

**Saturday,
September 11, 2021**

8:00am – 8:15am
Welcome

8:15am – 9:45am
KEYNOTE: The Distinct Value of Occupational Therapy in Addressing the Mental Health Needs of Children and Youth in Schools: Making Every Moment Count

9:50am – 10:50am
Peers with Purpose: Young Adult Social Committee

11:00am – 12:00pm
Panel: How do you incorporate mental health in your practice?

12:00pm – 12:30pm
Lunch – on your own

12:30pm – 3:30pm
Building Bonds to Support Students: Utilizing a Trauma-Informed Approach to School-Based Practice

3:30pm – 4:30pm
Social-Emotional Learning from a Distance: Tools and Processes for Anytime, Anywhere

4:45pm – 5:30pm
Update on the School-Based OT Credential Initiative



VIRTUAL

OTAC 3rd Annual School-Based OT Symposium 2021

FOCUS ON MENTAL HEALTH

Promoting Excellence in School-Based Practice
Evidence | Meaningful Occupation | Links to Curriculum | Tools to Support Practice

KEYNOTE

Susan Bazyk, PhD, OTR/L, FAOTA
Professor Emerita, Cleveland State University
Founding Director, Every Moment Counts, LLC



8:15am – 9:45am
The Distinct Value of Occupational Therapy in Addressing the Mental Health Needs of Children and Youth in Schools: Making Every Moment Count



...inspiring your learning journey

Earn up to 7.5 PDUs

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 11

8:00am – 8:15am

Welcome

Erin Dolin, EdD, OTR/L
Lisa Test, OTD, OTR/L, FAOTA,

8:15am – 9:45am

KEYNOTE: The Distinct Value of Occupational Therapy in Addressing the Mental Health Needs of Children and Youth in Schools: Making Every Moment Count

Susan Bazyk, PhD, OTR/L, FAOTA
Professor Emerita, Cleveland State University
Founding Director, Every Moment Counts, LLC

The aim of occupational therapy services addressing mental health is to help all individuals develop and maintain positive mental health, prevent mental ill-health, and recover from mental health challenges in order to live full and productive lives. This presentation focuses on occupational therapy's distinct value in mental health promotion, prevention, and intervention with children and youth in school settings. The relationship between meaningful and enjoyable participation in occupations and positive mental health will be emphasized. Every Moment Counts examples of how to implement occupation-based services within a multi-tiered mental health framework in schools will be provided along with a brief review of website resources. Specific attention to how the pandemic has impacted mental health and occupational therapy's distinct contributions on interdisciplinary teams will be highlighted.

Learning Objectives

At the conclusion of this session, participants will be able to:

- Describe current evidence supporting the use of meaningful and enjoyable occupations to promote mental health and prevent mental ill-health;
- Discuss the distinct value of occupational therapy in mental health promotion (Tier 1 universal), mental health prevention (Tier 2 targeted), and mental health intervention (Tier 3 individualized) in school settings;
- Clearly articulate how OT services differ from licensed mental health providers when addressing the mental health needs of children/youth;
- Advocate for occupational therapy's distinct contributions in addressing students' mental health in schools.

9:50am – 10:50am

Peers with Purpose: Young Adult Social Committee

Madison Aguirre, MA, OTR/L

This presentation outlines a needs assessment used to examine the social-emotional impact of the COVID-19 pandemic on young adults with disabilities. The development of an occupation-based group protocol based on a sample of students who participated will be reviewed. The group protocol incorporates principles of self-determination to enable students to lead their Peers with Purpose Social Committee.

Learning Objectives:

At the conclusion of this session, participants will be able to:

- Identify how to conduct a needs assessment to examine the social-emotional impact of the COVID-19 pandemic on young adults with disabilities;
- Describe the development of an occupation-based group protocol for a school-based young adult social committee;
- Discuss the next steps for piloting a young adult social committee and be able to apply the process within their setting.

11:00am - 12:00pm

Panel: How do you incorporate mental health in your practice?

Bryant Edwards, OTD, MA, OTR/L, BCP, MPH
Katie Opdycke, MOS, OTR/L
Shelby Surfes, OTD, OTR/L
Ann-English Dillon Weaver, MSOT, OTR/L

This dynamic and diverse panel will answer key questions about incorporating mental health in their practice.

