) After a very brief interoception review, we will dive into how to support our most vulnerable learners – those that may not be able to communicate using mouth words. We will discuss a number of different approaches to target interoception that focus on helping that learner advocate for what is comfortable or uncomfortable for their bodies. We will review customized visual supports, modeling, adaptations, AAC use and how to transfer information on to support staff or families. We know that learners that are young or struggle to verbally communicate are most at risk for their behaviour being interpreted incorrectly. We know that helping them gain understanding of their body signals (interoception) and the ability to advocate for their needs is going to benefit everyone on the team. We will be supplementing our learning using visuals, videos, case studies and break out groups.	This session considers the tactile, vestibular, visual & proprioceptive systems, & describes the significance to fine & gross motor function, with emphasis on muscle tone, postural control & movement coordination.	As the world changes, how do we educate differently so students, teachers, and staff are empowered to thrive in this environment? In this new talk from bestselling author A.J. Juliani, you'll learn a clear process to guide risk-taking and lead change so you can be intentional about innovation in your classroom, school, and life. Juliani shows why we need intentional innovation and how to implement it effectively.
Training in the Sensorimotor Needs Inventory©: a Tool for Planning Intervention.	Every Child Can Achieve + Using a Conclusive Research-Based Approach for Dynamic Learning Incorporating Highly Structured Movement and Assistive Technology (Part 1)	Flush with Success - Pediatric PT and Toileting Learning in Education
Athena Oden, PT	Bridgette Nicholson, OT / Assistive Technology Consultant / Trainer	Sarah Fox, DPT
It is essential to first develop a holistic understanding of what could be classified as behaviors, keeping in mind to consider the whole child before trying to eliminate any specific behavior. With this insight, it becomes possible to create an intervention plan that is tailored to the child's needs. In this session, we will review the Sensorimotor Needs Inventory [®] . This tool will assist you in categorizing certain behaviors, actions, and responses. From this organization, we can evaluate which sensory and motor needs should be addressed to support overall development, competence, and, therefore, behaviors. In lieu of the multi- hour online course, this 90-minute live training also qualifies the attendees to purchase the web-based Sensorimotor Needs Inventory [®] (\$160 lifetime) if they so wish.	The research is clear—structured movement and rhythm have a profoundly positive impact on children's neurological development, cognitive functioning, and learning. At the same time, sedentary behavior and passive technology use negatively affect both learning and social-emotional well-being. As therapists and educators, we are all seeing the effects of increased screen time on our children. To create optimal learning environments, we must integrate intentional, structured movement and rhythm alongside purposeful, well-designed technology use to truly support learning. This must be done in a deliberate and meaningful way, not just through random movement breaks, but through strategic, research-driven movement and sensory activities embedded throughout the day. We must move beyond the traditional sit, look, listen, and learn model. Learning should be dynamic, interactive, and multisensory, aligning with universal design for learning principles to engage all students effectively. In this session, we will explore practical, research-based strategies that enhance motivation, participation, and academic success. This will be an experiential, movement-based, interactive session where you will actively participate in engaging activities designed for real-world implementation. Don't come expecting to sit and listen—come ready to move, groove, have fun, and learn! You will leave with immediately usable strategies to implement with your student	This course is designed for school-based physical therapists to provide an in- depth understanding of the role of pelvic floor health and motor learning in promoting healthy toilet learning and toileting habits for preschool and early school-aged children. Through evidence-based techniques, this course will explore developmentally appropriate strategies for toilet training and establishing effective toileting routines, while emphasizing the importance of motor learning, pelvic floor health, and optimal positioning for success. Participants will gain insight into how children develop the motor skills necessary for successful toileting, the impact of pelvic floor function on toileting behaviors, and how to address challenges related to motor coordination and sensory processing. Special attention will be given to supporting children with neurodivergent needs who may face unique barriers during toilet learning and motor planning. The course will cover normal and expected toileting behaviors at various developmental stages, focusing on the motor learning stages involved in toilet training. Participants will earn to identify red flags and inappropriate techniques that can hinder progress, while exploring age-specific approaches and interventions tailored to meet the unique needs of children in school settings. This comprehensive approach will help therapists design individualized strategies that promote motor learning, pelvic floor health, and toileting success for all children, from basic motor control to independent toileting in the school environments.



