

***Seventh Annual Conference on Meeting the Therapy Needs of
Infants, Toddlers and Children with Disabilities in Rural Communities
Saturday, March 12, 2016
6.5 Contact Hours (OT & PT approval CS70-2011-KPTA, SLP pending)***

Schedule

8:15- 8:45 **Registration** **Outside Room 014**

8:45- 9:00 **Welcome** **Room 014**

9:00- 10:30 **Keynote Address: Carl Dunst, PhD**
Parent Involvement in Early Childhood Intervention:
Characteristics of Family Capacity-Building Practices
Room 014

This keynote presentation will include information of the status of meaningfully involving parents in early childhood intervention and how practitioners can use family capacity-building practices to support and strengthen parents' abilities to provide their children development-enhancing learning opportunities in the context of everyday activities and routines that provide the basis for learning functional behavior.

Participants will:

- Describe the status of involving parents in early childhood intervention.
- Understand how to use family capacity-building practices to support and strengthen parents' ability to provide for their child's development.

10:30-10:45 Break

10:45- 12:15 *Select one of the two Breakout Sessions*

Pediatric Interdisciplinary Practice: Better Together

Leslie J. Hardman, OTD, OTR/L, Erin Lindon, MS, SLP-CCC, Joanna Tennill, PT, DPT **Room 014**

The session includes evidenced-based practice and practice-based evidence supporting the benefits of interdisciplinary practice in early childhood settings. Application to school services for Tiers I, II, and III will be presented along with active learning modules. Session includes case scenarios of children with common delays/disorders and recommended service delivery opportunities.

Participants will:

- Identify two specific roles for each discipline (teacher, speech-language therapy, occupational therapy, and physical therapy) in Tiers I, II, and III with young children.

- Discuss clinical reasons for referral to other disciplines for RTI strategies, screening or evaluation.
- Explore professional literature supporting interdisciplinary pediatric therapy service delivery models across settings.
- Identify when and why co-treatment is meaningful and clinically appropriate in school-based and outpatient settings.

Community-Based Preschool Programming Promoting Physical Activity

Jennifer Hight, OTD, OTR/L

Room 127

This session will discuss the implementation of a pilot program as a collaborative effort between a local early child care provider, and their 4 year old population providing increased opportunities for physical activity and movement within the classroom curriculum. This community based programming aligns with both Health People 2020's Leading Health Indicator of Nutrition, Physical Activity and Obesity, and Kentucky Governor's Health Goals 2019, Goal #3, seeking to target obesity by reducing physical inactivity in the preschool population through collaboration with early childcare providers. The pilot programming included parents/caregivers to raise awareness and empower parents to make healthier lifestyle choices. Results will be shared about assessment of their perception about participation in movement programming for their preschoolers. Suggestions are offered for continued engagement and relevant outcome measures. Participants will be given an opportunity to explore options for developing community-based programs, as well as potential partners within their local communities.

Participants will:

- Understand how to collaborate with community members to create pediatric programming relating to occupational therapy to be implemented with early childhood populations.
- Determine options for community-based programming in local contexts.
- Explore outcome measures for community-based programming in their unique settings.

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

Room 127

1:00 - 2:45 *Select one of the two Breakout Sessions*

Early Childhood Intervention Practices That Matter Most: What Research Tells Us for Getting the Best Results for Children and Their Families

Carl Dunst, PhD

Room 014

This session will include descriptions of the child, parent and family early childhood intervention practices will get the "biggest bang for the buck" and which constitute reasonable things early childhood practitioners should be asked to do in their work with young children and their families. The practices that will be described and necessary and sufficient in order to have optimal benefits are based on more than 50 years of research in child development, parent engagement, and family systems theory.

Participants will:

- Describe a framework for organizing the relationships among evidence-based child, parent and family early childhood intervention practices.

- Describe the key characteristics of child, parent and family intervention practices that are applicable to most if not all children and most if not all practitioners from any discipline.
- Illustrate how different child, parent and family intervention practices are related to one another in ways that optimize the benefits of early childhood intervention.

Assistive Technology from Your Head to Your Toes

Caroline Colvin, DPT, PCS

Room 127

Description

This session will discuss the wide range of what assistive technology includes and how it contributes to greater functional independence and participation for both children and their families.

Participants will:

- Have a better understanding of what defines assistive technology and what it can include from standers and walkers, to orthoses.
- Describe how assistive technology can be helpful both globally and specifically, for different regions of the body
- Illustrate the role of assistive technology in a case example

2:45-3:00 Break

3:00-4:45 *Select one of the three Breakout Sessions*

Early Intervention in Kentucky--Today and Tomorrow

Paula Goff, MS

Room 014

This session will describe the current status of Kentucky's Early Intervention System (aka First Steps) and what the future will be for early intervention providers. The implementation of the State Systemic Improvement Plan (SSIP) will result in an improvement in the skills of early intervention providers to teach families and other caregivers how to help their child grow and learn. Coaching skills, evidence-based interventions appropriate for infants and toddlers, and routine-embedded interventions are emphasized in Kentucky's plan. Along with skill building of providers, the state will also be changing the expectations for providers through development of quality standards for services. Contractual obligations related to practice are included in the presentation. The discussion will focus on how the SSIP affects individual providers.

