

**Saturday,
September 17, 2022**

8:00am – 8:15am
Welcome

8:20am – 11:00am
KEYNOTE: Interprofessional
Collaboration for AT Applications in
School-Based Services

11:10am – 12:15pm
Panel/Ask the Experts Discussion

12:15pm – 12:45pm
Lunch – on your own

12:45pm – 2:00pm
Curriculum Access
Through Technology

2:10pm – 2:45pm
Core Vocabulary as Part of
Everyday Language

2:55pm – 4:25pm
AT for Students with Significant
Disabilities: Classroom Supports and
Occupation Based Interventions

4:25pm – 4:30pm
Summarize



VIRTUAL

OTAC 4th Annual School-Based OT Symposium 2022

LET'S GET TECHIE

**Low to High Tech Assistive Technology (AT):
Facilitating Function & Independence for All Learners**

KEYNOTE

8:20am - 11:00am
Interprofessional Collaboration for AT Applications in School-Based Services



Laura Greiss Hess,
PhD, OTR/L



Kerrie Lemons Chitwood,
PhD, CCC-SLP



Daniel Phillips, MS, CCC-SLP,
TRC Director, AT Specialist



...inspiring your learning journey

Earn up to 7 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 17

8:00am – 8:15am

Welcome and Setting the Stage: Understanding the Big Picture

Beth Dillin, MOT, OTR/L

8:20am – 11:00am

KEYNOTE: Interprofessional Collaboration for AT Applications in School-Based Services

*Laura Greiss Hess, PhD, OTR/L
Kerrie Lemons Chitwood, PhD, CCC-SLP
Daniel Phillips, MS, CCC-SLP*

Assistive technology (AT) is a central feature of the occupational therapy (OT) scope of practice AND is an opportunity for interprofessional collaboration. This keynote session will be co-presented by an interprofessional team of occupational therapy practitioners and speech-language pathologists who have extensive experience in AT applications. Our interprofessional panel will explore case examples, current AT applications, and clinical reasoning for implementation into school-based services. This session will include an exploration of innovative practice models and interactive opportunities to engage with the presentation materials, content, and presenters.

Learning Objectives:

- Participants will be able to discuss the scope of practice of OT and how AT is part of a collaborative approach to best practices in school-based services.
- Participants will be able to engage in case examples highlighting interprofessional collaboration in AT applications for students with disabilities.
- Participants will explore AT application examples, clinical reasoning, and implementation strategies for school-based services.

11:10am – 12:15pm

Panel/Ask the Experts Discussion

*A Student's Perspective –
Savanna Soria, young adult
A Sibling/OT Perspective – Serena Soria, MSOT,
OTR/L
A Teacher's Perspective – Lisa Haring, ATACP
An OT's Perspective – Libby Trutna, MA, OTR/L,
AMPS, ATACP*

Learning Objectives:

- Participants will learn how specialists incorporate assistive technology across occupations and settings.
- Participants will be able to ask the experts about including assistive technology into the IEP and embedding it in the curriculum.

12:15pm – 12:45pm

Lunch – on your own

12:45pm – 2:00pm

Curriculum Access Through Technology

*Malika Ferrell, MA
Cynthia Timm, BA*

Many of our students are struggling to read and write. How can we provide access for students who are not responding to occupational therapy interventions to improve writing legibility? This mini-workshop will detail some exciting and readily available tools for academic access.

Learning Objectives:

- Distinguish between instructional technology and assistive technology.
- Apply the principles of Universal Design for Learning (UDL) with a focus on personalized learning and Multi-Tiered Systems of Support (MTSS).
- Explore various low, medium, and high technology tools to address student access challenges with reading, writing, and math.
- Expand collaboration skills to support multi-disciplinary assistive technology assessments and service delivery for students with disabilities that require AT to access their curriculum.

2:10pm – 2:45pm

Core Vocabulary as Part of Everyday Language

Rebecca Quevedo, MA, CCC-SLP

Core vocabulary is an essential part of any language system, but understanding and implementing this important concept can be difficult. Join us as we discuss core vocabulary and how to get started implementing it across school settings. This session will help you develop a better understanding of core vocabulary and how it is used in everyday language. Language development, as well as how it relates to core vocabulary, will also be discussed as basic augmentative and alternative communication (AAC) modeling concepts that you can apply to everyday therapy sessions.

Learning Objective:

- Acquire new knowledge about core vocabulary and how to get started implementing it across school settings.

