

THERAPY IN EDUCATIONAL SETTINGS

# TIES

## CONFERENCE

April 14 & 15, 2014



**Valley River Inn**

1000 Valley River Way  
Eugene, Oregon

*Sponsored by:*

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

*Office of Learning/Student Services | Oregon Department of Education*

### SCHEDULE

#### MONDAY, APRIL 14, 2014

- 8:00 - 8:30 Check-in, coffee/treats
- 8:30 - 9:45 **Session 1 - General**
- 9:45 - 10:00 *Break*
- 10:00 - 12:00 **Session 2 - Concurrent**
- 12:00 - 12:45 *Lunch - Fajita Buffet*
- 12:45 - 1:30 **Session 3**  
Exhibits | Focus Groups
- 1:45 - 2:45 **Session 4 - Concurrent**
- 2:45 - 3:00 *Break*
- 3:00 - 4:00 **Session 5 - Concurrent**

#### TUESDAY, APRIL 15, 2014

- 8:00 - 8:30 Check-in, coffee/treats
- 8:30 - 10:15 **Keynote**
- 10:15 - 10:30 *Break*
- 10:30 - 12:00 **Keynote (continued)**
- 12:00 - 1:00 *Lunch-Choose when register*
- 1:00 - 2:30 **Keynote (continued)**
- 2:30 - 3:00 Therapist Awards  
Hot Fudge Sundaes  
(CATO fundraiser)
- 3:00 - 4:00 **Keynote (continued)**

### REGISTRATION

**Early registration deadline is March 31, 2014**

**\$175** two-day fee before **3-31-14 (\$195 LATE)** **\$115** one-day fee before **3-31-14 (\$125 LATE)**  
**\$115** two-day and **\$75** one-day fee for full time college students

Indicate which breakout session(s) you plan to attend when you register online. Session details below. You will also choose your lunch entrée for Tuesday. We are not able to accept credit cards. Please mail a check or PO as soon as you register to guarantee a place. See details on the last page.

**The two-day TIES Conference provides 12 clock hours or 1.2 CEUs.**

**[CLICK HERE TO REGISTER FOR TIES](#)**

## CONCURRENT SESSIONS

Monday, April 14, 2014 | 8:30 - 4:00

### Session ONE • 8:30 – 9:45

#### The ABCs of Letting Go Laughing: Sense of Humor as a Therapeutic Tool

Ms. Jasheway consults with organizations on how to use humor to manage stress, change, and conflict. In doing so, she helps boost creativity, teamwork and morale. Do you need a treatment plan to handle the stress and conflict in your life? Does your inner child need therapy? Does your blood pressure show up on the Richter Scale? Leigh Anne Jasheway will lead us in a funny and research-based look at why laughter and play are vital to helping preserve your health and sanity.



**Leigh Anne Jasheway, M.P.H.** speaks at 30-40 conferences and workshops every year and is a member of the Association for Applied and Therapeutic Humor (AATH). She is the author of 18 books, including *How'd All These Ping Pong Balls Get In My Bag!?* *The Stressed-Out Woman's Guide to Letting Go with Laughter* and *Don't Get Mad, Get Funny*. She teaches at both the University of Oregon and Lane Community College and is a humor columnist for the Register Guard's Dash Magazine.

### Session TWO • 10:00 – 12:00 | *Choose one of these when you register*

#### **2a** Is it Sensory or Behavior? Practical Strategies for Improving the Academic and Behavioral Success of Your Students with Sensory Processing Dysfunction

This presentation will provide you with a comprehensive understanding of the link between behavior and sensory processing. The intended outcome is for you to gain a frame of reference to use in interpreting challenging behaviors and practical strategies for immediate implementation.

Participants will gain a comprehensive understanding of the link between sensory processing, executive functioning and behavior, as well as discover specific interventions that teach self-regulation and monitoring using cognitive behavioral interventions and sensory strategies.