10:30-12:00 PM Breakout Sessions I (Please Choose, continued from last page) - 1.5 CE HOUR

Understanding and Supporting Students Who Fit The Autistic PDA Profile

Diane Gould

This session will explain the autistic PDA profile. PDA stands for Pervasive Drive for Autonomy or Pathological Demand Avoidance. Diane will give the history of this profile and explain characteristics of PDA students. Many of these students will not be recognized as needing supports. The lecture may even have participants question their understanding of autism. Diane will focus on how to support students of any age. Diane will outline how to prevent students from becoming dysregulated and how to prevent challenging behavior. There will be time set aside for questions and answers.



12:00-12:15 PM AND 12:45 - 1:00PM

Break, Exhibits, Vendor Time

12:15-12:45 PM

Lunch

1:00-2:30 PM

Breakout Sessions 2 (<u>Please Choose One From Group, continued on next page</u>) - 1.5 CE HOUR

Supporting Functional Vision And Ocular Motor Groups In The School Setting	Adaptive Seating for Function & Education	Unlocking Potential: The Secret to Transforming Learning Through the Central Nervous System
Anna Vander Haeghe, BScOT	Lori Potts, PT Rifton	Cheryl VanHoose, PT, MHS & Jackie Renegado, OTR/L M.Ed
Our visual system is incredibly complex and intricately weaved into a number of the senses, providing our brain with information to understand our environment and thereby impacting our ability to engage in learning, motor skills and social opportunities. All therapists learn about the common visual deficits and illness and injuries causing them, however, there are more nuanced visual deficits that can present themselves as motor skill deficits, problematic behaviour, social skills deficits and learning disabilities. It's not surprising that functional visual deficits can be commonly found in referrals to pediatric OTs and PTs. So, let's all learn about the visual processing system and how we can support it in the busy school environment. We will briefly review the visual structures & processes before delving into screening, accommodations and therapy activities. Basic visual knowledge is required for this course as this is an intermediate level session. This course will pack in a large amount information in a short time that is critical for all school-based OTs and PTs to know. We will focus on learning how to accommodate functional visual deficits that may be impacting your student's therapy goals and how to create mini vision based therapy groups in the school setting. Photos and videos and hands on activities will support our learning.	This presentation will address the implementation of adaptive seating in the school-based setting focusing on educational participation. Considerations for seated positioning to promote postural control will emphasize participatory function and interaction in the classroom environment. Specific strategies for adaptive seating use and adaptive desk placement will guide effective positioning for students. Specific suggestions for best practice positioning will address the range of physical challenges, from low tone to high tone, and extensor spasticity. Additionally, recommendations will incorporate both adaptive seating and learning surface placement for students with sensory behaviors such as sensory seeking and/or sensory modulation disorder, attention deficit, hyperactivity, and autism spectrum disorder. Course materials will point to current evidence, and case examples will illustrate the application of concepts. A demonstration of adaptive product features will illustrate relevant concepts. A 5-minute Q&A will conclude the session.	What if the key to a child's learning success isn't just about practicing skills but understanding the very foundation that makes learning possible? This presentation reveals the game-changing role of the central nervous system (CNS) as the cornerstone of attention, behavior, and academic achievement. By connecting the dots between learning and sensory-motor integration, we'll reveal why focusing solely on higher-level skills often leads to frustration and how adopting a developmental approach can revolutionize learning outcomes. The concept of the orderly building of a child's central nervous system as seen in the pyramid of learning will be discussed. By understanding the crucial role of sensory and motor integration, participants will gain actionable insights to address challenges, nurture individual strengths, and create a solid foundation for attention, regulation, and academic success.
Fit4Work Solutions: Maximizing Employment Potential in Youth with Disabilities (Part 1)	Every Child Can Achieve + Using a Conclusive Research-Based Approach for Dynamic Learning Incorporating Highly Structured Movement and Assistive Technology (Part 2)	Blackboards and Bathroom Breaks: A Therapist's Guide to School Toileting
