

2020 AOTA Specialty Conference

Children & Youth

December 3–4

Pre-Conference Session: December 2

Program Guide

Live online!



American
Occupational Therapy
Association

Wednesday, December 2

1:00 pm – 4:00 pm

Pre-Conference: Beyond Client-Centered Care: Providing Trauma-Informed Services for Children

Ashley Wagner, OTD, OTR/L, Maryville University, St. Louis, MO

When children repeatedly experience adverse, traumatic events such as abuse, neglect, or bias, those complex traumas impact the neurological connections made within their developing brains and alter their understanding of safety within their relationships or environment. This course challenges experienced practitioners to identify the neurological changes and occupational impact of trauma and empowers them to immediately incorporate trauma-informed approaches into practice.

Thursday, December 3

10:30 am – 11:00 am

Exhibits Open

Keynote

11:00 am – 12:00 pm

Keynote: Using AOTA's Vision 2025 to Overcome Barriers & Create Pathways for Leadership in School-Based Practice

Serena Zeidler, OTD, OTR/L, Touro College, Bay Shore, NY; Jaime Spencer, MS, OTR/L, Levittown Schools, Levittown, NY; Joan Sauvigne-Kirsch, EdD, OTR/L, Sacred Heart University, Fairfield, CT; Vera Gallagher, OTD, OTR/L, BCP, Oceanside School District, NY; Kim Wiggins, OTR/L, Binghamton School District, NY

AOTA's Vision 2025 and strategic plan provide a framework for therapy professionals to overcome obstacles to leadership and advocate for their distinct value in the school setting. Most states exclude OT practitioners from obtaining State Department of Education credentialing, which limits our ability to align with AOTA's Vision 2025 of OTs as leaders. Using AOTA's advocacy tools, practitioners can strategically continue to forge new pathways for school OT professionals.

12:00 pm – 12:15 pm

Break and Exhibits Open

12:15 pm – 1:15 pm

Concurrent 101: Using Evidence to Navigate Professional Decisions in Early Childhood

Gloria Frolek Clark, PhD, OTL, BCP, FAOTA, Private Practice, Adel, IA; Karrie L Kingsley, OTD, OTR/L, University of Southern California, Los Angeles, CA

Current evidence-based occupational therapy interventions for children birth to 5 years in the areas of cognition, mental health, motor function, and self-help skills will be presented to enhance decision-making and high-quality interventions for this population. This information is based on the results of the recent AOTA systematic review for early childhood. Attendees will apply evidence during a case study.

Concurrent 102: Telehealth and Occupational Therapy Assessment

Douglene Jackson, PhD, OTR/L, LMT, ATP, WPS, Torrance, CA

Telehealth is an evidence-based approach for service delivery in occupational therapy that has increased in use with the recent COVID-19 pandemic. As occupational therapy practitioners are limited with in-person client interactions, completing initial assessments and re-evaluations has been a challenge. Participants will be provided with an overview of ethical considerations and practical solutions for ethical telehealth assessment.

Concurrent 103: Advocate, Promote, and Market: The School-Based Occupational Therapist as Delegate of the Profession

Zahava Friedman, PhD, Rutgers University, Newark, NJ

In America, nearly one in five occupational therapists works in a school-based setting. These occupational therapists often serve vital functions on large interprofessional teams of educators and evaluators in schools. School-based occupational therapists, therefore, are uniquely placed, in terms of strong potential, to market the distinct and specialized value of occupational therapy. This poster covers two components of school-based OT marketing: role clarity and value articulation.

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1:15 pm – 2:15 pm

Break and Exhibits Open

2:15 pm – 3:15 pm

Concurrent 104: A "Gold Standard" for Treatment of Tic Disorders: Comprehensive Behavioral Intervention for Tics, an Innovative Therapy Model for Occupational Therapy

Deborah Hinerfeld, PhD, OTR/L, FAOTA, The Atlanta Speech School, Atlanta, GA; Heather Simpson; Jan Rowe, University of Alabama at Birmingham, Birmingham, AL; Shannon Floyd, OTR/L, Floyd Pediatric Therapy, Mount Juliet, TN

Tic disorders (TD), which include Tourette syndrome (TS), are not rare. The incidence of TD is 1/100 school-aged children or 1% of the total population. This disorder is more common than many others in the populations of children occupational therapists (OTs) treat, and yet these children are greatly undeserved by our profession. A novel, highly effective behavioral program is considered the front line defense for tic disorders, and occupational therapists are the newest providers of care.