**Amy Okeze, M.ED., OTR, Behavior Specialist, Puyallup SD, WA**

Amy Okeze is an educator with 17 years of experience who serves as a behavior specialist in the Puyallup School District in Washington. Trained as an Occupational Therapist, she has worked as the district autism specialist, a professional development trainer and an administrator. She has a passion for connecting neuroscience to our educational practice to ensure student academic and social success.

## 2b Interaction Design: Technology that Connects all Populations

We will be designing custom-made sensors, circuits, instruments, and games for functional and educational purposes. Session will include an overview of technologies that facilitate interaction, evidence-based research, and a hands on skill building play lab.

Participants will learn how to fabricate a switch using conductive materials (fruit, tin foil, humans, etc.). For example, you will learn how to make a piano out of bananas. You will learn about gesture based technologies, ultra violet sensors, Google Glass, MakeyMakey, and other technologies, and bring 2-3 technology-based activities to the classroom or special needs student



**Pete Carpenter, OT, OTR/L, Motor Development Team, Portland Public Schools**

I am a school therapist and independent contractor living in Portland Or. I have worked as adjunct faculty at Pacific University School of Occupational Therapy and was the co-founder of an organization called Cultivate Portland, a program for at-risk youth. I live with my wife and 2 kids (6 mos. and 3 years old) in Kenton. My interests include backpacking, soccer, assistive technology, and playing with the kids.

## 2c Making Progress by Walking in Place: Optimizing Walking Outcomes in Pre-Ambulatory Children with Neuromotor Impairment

This course will bring participants up to date on current research regarding treadmill training in young children with neuromotor impairment. The presenter will report research findings via audio-visual materials, including parameters for the optimal timing of treadmill walking and intensive, home-based protocols.



**Katrin Mattern-Baxter, PT, DPT, PCS, Assistant Professor, Department of Physical Therapy, CSU, Sacramento, CA**

is an Assistant Professor at Sacramento State University. She is an American Physical Therapy Association Board Certified Pediatric Specialist and has over 25 years of clinical experience. Her current research and practice focus on treadmill training and the dosage of interventions that result in optimal walking outcomes for children with developmental disabilities.

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

## Session THREE • 12:45 - 1:30

### EXHIBITS and FOCUS GROUPS

Following are companies that have already committed to exhibiting this year:

- Advanced Arm Dynamics
- Bellevue Healthcare
- Numotion
- Pacific Healthcare Associates
- Wheelchair Glider Company

## Session FOUR • 1:45 - 2:45 | Choose one of these when you register

### 4a Duchenne Muscular Dystrophy (DMD) in the Classroom

Sue will give an overview of DMD as well as information about the physical, cognitive, social and emotional impacts of DMD, with some insight into new treatments and research involving kids with DMD. Participants will be able to list at least 3 DMD symptoms that will affect treatment besides purely muscle weakness and understand the root cause of DMD.



**Sue Nicklin, PT, Douglas ESD**

Sue graduated from Physical Therapy in 1987. She has worked in Australia, Canada and the USA in Pediatrics since that time. Her particular area of study is neuromuscular diseases, and was recently the Neuromuscular Advisor for the state of Queensland in Australia.

### 4b How to Facilitate More Creative Gross and Fine Motor Activities in Elementary Education Curriculum

Classroom teachers are so packed with curriculum to cover that they don't always consider choosing more strategies to involve movement, both gross and fine motor, which will enable kids to move and learn at the same time. This workshop will show you how to facilitate this with your team teachers. Participants will learn new strategies for using movement in the classroom as well as connect these strategies to Common Core Curriculum.



**Cathleen Connor, Special Education Teacher, West Linn Wilsonville SD**

Cathleen has been a special education teacher for over 25 years in classrooms ranging from preschool to 5th grade. Most of her experience is from the resource teacher setting where she is either pulling out students in small groups or pushing into classrooms for support or modifications. In that time, she has trained in Brain Gym, S'cool Moves, Yoga Calm and various other movement activities.