PDT – Pacific Daylight Time

2:55pm – 4:25pm

AT for Students with Significant Disabilities: Classroom Supports and Occupation-Based Interventions

Katy Rae Mackey, MS, OTR/L

Students with significant disabilities within an alternate curriculum program require dynamic and engaging interventions and strategies to meet their individualized education program (IEP) goals and needs. Furthermore, practitioners can foster learning and engagement using AT within occupation-based interventions and classroom programs.

Learning Objectives:

- Define the role of occupational therapy in the provision of assistive technology in the school setting.
- Identify two low-tech and high-tech supports (commercially produced/off-the-shelf or personally developed from existing resources) for students with moderate to severe disabilities based on the student's individual unique needs.
- Develop an occupation-based intervention that is aligned with an alternate curriculum or program using a range of assistive technology supports.

4:25pm – 4:30pm

Summarize

*Serena Soria, MSOT, OTR/L
Beth Dillin, MOT, OTR/L*

Symposium Committee

Beth Dillin, MOT, OTR/L
Erin Dolin, EdD, OTR/L
Serena Soria, MSOT, 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.

About This Virtual Symposium

This Symposium will be recorded. Participate virtually on September 17, 2022 and then re-watch at your convenience until November 1, 2022.

Earn up to 7 PDUs

PDUs will be entered into your MyOTlicense cloud-based PDU tracking 'filing cabinet.' (Must be an OTAC member or MyOTlicense subscriber. This service available only to OT/OTA licensees.)

Why OTAC Symposiums? To support OTAC Core Value 7 - Professional Development: To provide quality education and resources to advance the knowledge, skills, and continued competence of occupational therapy practitioners.

About Presenters



Beth Dillin, MOT, OTR/L, received a master's degree in occupational therapy from Samuel Merritt University, Oakland, in 1999. For 20 years, she has worked in the pediatric setting with children, educators, and their families in private practice, hospitals, and primarily in public-school settings.

In practice, she emphasizes holistic treatment by addressing the "whole child." She enjoys working with children of all ages that experience challenges with sensory processing integration, visual motor and perceptual difficulties, and developmental delays. Dillin has postgraduate occupational therapy training in sensory integrative principles, executive functioning concepts, visual perceptual complexities, and co-regulation.



Malika Ferrell, MA, is an assistive technology (AT) assessor with Los Angeles Unified School District, where she has supported students with special needs for the last 19 years. After earning a master's in special education from Loyola Marymount University, Ferrell taught in the early childhood special education setting for 11 years before joining the

Instructional Technology and Assistive Technology Program. In her role as teacher and AT assessor, Ferrell has collaborated extensively with occupational therapy practitioners, speech and language pathologists, physical therapists, school administrators, and families in an effort to increase access and outcomes for students.



Lisa Herring, ATACP, is an assistive technology specialist for Clovis Unified School District. She has been an educator for over 20 years. Herring holds a teaching credential with specialization in orthopedically-impaired, mild to moderate; autism; and special education authorizations. She is ATACP certified.



Laura Greiss Hess, PhD, OTR/L, associate professor, Dominican University of California, Department of Occupational Therapy, is an occupational therapy (OT) practitioner whose education, clinical, and research experience spans over 30 years of work. Hess completed comprehensive certifications in sensory integration and AT applications during her career.

Professionally, she specialized in school-based OT practice for 17 years. She worked at the UC Davis MIND Institute for 12 years collaborating on research and clinical teams specializing in interprofessional collaboration, neurodevelopmental disorders, and assistive technology applications. Her clinical practice and scholarship have contributed to national and international conference presentations and journal/chapter publications.



Kerrie Lemons Chitwood, PhD, CCC-SLP, is a licensed speech-language pathologist with 24 years of clinical and research experience. She currently is the program director for the Master of Science in Speech-Language Pathology at California State University, Monterey Bay (CSUMB) and an assistant professor in the Department of Education and

Leadership at CSUMB. Chitwood is also co-director of the Center for Reading Diagnosis and Instruction. From 2002 to 2014, she worked at the UC Davis MIND Institute, where she was part of the Fragile X team.

She is committed to translational research and thrives in bridging the gap between research and practice, specifically regarding students and families with Fragile X and other neurodevelopmental disorders in educational and community settings.