Participants will:

- Learn present status of First Steps in Kentucky.
- Learn what the State Performance Plan and State Systemic Improvement Plan are and the impact each has on early intervention service providers.
- Learn how First Steps defines evidence-based practices.
- Understand how early intervention differs from clinic-based therapy.

Unlocking the World: Improving Outcomes for a Student who is Visually and Communicatively Impaired Through Collaboration

Laura Stone, CCC-SLP and Joann Brandenburg

Room 411

This case study will illustrate collaboration between a speech-language pathologist and teacher of the visually impaired for the purpose of improving academic outcomes for an elementary student who is visually and communicatively impaired. The session will describe the metamorphosis of

intervention across time, and its effect on student outcomes. Strategies that proved effective for collaboration within a school setting will be shared.

Participants will:

- Identify resources available in KY for supporting educators and related service personnel who work with students with visual impairments.
- Identify techniques for improving the communication skills of students who are visually impaired.
- Identify strategies for overcoming obstacles to collaboration in a school setting.

Improving the Social Participation of Students with Disabilities in Inclusionary Settings

Kelly L. Leigers, OTR/L

Room 127

In school-based practice, inclusion for students with disabilities is commonly assessed through time spent in general education classrooms. However, placement itself does not directly lead to students with disabilities feeling accepted as a valued member of the class, an important factor in one's educational outcomes. This presentation will look at what research tells us about the social participation of students with disabilities in and out of the classroom, the strengths and areas of need for current practice, and strategies that have been shown beneficial in promoting the social participation of students with disabilities.

Participants will:

- Explore the historical and social contexts that impact our understanding of inclusion and the social participation of students with disabilities.
- Connect the importance of addressing social participation in school-based practice with educationally relevant outcomes.
- Assess current practices in addressing social participation for students with disabilities in the school environment.
- Apply practices and strategies to increase the social participation of students with disabilities to your own area of practice.

Speakers

Joann Brandenburg is a teacher of the visually impaired in Scott County Public Schools. Joann is from eastern Kentucky and holds an undergraduate degree from Eastern Kentucky University and a master's degree in learning-behavior disorders from Georgetown College. She holds rank-one certification in teacher of the visually impaired. Currently, she works with students from age 3 to high school presenting with varying disabilities and backgrounds in a range of academic settings.

Caroline Colvin, DPT, PCS, has served as the coordinator of the Northern Kentucky satellite location of Cincinnati Children's Hospital since 2007. Her professional experience includes working in acute, rehab, NICU, early intervention, school, and outpatient settings. She graduated from the University of Kentucky with a Master of Science in Physical Therapy in 1998, completed her transitional Doctorate in Physical Therapy in 2013 and became a Pediatric Certified Specialist in 2014.

Carl J. Dunst, PhD, is a Research Scientist at the Orelena Hawks Puckett Institute in Asheville, NC. Dr. Dunst was the director of the Family, Infant and Preschool Program, which served the families of young children with disabilities from birth to 5 years of age, for 12 years. He was the principal investigator on the OSEP funded Training Center on Early Childhood Development; the Tracking, Referral and Assessment Center for Excellence; and the Center for Early Literacy Learning (CELL). He has completed numerous research syntheses on evidence-based practices for working effectively with young children with disabilities and their families.

Paula Goff has served as the Kentucky Part C Coordinator since 2010. With over 20 years of experience, Ms. Goff has worked in child care, early childhood mental health programs, and in over forty states providing technical assistance on implementing early intervention and early childhood special education systems. Ms. Goff was a preschool special education consultant for the Kentucky Department of Education from 2005 to 2010. Currently she serves as the Department for Public Health Early Childhood Branch Manager overseeing First Steps, HANDS, Newborn Screening Follow-Up, and Early Childhood Mental Health. Ms. Goff holds Bachelors in Human Development and Family Studies from the University of Kentucky and a Masters in Child Development from the University of Tennessee.

Leslie J. Hardman, OTD, OTR/L, is a 1984 graduate of ECU with a B.S. in OT and 2013 graduate of Chatham University with an Occupational Therapy Doctorate. Dr. Hardman worked for Ephraim McDowell Health (EMH), Danville, KY for over 22 years in a variety of practice and management roles; primary practice pediatrics in schools and outpatient settings. She assisted in the development of Kids Can Do Pediatric Center, a service of EMH, in 2006 and initiated the interdisciplinary feeding program. She is an Assistant Professor at Eastern Kentucky University in the Department of Occupational Science and Occupational Therapy.

