

**Saturday,  
September 12, 2020**

**MORNING THEME**  
*Promoting Data  
Driven Practice*

8:30am – 11:30am PDT

**BONUS**

**PANDEMIC AND  
SCHOOL CLOSURES**  
Noon – 12:30pm PDT

**AFTERNOON THEME**  
*Transition*  
12:30pm – 3:30pm PDT

**BONUS**

**ASK THE EXPERTS**  
3:45pm – 4:15pm PDT

PDT – Pacific Daylight Time

**BONUS**

**BOTH BONUS SESSIONS  
ARE AVAILABLE TO ALL  
REGISTRANTS**



**VIRTUAL**

OTAC 2nd Annual

## School-Based OT Symposium 2020

**Bonus 1:** Addressing school assessment and intervention considerations during the pandemic school closures.

**Bonus 2:** Ask the Experts.

### Promoting Excellence in School-Based Practice

Evidence | Meaningful Occupation | Links to Curriculum | Tools to Support Practice

*Earn up to  
6.25 PDUs*



*...inspiring your learning journey*

## Featured Presenters



**Clinical Reasoning  
in the Process of  
Gathering  
Information  
and Designing  
Intervention  
Programs**

*Erna Imperatore Blanche,  
PhD, OTR/L, FAOTA*



**Steppin' Up Group  
Transition Program:  
Preparing Adolescents  
for Life After High School**

*Bonnie Nakasuji,  
OTD, OTR/L, C/NDT, FAOTA*



**Promoting  
Self-Determination  
and Engagement in  
Meaningful  
Occupations:  
Lost & Found Project**

*Gabriella Hart*

## Why Attend

Enrich your practice and  
discover new tools.

## Who Should Attend

Occupational therapy practitioners  
and students who are interested in  
school-based practice.

# Symposium Schedule, Learning Objectives, and Presenters

## Saturday, September 12

### MORNING THEME: Promoting Data Driven Practice

#### Schedule

8:30am – 8:45am PDT

Welcome (no PDUs)  
*Lisa Test, OTD, OTR/L*

8:45am – 11:30am PDT

**Clinical Reasoning in the Process of Gathering Information and Designing Intervention Programs (2.75 PDUs)**  
*Erna Imperatore Blanche, PhD, OTR/L, FAOTA*

This short course is designed for clinicians who have a basic understanding of sensory processing and wish to enhance the clinical reasoning skills utilized during the assessment and intervention process. Through the use of videos, case studies, and didactic presentation, the participants will learn to organize and interpret the information gathered through standardized assessments, observations, and surveys and link it to participation issues identified in the reason for referral. Once the data has been collected, the participants will learn to plan the intervention using a hypothesis generation organizational model. The participants will have the opportunity to bring their own video cases to practice their skills during the course.

#### Learning Objectives

At the end of this course, the participant will be able to:

- Understand the role of hypothesis generation in the evaluation process
- Use clinical reasoning skills and existing data to interpret the results obtained from observations
- Integrate observations with standardized testing and parent surveys
- Plan intervention programs that address the child's specific needs and follow fidelity principles
- Learn to use data collection measures to evaluate the child's progress

Noon – 12:30pm PDT

**BONUS 1: Addressing School Assessment and Intervention Considerations During Pandemic School Closures (0.5 PDUs)**  
*Lisa Test, OTD, OTR/L, and Erin Dolin, EdD, OTR/L*

BYOL (bring your own lunch) and questions to this informal dialogue.

3:45pm – 4:15pm PDT

**BONUS 2: Ask the Experts (0.5 PDUs)**  
*Lisa Test, OTD, OTR/L, and Erin Dolin, EdD, OTR/L*

Providers will have an opportunity to "ask the experts." An electronic survey will be sent out prior to the Symposium.

**The two Bonus sessions are available for registrants of both the morning and afternoon sessions.**

## Saturday, September 12

### AFTERNOON THEME: Transition

#### Schedule

Noon – 12:30pm PDT

**BONUS 1: Addressing School Assessment and Intervention Considerations During Pandemic School Closures (0.5 PDUs)**  
*Lisa Test, OTD, OTR/L, and Erin Dolin, EdD, OTR/L*

BYOL (bring your own lunch) and questions to this informal update on our seven year effort.

12:30pm – 12:45pm PDT

Welcome (no PDUs)  
*Erin Dolin, EdD, OTR/L*

12:45pm – 1:45pm PDT

**Promoting Self-Determination and Engagement in Meaningful Occupations: Lost & Found Program (1 PDU)**

*Gabriella Hart, Special Education Teacher, Harold L. Woods Elementary School, Clovis Unified School District*

The Lost & Found Program at Woods Elementary is operated by 4th through 6th grade students who have been diagnosed with autism spectrum disorder. The students are responsible for maintaining the lost items (sorting, hanging, folding), managing the Woods lost and found website (numbering the items, taking and uploading pictures of lost items, checking for emails from parents claiming items), and returning items to their owners (finding different rooms across campus, taking items, clearly stating whose item it is, etc.).

This presentation will provide participants with information about promoting transition skills with the development and implementation of a lost & found program for students with autism and disabled students.

#### Learning Objectives

At the end of this session, the participant will be able to:

- Design and implement a lost & found program
- Detail the unique skills developed with an integrated lost & found program
- Identify beneficial outcomes for building foundational skills for social-emotional, self-help, and motor skills to apply to everyday practice

2:00pm – 3:30pm PDT

**Steppin' Up Group Transition Programs: Preparing Adolescents for Life After High School (1.5 PDUs)**  
*Bonnie Nakasuji, OTD, OTR/L, C/NDT, FAOTA*

This presentation will describe the creation and implementation (including successes and challenges) of an occupational therapy-led, transition-group program focused on addressing life and pre-vocational skills for high-risk adolescents.