### 4c Embodied Cognition, Language Development and Video Games: What Affordances do Simulations Utilizing the Kinect and Wii interface offer children in the K-12 setting

Rapid advances in technology are changing children's interactions with media and how they play, thus transmedia play. Certain technologies offer affordances such as the Wii and the Kinect controller that allow children, especially those with disabilities, new and exciting ways to interact with content and potentially add context and motivation for learning. This presentation explores simulations, alternative video game controllers and the potential learning outcomes for children with special needs.

The participant will become familiar with specific technologies: game simulations, Kinect controller, Wii controller and specific applications used with these technologies that offer the potential to educate and will understand the latest research to date on the relationship between video games and learning.



**Robin Shobe, MS, CCC-SLP, Educational Specialist II, Oregon Department of Education, Office of Student Learning Partnerships.** Before taking this position, she served a speech-language pathologist and assistive technology specialist in the public school system serving children aged birth to 21. She is currently completing a doctoral degree in Education Technology and is eager to bring what research and best-practices have to offer Oregon's students.

## Session FIVE • 3:00 - 4:00 | *Choose one of these when you register*

### 5a Color-Coded Alphabet

The Color-Coded Alphabet is a visual demonstration of how to form letters with an efficient flow of motor actions. It adds structure and consistency to learning the movements needed to form letters. Participants will be able to list pro's and con's to three current methods of tracing letters and be able to list three functional ways for teachers to use the Color-Coded Alphabet in class.



**Mary Ford, OTR/L, Beaverton SD**

Mary Ford, OTR/L is an Occupational Therapist in the employ of Providence Health System. She has worked in the Beaverton School District through a contract for over 20 years. Mary graduated from San Jose State University in 1983.

### 5b Segmental Trunk Acquisition and Control: Implications in typical development and Cerebral Palsy

Postural control and reaching movements are two remarkable and complex motor milestones that are acquired progressively during the first years of life and are subsequently used throughout life in a variety of tasks. Although the maturational process of these two functions is different and emerges at various developmental stages during infancy, they are closely related to each other. It is widely acknowledged that motor development is not only a result of neural maturation, but is a dynamic process involving interaction between environmental constraints and sensorimotor systems. This physiological neurodevelopment is usually disrupted at different degrees in newborns or young infants that suffer from a brain damage, such as cerebral palsy. Therefore, early interventions and environmental adaptations should be considered not only in clinical training but also for providing help and support of the trunk in the attainment of other functions like eating, handwriting, and lecture during daily life activities.

Participants will have an understanding of the relationship between a reach-to-grasp task and postural control of the trunk development, disruption of the dichotomy reaching control - trunk control in brain damage, and possible use of specific external support for training and facilitating function and tasks.



**Victor Santamaria, Pediatric PT, MS, PhD candidate, University of Oregon**

I obtained my degree in Physical Therapy, a specialty in Pediatric Physical Therapy, a Neuroscience Master degree, as well as 60 graduate credits in Neurological Pathology in Spain. I spent 4 years in the clinical context working with pediatric and adult patients with neurological disorders. My research area is on motor control of reaching in typical developing infants and children with Cerebral Palsy. I am also interested in how these parameters are interrelated with postural stability and what the underlying neural mechanisms are.



**Jennifer "Jaya" Rachwani, PT, MS, PhD candidate, University of Oregon**

I received my degree in Physical Therapy, a specialty in Pediatric Physical Therapy, an M.S. in Neuro-rehabilitation as well as an M.S in Neuroscience in Spain. I have worked with children and adults with neurological disorders since 2007 and am pursuing my PhD in the Motor Control lab at the University of Oregon. The focus of my research is on the development of reaching and trunk control in healthy infants; and how these two milestones are functionally inter-related to each other.