Katy Rae Mackey, MS, OTR/L, received a Master of Science in occupational therapy from California State University Dominguez Hills in 2009. She has worked as a school-based occupational therapy practitioner since 2011. She is currently a lead therapist and clinical advising therapist for the Advancing Children's Educational Success program for Los

Angeles Unified School District. Previously, Mackey worked as an occupational therapy practitioner for Masada Homes with adolescents and transition-aged youth. She served as the camp director for the Society for Disabled Children in Bakersfield, CA. Mackey has guest-lectured on numerous occasions for university-level students in the content areas of assistive technology, activity analysis across the lifespan, and use of sensory strategies for adolescent and transition aged youth.



Dan Phillips, MS, CCC-SLP, is a speech pathologist and assistive technology specialist and the founder and director of the Tech Resource Center Marin. He has won state-level highest honors for his work in the field of speech pathology and received two golden bell awards. Phillips was also runner-up for Teacher of the Year for the state of California, Outstanding

Tech Director from the Tech Advocate Awards, and Outstanding Contributions in International Achievements from the American Speech and Hearing Association. Phillips is a co-founder of the Nika Project, a volunteer organization that works internationally to provide technology supports for underserved cultures and populations and lectures both nationally and internationally.



Rebecca Quevedo, MA, CCC-SLP, is an ASHA certified speech-language pathologist currently employed as a lead augmentative and alternative communication (AAC) consultant for Los Angeles Unified School District. She strives to provide high-quality, evidence-based speech and language interventions to children and young adults, especially those individuals with

limited to no verbal communication. Every individual has the right to communicate. Her goal is to help children, young adults, families, and other professionals establish effective forms of communication through traditional or alternative means to give individuals the voice they deserve.



Serena Soria, MSOT, OTR/L, earned a master's of occupational therapy from the Dominican University of California in 2017. Inspired by her younger sister, who has autism, Soria has been dedicated to working with children on the autism spectrum in nonpublic and public schools for the last five years. Her personal and professional specialized knowledge of autism

and sensory integration has helped her to lead in-service presentations for special education departments on topics of sensory integration and self-regulation. Soria is excited to pursue her doctorate degree to focus on researching functional assessment methods for the population of children with high support needs that she serves.

About Presenters, cont.



Cynthia Timm, BA, is an assistive technology assessor for the Los Angeles Unified School District and currently serves as program support for the Instructional Technology and Assistive Technology Program. She has a Bachelor of Arts degree in psychology from UCLA, a California Clear Teaching Credential in general education, and an AT Core Certification from Brandman University. Timm spent the last 22 years in the elementary general education setting, with 14 years in the classroom, five years as a technology coordinator creating and implementing original innovative project-based lessons using technology to motivate and inspire, and eight years as an assistive technology assessor.



Libby Trutna, MA, OTR/L, AMPS, ATACP, is the lead occupational therapy practitioner in the Clovis Unified School District. Her practice has incorporated collaborative models of services for early intervention, push-in services, and MTSS for general education and special education students. Trutna helped develop the first assistive technology preschool in CUSD and works closely with a multidisciplinary team of assistive technology specialists to facilitate motoric access to devices, applications, and positioning for optimizing student learning outcomes, socialization, and communication.



OTAC 4th Annual

School-Based OT Symposium 2022

Promoting Excellence in School-Based Practice

Evidence
Meaningful Occupation
Links to Curriculum
Tools to Support Practice

LET'S GET TECHIE

Low to High Tech Assistive Technology (AT):
Facilitating Function &
Independence for All Learners

About OTAC

OTAC is a nonprofit, 501c6. This means that end-of-year net revenue is retained for operations and benefit of the members and is not distributed to private owners.

OTAC Mission Statement. OTAC is the collective voiced that serves, promotes, and supports the profession of occupational therapy and its practitioners.

REGISTRATION FORM

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

	OT/OTA MEMBERS	OT/OTA NONMEMBERS	STUDENT MEMBERS	STUDENT NONMEMBERS
EARLY BIRD (ends Jul. 1)	<input type="checkbox"/> \$99	<input type="checkbox"/> \$129	<input type="checkbox"/> \$69	<input type="checkbox"/> \$99
ADVANCE (ends Aug. 1)	<input type="checkbox"/> \$119	<input type="checkbox"/> \$149	<input type="checkbox"/> \$89	<input type="checkbox"/> \$119
LATE (ends Sep. 12)	<input type="checkbox"/> \$139	<input type="checkbox"/> \$169	<input type="checkbox"/> \$109	<input type="checkbox"/> \$139

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REGISTRANT INFORMATION - MAIL REGISTRATION POSTMARK BY MON. SEPT. 5

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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 12, 2022 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.*