12:00pm – 12:30pm

Lunch – on your own

12:30pm – 3:30pm

Building Bonds to Support Students: Utilizing a Trauma-Informed Approach in School-Based Practice

Tessa Milman, OTD, OTR/L
Kimberly Rice Lalezari, OTD, OTR/L, BCP

Practitioners need to be better equipped to provide support to our students. The “pandemic” made this especially clear that we need the tools and to increase our capacity to support our students. This mini-workshop will do just that.

Learning Objectives:

- At the conclusion of this session, participants will be able to:
- Discuss the impact of trauma on sensory processing;
- Describe the impact of trauma on school participation;
- Identify what trauma-informed practices look like in school settings;
- Choose relevant sensory-based strategies using a trauma lens;
- Explain how to nurture a sensory-safe environment by adopting a relational perspective;

3:30pm – 4:30pm

Social-Emotional Learning from a Distance: Tools and Processes for Anytime, Anywhere

Jessica Hannigan, EdD

Our students need social and emotional learning more than ever! How can we determine their needs and where do we begin? This session offers tools and best practice processes for social-emotional learning (SEL) that you can implement immediately in any learning environment.

Learning Objectives:

At the conclusion of this session, participants will be able to:

- Learn about the five SEL competencies;
- Learn how to identify challenging behaviors and prioritize, define mastery, and teach the SEL skills necessary to address them;
- Recognize tips for identifying, teaching, modeling, and reinforcing SEL skills in any learning environment.

4:45pm – 5:30pm

Update on the School-Based OT Credential Initiative

Erin Dolin, EdD, OTR/L
Lisa Test, OTD, OTR/L, FAOTA

About OTAC

OTAC is a 501(c)(6) nonprofit organization established in 1976. It is the collective voice that serves, promotes, and supports the profession of occupational therapy and its practitioners.

About Presenters



Madison Aguirre, MA, OTR/L, earned a Master of Arts from the University of Southern California in 2014. She has worked as an occupational therapy practitioner for the Los Angeles Unified School District (LAUSD) since March 2015. In addition to providing school-based services, Aguirre has assisted with data analysis for the LAUSD Advancing Children's Educational Success (ACES) program. Through ACES, she has helped develop workshops to educate families about play, recreation, and leisure activities for students with disabilities. She also contributed to the development of two ACES student conferences.



Susan Bazyk, PhD, OTR/L, FAOTA, is professor emerita of the Occupational Therapy Program at Cleveland State University where she taught for 34 years. She is the founding director of Every Moment Counts, LLC, which was launched in 2012. This multi-pronged mental health promotion initiative focuses on helping all children and youth participate successfully throughout the day in academic and non-academic settings (www.everymometcounts.org). In addition to authoring the book, *Mental health promotion, prevention, and intervention with children and youth: A guiding framework for occupational therapy* (2011), Bazyk has authored over 30 journal articles and several book chapters in leading OT textbooks. Recent awards include the 2016 Crain's Cleveland Business Health Care Hero Award, the 2017 Outstanding Research Award for the College of Sciences and Health Professions at CSU, and the 2018 Award for Innovative and Emerging Practice from AOTA. As a Fulbright Specialist (2019–2024), Bazyk presented on Every Moment Counts in five New Zealand regions in February 2020.



Erin Dolin, EdD, OTR/L, is an occupational therapy practitioner with 19 years of experience working in school-based practice. She is currently the program director for the OTA program at Clovis Community College. She is active with OTAC where she serves on its Board of Directors as the Region 4 Director and participates on the OTAC School-Based Practice Subcommittee.



Bryant Edwards, OTD, MA, OTR/L, BCP, MPH, is in a leadership role at Children's Hospital Los Angeles (CHLA), serving as the manager of occupational therapy. In this role, Edwards supports the efforts of the interprofessional team at CHLA to maintain Magnet Recognition. He also serves on the Occupational Therapy Association of California's (OTAC) Board of Directors, as the current president, and has been in a leadership position with OTAC since 2009. He was the 2018 awardee of the OTAC Janice Matsutsuyu Outstanding Service Award.



Jessica Djabrayan Hannigan, EdD, is an assistant professor in the Educational Leadership Department at California State University, Fresno. She works with schools and districts across the nation on designing and implementing effective behavior systems. Her expertise includes response-to-intervention (RTI) behavior, multi-tiered system of supports (MTSS), positive behavior interventions and supports (PBIS), social and emotional learning (SEL), and more.



