Ninth Annual Conference on Meeting the Therapy Needs of Infants, Toddlers and Children with Disabilities in Rural Communities
Saturday, March 24, 2018
6 Contact Hours

8:15- 8:45  Registration  Outside Room 014

8:45- 9:00  Welcome  Room 014

9:00- 10:30  Foundations for Success: How Therapy Providers Can Support Positive Transitions in Early Childhood and Beyond
             Christine Myers, OTR/L PhD  Room 014

Transitions to preschool and kindergarten set the stage for future school success, yet many therapy providers from both preschools and schools identify having limited involvement in the transition process. This presentation will provide participants with an overview of promising strategies and best practices for supporting children and families during transitions in early intervention and school. The importance of addressing emotional regulation in early childhood as a foundation for self-determination and social participation in youth and young adulthood will be discussed.

Participants will:
• describe the role of early intervention and related service providers in the continuum of transitions across early childhood.
• articulate how positive transition outcomes may be supported through interventions and strategies that address participation in community and school environments, with an emphasis on strategies for emotional regulation.
• prioritize family involvement in all phases of the transition process (planning, implementation, adjustment) for positive child and family outcomes.

10:30-10:45  Break

10:45- 12:15  Developmental and Therapeutic Importance of Play
              Suzanne “Tink” Martin, PT, PhD  Room 014

The session will present the types of play; how play has been assessed, and how pretend play differs from other types of play. The relationship between play and language will be explored. Evidence for pretend play's impact on cognition/social development and its symbolic function will be given. Differences in pretend play in children with motor disabilities will illustrate the importance of play being a therapeutic goal for children with specific motor disabilities.
Participants will:
- describe types of play and its impact on child development.
- review the evidence for a symbolic function supporting language and play development.
- correlate the perceptual-motor and cognitive aspects of pretend play.
- recognize the importance of pretend play as a therapeutic goal for children with motor disabilities.

12:15- 1:15   Lunch               Outside Rooms 014 & 127

1:15 - 2:45   Select one of the two Breakout Sessions

A Clinical Practice Guideline for Managing Joint Hypermobility Syndromes
Michael Kiefer, PT, DPT, and Carrie Shotwell, OTR/L, Med Room 014

Participants will review and apply existing evidence for the management of Ehlers-Danlos Syndrome (EDS) and related joint hypermobility syndromes within the context of a Clinical Practice Guideline (CPG). This CPG provides a comprehensive, evidence-based resource for occupational and physical therapy practitioners for the management of EDS/Joint Hypermobility Syndromes in children and teens. The evidence supports the key role of physical and occupational therapy in the management of this population. The information reviewed in this session is for providers who treat patients ages 4-21 and is not intended for application to patients younger than 4 years of age.

Participants will:
- recognize how the chronic condition of joint hypermobility contributes to pain and impacts participation in occupation across the lifespan.
- understand evaluation techniques and identify common presentations in this unique population.
- explain the role of activity modification, orthotics, taping and strengthening as interventions that enhance participation for individuals with joint hypermobility syndromes.
- promote and discuss the unique role of the occupational and physical therapists as part of a multidisciplinary team.

Auditory Access: First steps in Rehabilitation for Children with Cochlear Implants
Anne Olson, PhD, CCC-A Room 411

The session will focus on best practices for working with children with cochlear implants (CI). Beginning with the basics of a CI, the presentation will address fundamental principles of CI therapy with an emphasis placed on auditory skill development. Case studies will be used to illustrate implementation of best practices and variability in outcomes observed in children with CI.

Participants will:
- describe essentials of cochlear implants, how they work and how to check.
- increase their own awareness about variability in outcomes observed in children with CI.
- identify domains of CI therapy and discuss how to implement specific strategies into therapy.
- review auditory skill development hierarchies and apply them to case studies.
Pediatric Feeding and Swallowing: State of the Science
Gilson Capilouto, PhD, SLP-CCC

This session focuses on the most recent literature, from multiple disciplines, regarding assessment and intervention for pediatric feeding and swallowing disorders. Participants will engage with varying models for addressing the broad array of feeding and swallowing disorders in this population, and information will be applicable to multiple clinical settings.

Participants will be able to:
• compare and contrast models for assessment and intervention of pediatric feeding and swallowing disorders.
• describe current state of science in pediatric feeding and swallowing disorders.