Karen Greeley, PT, DSc, Fit4Work	Bridgette Nicholson, OT / Assistive Technology Consultant / Trainer	Sarah Fox, DPT & Erin Gates, DPT
Youth and adults with disabilities lack physical fitness across diagnoses including Down syndrome, Autism and Intellectual Disability. Lack of physical fitness impacts health and all aspects of life, including activities of daily living, access to school and community settings and participation in vocational tasks. Stakeholders (teachers, related service personnel, school districts) supporting students need to develop robust programs which build physical fitness and capability in their students. Maximizing fitness levels and physical attributes of students will improve participation in vocational activities and impact their potential for employment. In this course, the speaker will introduce Fit4Work, a program supporting physical fitness for youth and adults with disabilities that improves participation in ADLs, access to school and community environments and enhances their potential for employment. Participants will review ergonomic concepts and employment facilitators for youth with disabilities. They will learn how to apply the Health Risk Pathway to understand future health and unemployment implications. Strategies for assessment and implementation will be discussed using contemporary, collaborative models (e.g. Response to Intervention, Partnering4Change and Health Promotion terminology). Participants will interact with course content via experiential activities (have a weighted backpack ready) and case studies.	The research is clear—structured movement and rhythm have a profoundly positive impact on children's neurological development, cognitive functioning, and learning. At the same time, sedentary behavior and passive technology use negatively affect both learning and social-emotional well-being. As therapists and educators, we are all seeing the effects of increased screen time on our children. To create optimal learning environments, we must integrate intentional, structured movement and rhythm alongside purposeful, well-designed technology use to truly support learning. This must be done in a deliberate and meaningful way, not just through random movement breaks, but through strategic, research-driven movement and sensory activities embedded throughout the day. We must move beyond the traditional sit, look, listen, and learn model. Learning should be dynamic, interactive, and multisensory, aligning with universal design for learning principles to engage all students effectively. In this session, we will explore practical, research-based strategies that enhance motivation, participation, and academic success. This will be an experiential, movement-based, interactive session where you will actively participate in engaging activities designed for real-world implementation. Don't come expecting to sit and listen—come ready to move, groove, have fun, and learn! You will leave with immediately usable strategies to implement with your student	This course is designed for school-based physical therapists seeking to enhance their understanding of pelvic floor dysfunction, including constipation, fecal incontinence, and urinary incontinence, in school-aged children. It will focus on the unique role of the physical therapist in addressing these concerns within the school setting. The training will provide practical, exercise-based strategies to manage pelvic health issues while promoting healthy bowel and bladder habits. Participants will gain insight into the relationship between pelvic floor dysfunction and common diagnoses, such as autism and genetic disorders, and how these conditions may impact pelvic health. The course will also address how chronic constipation can contribute to urinary dysfunction, behavior issues, and sensory dysregulation, and how to effectively recognize and manage these challenges. Discussion will include the use of bathroom equipment and modifications to support proper toilet positioning and techniques for incorporating toilet schedules into therapy times. Emphasis will be placed on collaborating with teachers, paraprofessionals, and other school staff to create a supportive environment that fosters pelvic health. Participants will learn how to include toileting objectives within the Individualized Educational Plan and gather data. Interdisciplinary treatment strategies with occupational therapy and speech therapy to address pelvic floor needs will be explored. Participants will also learn how to recognize when to refer children for additional medical or pelvic floor physical therapy support. By the end of the course, therapists will be equipped with the knowledge and practical tools to address pelvic floor these pelvic floor physical therapy counting the end of the course, therapists will be equipped with the knowledge and practical tools to address pelvic floor seed children, ensuring comprehensive and effective care.