Kimberly Rice Lalezari, OTD, OTR/L, BCP, has over 10 years of experience as a pediatric occupational therapy practitioner and holds an AOTA Board Certification in Pediatrics. Over the course of her career, she has specialized in sensory integration, pediatric mental health, and school-based practice. When working in pediatric mental health at one of the top universities and children's hospitals, she collaborated on interdisciplinary teams to provide support to children who had experienced trauma, helped families navigate systems and access services in the schools and beyond, as well as provided mentorship to OTD residents in this specialty area. Lalezari has provided numerous trainings on the topic of childhood trauma and sensory integration. She has since spent the past few years working in school-based practice, bringing with her a passion for building relationships to support the whole child.



Tessa Milman, OTD, OTR/L, is an assistant professor of occupational therapy and teaches mental health, clinical reasoning, and qualitative research in the Chan Division of Occupational Science and Occupational Therapy at USC, utilizing team-based learning and other learner-centered pedagogies. Her courses incorporate diverse perspectives and critical theories to support occupational therapy students to become culturally humble practitioners who care deeply about lived experiences and embody person-centered and trauma-informed approaches. Milman has practiced and supervised students in pediatric and adult mental health settings. When working with children, she worked specifically with families who had experienced trauma and were involved in the foster care system. Her personal journey building her family through adoption from the foster care system has provided her with experiential knowledge about impact of trauma on relationships and participation. Milman is passionate about integrating lived experience with academic knowledge within teaching and practice.



Katie Opdycke, MOS, OTR/L, is owner/director of ktOT Occupational Therapy Services, a mobile outpatient therapy service specializing in treatment for individuals with mental health conditions. She also contracts with various schools. Her areas of specialized knowledge include autism, sensory processing, and mental health.

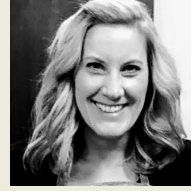
About Presenters



Shelby Surfas, OTD, OTR/L, is an associate professor of clinical occupational therapy, an OT director at the University of Southern California [USC] University Center of Excellence in Developmental Disabilities [UCEDD] at Children's Hospital Los Angeles [CHLA], and a discipline director of the California Leadership and Education in Neurodevelopmental Disabilities [LEND] program. Surfas holds positions across interdisciplinary teams providing mental health supports for underserved and culturally diverse populations. She teaches pediatrics, sensory integration, neurodevelopmental disabilities, mental health, and the interdisciplinary approaches thereof.



Lisa Test, OTD, OTR/L, FAOTA, 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. With professional interests in children with developmental disabilities, sensory integration, autism, play, and school-based practice, she is recognized as a leader in occupational therapy possessing extensive experience in the delivery of interventions for children with disabilities. Test has presented both nationally and internationally on the application of sensory integration in the schools, clinical reasoning, and assessment and intervention of children with diverse needs. 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.



Ann-English Dillon Weaver, MSOT, OTR/L, is a lead occupational therapy practitioner with Goodfellow Occupational Therapy, currently working in Fresno Unified School District. Prior to working in Fresno Unified School District, Weaver worked in the California Children's Services Medical Therapy Units in Madera and Fresno counties, where she specialized in physical disabilities and feeding problems. She also worked for Community Regional Medical Center in the High-Risk Infant Clinic, conducting developmental assessments of infants and children, ages 0 to 36 months. Throughout her career in Occupational Therapy, Weaver has worked with children with varying diagnoses that also have sensory processing disorder. She has further led classes for teachers and parents regarding development and sensory processing.

Symposium Committee

Erin Dolin, EdD, OTR/L
Lisa Test, OTD, OTR/L, FAOTA

Symposium Disclaimer

This Symposium is sponsored by OTAC for the purpose of professional development. The material presented is not intended to represent the only or the best methods appropriate for the occupational therapy and/or medical condition or professional development issues being discussed, but rather is intended to present the opinions of the presenters, which may be helpful to other health care professionals at arriving at their own conclusions and consequent application. Attendees participating in this professional development education program do so with the full knowledge that they waive any claim they may have against OTAC and its representatives for reliance on any information presented during this educational event.

REGISTRATION FORM

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

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www.otaconline.org/education/school-based-OT-symposium

Cancellation/Refund Policy

\$25 retained to cover cancellation/refund processing costs. Written notice must be received in OTAC office by **September 6, 2021** 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.*