



ConnOTA Annual Spring Conference 2019
Session and Speaker Information

Pediatrics Track

Session C	AOTA Updates on OTs Role in Post-Secondary Transition – Karen Majeski, OTD, OTR/L and Tee Stock, OTD, OTR/L
<p>Many Post-Secondary Transition Planning (PSTP) teams do not include Occupational Therapy Practitioners (OTPs), even though they are distinctly prepared to assist in post-secondary transitioning planning. The AOTA supports this expansion of practice and has been increasing resources for this growing area. This presentation hopes to provide a place for discussion and sharing of roles, resources, and methods to help OTPs improve their knowledge and leave with ideas that they can put to immediate use to increase their visibility in this growing area of OT practice. We will present a draft uniform PowerPoint Presentation developed by The AOTA Transition Community of Practice that will be shared with all state OT Associations throughout the country. The content includes declarations and resources to advocate for our services in the area of PSTP.</p>	
	<p>Karen E. Majeski: Karen Majeski is a practicing OT since 1995 primarily in school-based practice. She is a founding member of a Transition Collaborative program which is a partnership between a local school system and Quinnipiac University (QU). She is a Visiting Assistant Professor at Quinnipiac University . She continues to provide OT services for Cheshire Public Schools in their Transition Program and as an Assistive Technology consultant.</p> <p>Tee Stock: Dr. Tee Stock has practiced OT since 1998, specializing in school and home practice. Tee presented on PSTP to multiple stakeholders including at two recent AOTA conferences and at a state conference. She worked in both public and private schools and has her own OT business. Tee conducted a study on the effectiveness of an educational program addressing PSTP and OTP roles during her doctoral work.</p>

Session G	OT and OTA Partnerships in School-Based Settings – Meghan Spielman, COTA/L
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Occupational therapy assistants have been providing occupational therapy services in school systems for over forty years, yet their multi-faceted role is often misunderstood. What exactly is within an occupational therapy assistant’s scope of practice? What should the relationship between the occupational therapist and occupational therapy assistant look like? How can these practitioners fulfill their individual roles and work together to improve student outcomes? This presentation explores the roles of both the occupational therapist and the occupational therapy assistant, while giving attendees insight into various supervision approaches and addressing common obstacles in this unique partnership.



Meghan Spielman is a proud graduate of Manchester Community College and has been a certified occupational therapy assistant since 2012. Although she has worked in physical rehabilitation, mental health, and community-based settings, her OT heart lies in pediatrics, specifically within school systems. Meghan is passionate about the kids and families she serves, as well as advocating for the role of the occupational therapy assistant within the OT profession. She recently authored a chapter for an AOTA publication on the role of the occupational therapy assistant in school systems and hopes to continue to empower fellow OTAs to reach their fullest potential.

Session K	Integrating Behavioral & Sensory Interventions in School-Based OT – John Pagano, PhD, OTR/L
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Behavioral interventions are commonly used in schools, while school occupational therapists frequently apply sensory interventions to improve behavior (Watling et al., 2011; Case-Smith et al., 2014). It is therefore useful for school occupational therapists to skillfully integrate behavioral and sensory interventions. Integrating behavioral and sensory strategies can also enable occupational therapists to expand their evidence-based services in community adolescent mental health settings. This presentation describes how to integrate behavioral and sensory interventions in individual, small group, school wide educational as well as community mental health settings to improve behavior and learning.

The new ESSA guidelines can significantly expand the role of school occupational therapists. Integrating behavioral and sensory interventions can increase occupational therapy school interventions towards improving behavior and learning in at-risk students. ESSA also offers an expanding role for school occupational therapists to participate in school, classroom, and small group interventions that improve school climate through bullying prevention, trauma informed care, staff education, and parent education initiatives (Whiting, 2017; Laverdure, 2017).

Visual supports are a particularly useful way to integrate behavioral and sensory interventions for students with developmental challenges. Collaboration on visual supports promotes consultation between teachers as well as occupational, speech language, and mental health therapists. Developmentally appropriate visual, written and/or picture schedules can help children understand rules, schedules, routines, transitions, and how to earn rewards (Jaime & Knowlton, 2007).

The integration of behavioral and sensory strategies can expand the evidence-based practice of occupational therapists. Occupational therapists are uniquely qualified to individualize adaptive equipment, behavioral, sensory, and visual support strategies to a client’s unique needs. Integrating behavioral and sensory interventions can enable occupational therapists to expand their evidence-based services in school and community adolescent mental health settings.



John Pagano, Ph.D., OTR/L is an occupational therapist at Solnit Adolescent Psychiatric Hospital and presents internationally on strategies to help clients with behavioral, psychiatric, sensory processing, and developmental challenges. Dr. Pagano is Vice President of the Connecticut OT association and a member of the AOTA School Mental Health Work Group. Dr. Pagano is known for his humorous, engaging presentations of evidence-based clinical strategies.