Jennifer Hight, OTD, OTR/L, holds a doctorate in occupational therapy from Eastern Kentucky University. Her doctoral Capstone Project focused on Healthy People 2020's Leading Health Indicator of Nutrition, Physical Activity, and Obesity through development of programming in the community to promote gross motor development in support of engagement in physical activity in the preschool population. Jennifer values the role of family participation in promoting healthy occupations. Jennifer Hight holds a master's in occupational therapy, and a bachelor's in education. She practices pediatric occupational therapy in the area of early intervention.

Kelly L. Leigers is an Assistant Professor at Eastern Kentucky University in the Department of Occupational Science and Occupational Therapy. She graduated with her Master of Science degree from Virginia Commonwealth University in Occupational Therapy with a concentration in Pediatrics where she participated in advanced level interdisciplinary leadership training for health professionals (VA-LEND). She is currently working towards her Ph.D. where her primary area of interest is the social participation of students with disabilities.

Erin Lindon, MS, CCC-SLP is a 2008 and 2010 graduate of University of Kentucky with a B.S. in Communication Disorders and a M.S. in Speech Language Pathology. Mrs. Lindon assisted in the development of KCD interdisciplinary feeding program; specializes in respiration and postural control. She is the Kids Can Do Pediatric Therapy Center team leader.

Laura Stone, MS, CCC-SLP is a speech-language pathologist in Scott County Public Schools. Laura has 21 years of experience with 17 years working with students with varying disabilities in a preschool through high school setting. Her current caseload spans the continuum from students in highly structured classrooms using augmentative and alternative communication to students functioning in the general education classroom with varying speech and language needs.

Joanna Tennill, PT, DPT is 1998 graduate of Midway College with an A.S., worked as a PTA for 13 years and is a 2011 graduate of the University of Findlay with a Doctorate of Physical Therapy. Dr. Tennill has extensive school-based practice experience and contributed to physical therapy services at Kids Can Do Pediatric Therapy Center with competencies in respiration and postural control. She is Director of Rehabilitation, Life Care Center, Bardstown, KY.

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Infants, Toddlers and Children with Disabilities in Rural Communities*

Keynote Speaker: Carl J. Dunst, PhD

**Saturday, March 12, 2016
8:15-8:45 Registration
College of Health Sciences
Charles Wethington Building Room 014
University of Kentucky
900 S. Limestone
Lexington, KY**

REGISTER NOW!

REGISTRATION FEES: \$70

NOTE: \$15 for students, PREPaRE Advisory Board members, PREPaRE Mentors, and Early Childhood Educators

Register Online Now Through This Secure Website...

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For step by step instructions on how to register please visit our website at

[Registration Instructions](#)

Registration Deadline: March 3, 2016

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 ECU, 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.

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

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

UK
UNIVERSITY OF KENTUCKY
College of Health Sciences

**Directions to Parking at Kentucky Clinic and Walking to
the College of Health Sciences/Charles Wethington Building**

Driving From the North

1. Drive south on I-75; this joins with I-64 just northwest of Lexington.
2. Take Exit 113; turn right onto Broadway, driving south, towards downtown.
3. Drive 3.0 miles on Broadway, going through downtown Lexington.
4. Turn left on Maxwell Street, which will take you across the northern edge of the campus.
5. After driving 0.6 miles, turn right on Rose Street, going south through the campus.
6. Turn right onto Huegolet Drive and left to enter the parking garage.

Driving from the East:

1. Drive west on I-64; this joins I-75 northeast of Lexington.
2. Proceed on this joined multi-lane highway to Exit 113. Take this exit, then turn left onto Broadway. Follow the directions from #3 above.

Driving from the West:

1. Drive east on I-64; this joins I-75 just northwest of Lexington.
2. Proceed on this joined multi-lane highway to Exit 113. Take this exit, then follow the directions as noted in item number 3, "Driving from the North" above.

Driving from the South:

1. Drive north on I-75; take the Lexington / Athens-Boonesboro Road exit. Turn left.
2. Drive 7.7 miles; this road becomes Richmond Road, which in turn becomes Main Street.
3. Turn left onto Rose Street, at the beginning of the downtown area.
4. Turn right onto Huegolet Drive and left to enter the parking garage.

If driving on Limestone turn onto Huguelet Drive (Huguelet on the east side of the road, but Virginia Ave on the west, just to be aware).

At the KY CLINIC:



1) Go through the gates and park anywhere space is available.

2) Enter the Kentucky Clinic through blue doors leading into the building.



3) Inside, go to the **second floor**. Either use the staircase to the right between the blue doors you enter and the next set of blue doors into the building, or take the elevator located to the left past the second pair of blue doors.



4) After reaching the second floor, there will be a long corridor in front of you. Follow it away from the parking garage to another pair of doors at the other end of the long hall. On the way, if you look down you will see a Starbucks to the left.

5) Go through the double-glass doors. Follow the short walkway which will bring you to the College of Health Sciences/ Charles Wethington Building.

6) After entering the Charles Wethington Building go through the doors down the hall to reach the elevators. Take the elevator to the building's basement. Please avoid the stairs since there is no direct route to the basement.

7) From the elevator there will be signs to turn right down the long hallway. It will dead end at the **PREPaRE Conference in Room 014**.