## 5c Function, Literacy, and the Common Core: Connecting the Dots

Children who are deafblind and/or multi-disabled often live in a world that is narrow, uninteresting, unpredictable, and often confusing. We can and do aim to change this! This session will focus on two aspects of functionality that will tie into what we know about Literacy, and the tools we use to expand into Common Core goals. Participants will know more about evaluating functional aspects of vision, hearing and touch, understand how these link to aspects of the Common Core Curriculum, and understand that the heart of literacy is its social aspect.



**Lyn Ayer, Ph.D., Project Director, Oregon Deafblind Project, the Teaching Research Institute, Western Oregon University** has worked in the field of Visual Impairment and Deaf blindness for 40 years. Her experience has mostly included work with children and young adults, birth through 21 years, their educational teams and families, although she has also worked with adults. She has had a variety of experiences working as Principal of a school for the blind, Coordinator of field work in rural India, Director of university training programs in visual impairment, and Technical Assistance Provider and Trainer for teams/families (as part of her role with the Oregon Deafblind Project).

### KEYNOTE

Tuesday, April 15, 2014 | 8:30 - 4:00

## Using the Evidence to Guide Occupational & Physical Therapy Practice in the Educational Setting

In a context of rapid legislative and practice change, school-based occupational and physical therapy practitioners are required to integrate their theoretical and clinical knowledge and their understanding of client interests, values and goals with scientifically tested information about evaluation and intervention practices. Evidence based practice (EBP) considers available scientific evidence, professional practice and the client's subjective desires and experience in the design of intervention that support active participation. In this keynote, participants will explore the history and importance of EBP, build strategies to access, analyze, and interpret the evidence and use the evidence to translate knowledge. In this workshop, participants will explore models for developing collaborative, accessible and dynamic evidence based practices, knowledge translation capacities, and research-practice partnerships that sustain changes in clinical practice and improve client and program outcomes.



**Patricia Laverdure, OTD, OTR/L, BCP** earned her degree in Occupational Therapy from the University of New Hampshire and her post professional doctorate in occupational therapy from Creighton University. She is a Board Certified Pediatric Practitioner and has worked in neonatal intensive care, early intervention, pediatric rehabilitation, and school based settings throughout her career. Patty is the Manager of Occupational and Physical Therapy Services at Fairfax County Public Schools and serves as the School System Liaison to the Board of Directors of the Virginia Occupational Therapy Association. She represents school-based practitioners on several American

Occupational Therapy Association pediatric and school-based practice committees. Patty works with the Virginia Department of Education to bring advanced training to school-based practitioners through the department's Training and Technical Assistance Centers for Persons Serving Children and Youth with Disabilities (T/TAC Online). Patty has presented on topics ranging from pediatric evidence based clinical practice; client and occupation focused school-based occupational therapy; mentorship and clinical practice change; and development of expert practitioner career trajectories. She has taught numerous practice courses on theories of disability and holistic systems (ICF Model); the Occupational Therapy Practice Framework; occupational and physical therapy scope of practice in school based settings; school-based therapy innovation; and client-focused evidence-based evaluation. She has conducted research and published on pediatric evaluation and school based interventions.

## LODGING

### VALLEY RIVER INN

1000 Valley River Way, Eugene, OR 97401

**\$119 Single/Double Rate**

*For room reservations, call:*

**800-543-8266**

A block of rooms has been reserved at the Valley River Inn at the special conference rate. Please make your reservations by **March 20, 2014** and mention the TIES Conference to receive the reduced rate.

## UNIVERSITY CREDIT

One credit from PSU, \$55 payable separately, is currently pending. Applications will be available on-site.

## REGISTRATION

**Preregistration deadline is March 31, 2014.**

**\$175** two-day fee before **3-31-14** (**\$195 LATE**)

**\$115** one-day fee before **3-31-14** (**\$125 LATE**)

**\$115** two-day and **\$75** one-day fee for full time college students.

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**[CLICK HERE TO REGISTER FOR TIES](#)**

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

### Checks or POs payable to:

Douglas ESD - TIES Conference - *Attn: Terry Christenson*  
1871 NE Stephens, Roseburg, OR 97470

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

### For further information:

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