1:00-2:30 PM Breakout Sessions 2 (Please Choose One, continued from last page) – 1.5 CE HOUR

Understanding and Supporting Students Who Fit The Autistic PDA Profile

Diane Gould (SW)

This session will explain the autistic PDA profile. PDA stands for Pervasive Drive for Autonomy or Pathological Demand Avoidance. Diane will give the history of this profile and explain characteristics of PDA students. Many of these students will not be recognized as needing supports. The lecture may even have participants question their understanding of autism. Diane will focus on how to support students of any age. Diane will outline how to prevent students from becoming dysregulated and how to prevent challenging behavior. There will be time set aside for questions and answers.



2:30 - 2:45 PM

Break, Exhibits, Vendor Time

2:45 - 4:15 PM

Breakout Sessions 3 (<u>Please Choose One From Group, continued on next page</u>) - 1.5 CE HOUR

Universal Approach To Improving Self- advocacy And Interoception In All Learners	Standing in School-based Practice: Implementing the Evidence	(Re)Flipping the Script: Streamlining IEP Goal Monitoring & amp; Documentation with AI to Prioritize Student Progress
Anna Vander Haeghe, BScOT	Lori Potts, PT Rifton	Candice Sears & Matt Giovanniello
Everyone's mental and physical health is dependent on how well we are able to notice our internal body signals, make meaning of them and advocate for our needs. This complex process relies on an effective interoception sense. Our responsibility as therapists to embrace interoception-rich practices as we move away from a behavioural driven lens and embrace neurodiversity and acceptance of others experiences of the world is critical for our learners health and well-being and their success and participation in the school setting. After a brief interoception review, we will dive into how we can all support ourselves and others in noticing our bodies, noticing early advocacy attempts in others, changing our language around what we notice, being curious about a person's internal experience and how to apply validation and co-regulation into daily practice. This session is appropriate for everyone! We will review how to change our lens, how to adjust our language, how to communicate with caregivers and teachers and how to make universal changes to a learners environment to support everyone's mental and physical health. If you are ready to embrace neuro-affirming practices, come prepared to participate and learn more!		education to streamline IEP goal writing, automate progress monitoring, and simplify documentation, giving PTs and OTs valuable time back for face-to-face therapy. Learn how to leverage technology to reduce paperwork, increase efficiency, and refocus on what matters most – helping students succeed!
Potential in Youth with Disabilities (Part 2)	Every Child Can Achieve + Using a Conclusive Research-Based Approach for Dynamic Learning Incorporating Highly Structured Movement and Assistive Technology <mark>(Part 3)</mark>	Empowering Exceptional Learners: How Magic School Supports Inclusive Education
	Bridgette Nicholson, OT / Assistive Technology Consultant / Trainer	Kurt Beer, Account Executive, MagicSchool Al
 including Down syndrome, Autism and Intellectual Disability. Lack of physical i fitness impacts health and all aspects of life, including activities of daily living, access to school and community settings and participation in vocational tasks. Stakeholders (teachers, related service personnel, school districts) supporting students need to develop robust programs which build physical fitness and capability in their students. Maximizing fitness levels and physical attributes rof students will improve participation in vocational activities and impact their potential for employment. In this course, the speaker will introduce Fit4Work, a program supporting physical fitness for youth and adults with disabilities that improves participation in ADLs, access to school and community environments and enhances their potential for employment. Participants will review ergonomic concepts and employment facilitators for youth with disabilities. They will learn how to apply the Health Risk Pathway to understand future health and unemployment minglications. Strategies for assessment and implementation will be discussed using contemporary, collaborative models (e.g. Response to Intervention, Partnering4Change and Health Promotion terminology). Participants will interact 	The research is clear—structured movement and rhythm have a profoundly positive impact on children's neurological development, cognitive functioning, and learning. At the same time, sedentary behavior and passive technology use negatively affect both learning and social-emotional well-being. As therapists and educators, we are all seeing the effects of increased screen time on our children. To create optimal learning environments, we must integrate intentional, structured movement and rhythm alongside purposeful, well-designed technology use to truly support learning. This must be done in a deliberate and meaningful way, not just through random movement breaks, but through strategic, research-driven movement and sensory activities embedded throughout the day. We must move beyond the traditional sit, look, listen, and learn model. Learning should be dynamic, interactive, and multisensory, aligning with universal design for learning principles to engage all students effectively. In this session, we will explore practical, research-based strategies that enhance motivation, participation, and academic success. This will be an experiential, movement-based, interactive session where you will actively participate in engaging activities designed for real-world implementation. Don't come expecting to sit and listen—come ready to move, groove, have fun, and learnl You will leave with immediately usable strategies to implement with your student	Join us for an engaging and hands-on session designed specifically for related service providers—speech-language pathologists, occupational therapists, physical therapists, and others—supporting exceptional learners with IEPs, 504 Plans, and diverse learning needs. In this interactive workshop, you'll discover how MagicSchool's suite of Al-powered tools car streamline your workflow, enhance individualized support, and empower students in inclusive settings. Using an "I Do, We Do, You Do" format, we'll explore tools tailored for your role, including: • IEP Generator, 504 Plan Generator, and Support Goals Creator to draft meaningful, personalized plans • Social Stories, Behavior Intervention Suggestions, and the BIP Generator to support student understanding and behavior • Text Leveler, Text Scaffolder, and Assignment Scaffolder to make academic content more accessible • Accommodation Suggestions and SEL Lesson Plan Generator to meet students where the are • Writing Feedback tool to build student confidence and communication skills • Communication tools, Accessibility and ELL capabilities support all learners Participants will have time to explore tools live, ask questions, and walk away with practical skills and ready-to-use outputs that support inclusive education goals. Whether you're new t MagicSchool or ready to level up, this session will provide both strategic insights and hands-or practice tailored to the needs of related services professionals. This session will be offered twice to accommodate busy schedules—come to the time that works best for you!



2:45 - 4:15 PM Breakout Sessions 3 (Please Choose, continued from last page) - 1.5 CE HOUR

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