2:45-3:00 Break

3:00-4:30 Select one of the three Breakout Sessions

Continuing Competence in Schools and Early Intervention: Best Practices for Lifelong Learning
Christine Myers, OTR/L, PhD

This presentation will provide an overview of the current issues and research in professional competence for healthcare professionals with implications for therapy providers in early intervention and schools. Emphasis will be placed on identifying which continuing education and professional development methods are most useful in supporting continued professional competence for lifelong learning. Participants will discuss how they may use targeted continuing education to enhance their own competence and practice. Participants will also reflect on how they may use the current research to inform development of education activities that address the continuing competence needs of practitioners with varied levels of experience.

Participants will:
• describe the current issues regarding professional development and continuing competence in the therapy professions.
• identify best practices in continuing education and professional development related to improving professional competence as early intervention or school-based therapists.
• discuss how to utilize professional development opportunities to strengthen professional competence in the short and long term.

Caregiver-implemented Language Intervention with Families from Low-income Environments
Allison Hatcher, PhD, SLP-CCC

This presentation will introduce an evidence-based language intervention called Enhanced Milieu Teaching (EMT). Specific EMT language support strategies and components of a parent training method will be discussed. Additionally, information from a recent study that examined the effectiveness of teaching EMT to low-income parents of young children with language impairment will be shared. Results of the single-case study of four parent-child dyads indicated low-income parents were able to implement language support strategies with their children after a relatively brief intervention. Suggestions for practice regarding adaptations to the intervention to better accommodate parents and children from low-income environments will be discussed.
Participants will:

- describe four evidence-based, naturalistic language support strategies.
- delineate the differences between four training components of the parent training: teaching, modeling, coaching and reviewing.
- demonstrate narratively how the information (i.e., intervention strategies, parent training) could be applied to everyday practice to help promote more positive outcomes for both caregivers and children who are in low-income environments.

**Evolution of Community-Based Pediatric Therapy: How we got here and where are we going?**

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

Room 014

Pediatric therapists have worked in charity supported community programs and public schools since at least the 1930’s, but it was not until the passage of PL 94-142 the Education for All Handicapped Children Act in 1975 that we were required nationally to provide students with disabilities related services. The history and forces behind the move from local, charity supported community services to federally mandated services will be addressed. Topics will include early intervention and school based services before and after the federal law; impact of federal rules and regulations regarding natural environments, evidenced-based practice, and family involvement; influence of ICF participation; impacts on services; and the future of community-based therapy.

Participants will:

- explain the history of community-based pediatric therapy services before and after PL 94-142 the Education for All Handicapped Children Act.
- Explain the impact of federal regulations on services in natural environments, evidenced-based practice, and influence of the ICF participation complement and context.
- discuss present influences on pediatric therapy services for children with disabilities in the community.
- use the knowledge gained to influence and advocate for appropriate services for children with disabilities in their communities.

**Speakers**

**Gilson Capilouto, PhD, CCC-SLP** is a professor and clinical researcher at the University of Kentucky (UK) in the Department of Rehabilitation Sciences and a Fellow of the American-Speech-Language Association. She has been practicing speech-language pathology for over thirty years, with specific emphasis in infant and pediatric feeding and swallowing. She holds certification in the Neonatal Oral Motor Assessment Scale. In addition to NICU clinical work and research, she is the speech-language pathologist for UK’s interdisciplinary developmental follow-up team which provides care to infants who graduate from the NICU and their families. Dr. Capilouto advises and teaches in the Communication Sciences and Disorders programs at UK as well as UK’s interdisciplinary Rehabilitation Sciences doctoral program and serves as the Director of Undergraduate Research for the UK College of Health Sciences. Her current research focuses on early sucking behavior as a predictor of neurodevelopmental outcomes. The team is studying the role of the tongue in safe and efficient swallowing and the contribution of tongue force and derivatives of force to coordinated suck-swallowing-breathing. Gilson is co-founder of NFANT Labs, LLC and co-inventor of technology used to study neonatal feeding.