#### Learning Objectives

At the end of this session, the participant will be able to:

- Identify the specific occupational needs (life skills and leadership skills) that were targeted for this group designed to better prepare high-risk adolescents for life-after-high school
- Understand the benefits received and the challenges faced in the implementation and documentation used in this group program
- Understand the multiple factors to consider in the development of a transition program in their own communities and practice settings.

3:45pm – 4:15pm PDT

**BONUS 2: Ask the Experts (0.5 PDUs)**  
*Lisa Test, OTD, OTR/L, and Erin Dolin, EdD, OTR/L*

Providers will have an opportunity to "ask the experts." An electronic survey will be sent out prior to the Symposium.

**The two Bonus sessions are available for registrants of both the morning and afternoon sessions.**

# Symposium Presenters



**Erna Imperator Blanche, PhD, OTR/L, FAOTA**, professor of clinical practice, Chan Division of Occupational Science and Occupational Therapy, University of Southern California, has a degree in occupational therapy from the University of Chile, Master of Arts in special education from Teachers College, Columbia University, and PhD in occupational science from the University of Southern California. Blanche trained with Dr. Ayres in 1984 and since then she has taught extensively around the world and has authored and co-authored multiple publications in the areas of evaluation and intervention of children with developmental disabilities, play, and occupational science. She is also co-owner and co-founder of Therapy West, Inc., a treatment facility serving children with developmental disabilities in Southern California.



**Gabriella Hart** is a dynamic 4th through 6th grade Elementary Intensive Autism Program (EIAP) teacher at Harold L. Woods Elementary. She received a BA in psychology from Fresno State and a Moderate/ Severe Education Specialist from Fresno State. Hart is beginning her fourth year of teaching. She is a collaborative teacher and welcomes the opportunity to collaborate with occupational therapist to help all children.



**Bonnie Nakasuji, OTD, OTR/L, C/NDT, FAOTA**, has been in practice for 47 years. She is co-owner and co-founder of Therapy West, Inc., a pediatric private practice, adjunct associate professor of occupational therapy at the University of Southern California and a trainer for AOTA's Fieldwork Educators Certificate Program (since 2009). She was inspired to develop Steppin' Up, a transition program for high school students after working with adults diagnosed with ASD and/or sensory processing disorder. Steppin' Up has been implemented at several school districts in Southern California since 2014 (inside and outside special education). Integrating occupational therapy trainees (fieldwork interns and doctoral residents) has both enriched the program and benefited all stakeholders. She is the recipient of the Fieldwork Educator of the Year (OTAC-2005), the Humanitarian Award (CFOT-2009), Award of Excellence and Entrepreneur of the Year (OTAC-2012), became a Fellow of the American OT Association (FAOTA) (2015), and awarded AOTA's International Service Award (2017).



**Erin Dolin, EdD, OTR/L**, is an occupational therapy practitioner with 18 years of experience in school-based practice and currently the program director for the developing OTA program at Clovis Community College. She is active with OTAC and participates with the OTAC School-Based Practice Subcommittee.



**Lisa Test, OTD, OTR/L**, is the coordinating therapist for the occupational therapy and physical therapy program at Los Angeles Unified School District. She earned a Bachelor of Arts in ergonomics from the University of California, Santa Barbara, and master's and clinical doctorate degrees in occupational therapy and occupational science from USC. She serves on the OTAC Practice, Ethics, and Reimbursement Committee and co-chairs the OTAC School-Based Practice Subcommittee and the OT School Credential Initiative.

## Symposium Committee

Erin Dolin, EdD, OTR/L

Lisa Test, OTD, OTR/L

## REGISTRATION FORM

One form per person. Please type or print clearly. Check appropriate boxes.

**SESSION(S) ATTENDING**    SAT., SEPT. 12-MORNING SESSION    SAT., SEPT. 12-AFTERNOON SESSION    BOTH SESSIONS

	MEMBERS	NONMEMBERS
MORNING SESSION	<input type="checkbox"/> \$39	<input type="checkbox"/> \$59
AFTERNOON SESSION	<input type="checkbox"/> \$39	<input type="checkbox"/> \$59
BOTH SESSIONS	<input type="checkbox"/> \$69	<input type="checkbox"/> \$99

**TOTAL DUE \$** \_\_\_\_\_

**Note: Both the sessions include the two Bonus features.**

**REGISTRANT INFORMATION - MAIL REGISTRATION POSTMARK BY TUE. SEPT. 1**

Name \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Email \_\_\_\_\_ Telephone \_\_\_\_\_

**PAYMENT OPTIONS – CHECK ONE**

Check (make payable to OTAC)    MasterCard    Visa    AMEX

Credit Card Number \_\_\_\_\_ Exp Date \_\_\_\_\_ VCode \_\_\_\_\_

Cardholder Name \_\_\_\_\_

Cardholder Signature \_\_\_\_\_ Date \_\_\_\_\_

### SUBMIT PAYMENT

Fax to: 916/294-0415, or

Mail to: OTAC, PO Box 276567, Sacramento, CA 95827

### REGISTER ONLINE

[www.otaonline.org/education/school-based-OT-symposium](http://www.otaonline.org/education/school-based-OT-symposium)



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## Cancellation/Refund Policy

\$25 retained to cover cancellation/refund processing costs. Written notice must be received in OTAC office by **September 6, 2020** to be eligible for refunds. No refunds after this date. *Disclaimer: OTAC reserves the right to make changes to the program. No refunds will be made based on these changes.*