**Susan K. Effgen, PT, PhD, FAPTA,** is a professor in the Department of Rehabilitation Sciences at the UK. She is an established educator and funded researcher in pediatric physical therapy. She is a Catherine Worthingham Fellow of APTA. As co-chair of APTA’s Section on Pediatrics’ Government Affairs Committee, she was active in the process of authorization and reauthorization of the Individuals with Disabilities Education Act. Dr. Effgen has served on editorial boards, including *Physical Therapy,* and edited the text *Meeting the Physical Therapy Needs of Children.* She was co-investigator of a US Department of Education grant: PT COUNTS.
Allison Hatcher, PhD, CCC-SLP is a Clinical Supervisor and Instructor in the Communication Sciences and Disorders Department at Western Kentucky University in Bowling Green, KY. She earned her Bachelor of Science and Master of Science degrees from Western Kentucky University and her PhD in Rehabilitation Sciences at UK. She completed her dissertation research on parent-implemented language intervention with parents and children from low-socioeconomic backgrounds. Dr. Hatcher has over 13 years of clinical experience in providing services to children and adults with communication disorders. She has worked in early intervention, public schools, outpatient rehabilitation, acute and sub-acute hospital settings, home health and private practice. Currently, Dr. Hatcher teaches courses related to language development and interprofessional education. Her professional areas of interest include providing pediatric speech-language pathology services using family-centered practices as well as training and empowering families to implement effective and evidence-based treatment strategies for the remediation of childhood language disorders with toddler through preschool ages.

Michael Kiefer, PT, DPT, is a physical therapist at Cincinnati Children’s Hospital who practices in outpatient developmental pediatrics. He has clinical experience in inpatient acute care, inpatient rehabilitation and sports medicine in both adult and pediatrics. Michael is part of the rheumatology team providing care in the multidisciplinary Hypermobility and Ehlers Danlos Clinic and also treats juvenile idiopathic arthritis and other rheumatic disease. Michael is also part of the multidisciplinary Comprehensive Neuromuscular Center team, clinical evaluator for neuromuscular research trials, and part of the inpatient to outpatient transition team.

Suzanne “Tink “Martin, PT, MACT, PhD is Professor Emerita, at University of Evansville, Evansville, IN. She has a Bachelor of Science in Biology from Tulane University; a Certificate in Physical Therapy from Duke University; a Masters of Art in College Teaching from the University of North Carolina; and PhD in Rehabilitation Sciences from UK. She is an established pediatric physical therapy clinician and educator. She has taught for 35 years with a focus on pediatrics and rehabilitation. She is coauthor of two textbooks: Functional Movement Development Across the Lifespan, and Neurologic Interventions in Physical Therapy, both in their 3rd editions. The last has been translated into Korean, Polish and Greek. She has received numerous state and national awards including the Bud DeHaven Award for extraordinary service to the Section on Pediatrics, of the APTA; the Fran Ekstam Award, Indiana Chapter, APTA; and the Lucy Blair Award from the APTA.

Christine Myers, PhD, OTR/L is Clinical Associate Professor in the Department of Occupational Therapy, at the University of Florida, Gainesville, FL, where she serves as Director of the Master of Occupational Therapy and Doctor of Occupational Therapy programs. Dr. Myers has extensive experience in occupational therapy education and has served as a co-project director for two interprofessional training grants funded by the U.S. Department of Education. Her previous research focused on early childhood transitions for children with special needs and interprofessional education in the health professions. Her current research focuses on continuing competence of occupational therapy practitioners, including use of evidence in clinical decision-making. Clinically, her work has been primarily with young children and their families as a hospital and community-based occupational therapist.

Anne Olson, PhD, CCC-A is an Associate Professor and Division Director in the Communication Sciences and Disorders Division at the UK. She has 19 years of clinical experience in a variety of settings including: private otolaryngology practices, a non-profit hearing and speech center and the public schools. She is an instructor for several undergraduate courses that include Introduction to Audiology, Aural Rehabilitation, Management of Communication Disorders, and Speech and Hearing Science. Her scholarly efforts focus on the importance of providing adults with additional interventions beyond hearing aids and cochlear implants and prevention programs to promote healthy hearing.

Carrie Shotwell, OTR/L, MEd, is an occupational therapist on the hypermobility team at Cincinnati Children’s Hospital. She has been a therapist for 12 years and works with the pediatric population in a variety of outpatient multi-disciplinary settings including hand therapy, rheumatology, feeding team, Rett Syndrome, and Epidermolysis Bullosa. She has presented on the topic of occupational therapy and joint hypermobility at ASHT and at regional conferences at Cincinnati Children's Hospital.
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Saturday, March 24, 2018
8:15-8:45 Registration
College of Health Sciences
Charles Wethington Building Room 014 (Basement)
University of Kentucky
900 S. Limestone
Lexington, KY

REGISTER NOW!

REGISTRATION FEES: $70
NOTE: $15 for students, PREPaRE Advisory Board members, and PREPaRE Mentors

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Registration Instructions

Registration Deadline: March 9, 2018

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.

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 when you register. Every effort will be made to contact participants in the case of cancellation and/or change in presenters.

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

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