Concurrent 105: Using a Data-Driven Decision Making Approach: Designing Occupational Therapy Using Ayres Sensory Integration® Interventions With Children With Autism

Rachel Dumont, MS, OTR/L; Alison Bailey; Roseann Schaaf, PhD, OTR/L, FAOTA, all of Thomas Jefferson University, Philadelphia, PA

Developing a treatment plan for an intervention using occupational therapy with Ayres Sensory Integration® requires evidence-based practice and systematic methodology to support best-practice. This short course describes the use of a data-driven decision making framework to guide collaborative, participation-based goals, and data-based hypotheses to

tailor interventions with a focus on outcome measurement. Via case study, participants will learn to incorporate this methodology into practice.

Concurrent 106: Using a Strengths-Based Approach to Design Occupation-Based Interventions for Adolescents With Executive Functioning Difficulties

Aimee Piller, PhD, OTR/L, BCP, Piller Child Development, LLC, Phoenix, AZ

This course will focus on evidence-based assessment and intervention for adolescents with executive functioning deficits. The course will provide strategies on how to adequately assess and design strengths-based interventions to improve occupational performance in ADLs and IADLs. Specific examples from the presenter's own practice will be provided.

3:15 pm – 3:30 pm
Break and Exhibits Open

3:30 pm – 4:30 pm
Posters and Exhibits Open

Posters

Poster 102: Recommendations for Post-Secondary Transitions for Autism Spectrum Disorder Based on Family Experiences

Erin McGee; Betti Ahmed, both of Midwestern University, Glendale, AZ

Contributing Author: Christopher Trujillo, OTD, OTR, GCG, ATP

A systematic review was conducted to understand the parent perceptions of their adolescents with autism spectrum disorder (ASD) during the post-secondary transition process and to determine best practices for occupational therapists (OTs) and other service providers. Themes found from eight studies included the parent perspective, the adolescent perspective, and recommended supports and services. Best practices recommendations were developed from these themes and sub-categories within them.

Poster 103: Experience of Sleep for Families of Young Adults With Autism Spectrum Disorder

Nicole Halliwell, DSC, OTR/L, The Phoenix Center, Nutley, NJ

Contributing Authors: Mara Podvey; Lorraine Sylvester, PhD, PT; Julie Smith; Katelyn Harris; Elizabeth Werner-DeGrace

Sleep is a vital occupation supporting health and well-being for all persons across the life span. This study examined the experience of sleep for families of young adult children with autism spectrum disorder (ASD) through a qualitative phenomenological approach. Results revealed that family life revolves around the needs of the young adult child with autism. While the pervasive influence of autism on everyday family life has been established, this study was the first to unveil persistence during the occupation of sleep.

Poster 105: Integrating Interdisciplinary, Evidenced-Based Practice, and an Activity-Based Therapy Program for the Treatment of Acute Flaccid Myelitis: Case Study

Erin Currier, MS, OTR/L; Michelle Penso; Kristen Olwell, all of NYU Langone Orthopedic Hospital, New York, NY

The purpose of this poster is to review two case reports highlighting the use of evidence-based practice, an interdisciplinary approach, and standardized assessments in maximizing motor recovery and measuring outcomes for pediatric patients with acute flaccid myelitis.

Poster 106: Using Experiential Learning to Increase Empathy in Elementary School Educators: A Case Report

Lakisha Egleton, OTD, OTR/L

Children with sensory processing impairments require accommodations for success in mainstream classrooms. Educators benefit from learning about sensory processing disorders, and there is evidence to support the use of experiential learning methods to influence educators' empathy. This poster examines key experiential learning strategies successfully used in a Texas elementary school and contributes to the use of best practices in the school system.

Poster 107: Best Handwriting Practices: Proven, Practical, Curriculum-Based, Measurable, & Easy Concepts to Teach, Remediate, & Graduate Students as Neat Printers

Beverly Moskowicz, DOT, MS, OTR/L, FAOTA, Real OT Solutions, Villanova, PA

School-based therapists work collaboratively with teachers. Best practice supports evidence-based, embeddable, and measurable programs. This poster reflects the Size Matters Handwriting Program, a proven approach whose concepts and strategies build teacher and student carryover across the curriculum.

Poster 108: Explorer Mini: Enhancing Development Through Early Power Mobility

Eleni Halkiotis, MOT, OTR/L, ATP, Permobil, Lebanon, TN

The Explorer Mini is a new power mobility device designed to enhance childhood development and provide access to early mobility for infants and young children. Children with delayed motor skills risk additional cognitive, sensory, and motor delays from limited physical ability to explore through traditional locomotion of crawling and/or walking. This poster describes how infants and young children responded to the first opportunity to explore their environment with the Explorer Mini.

Poster 109: Peer Coaching: A Unique Approach to Enhance Occupational Therapy Student Confidence and Competence in a Pediatric Setting

Rebecca Sinko, MS, OTD, OTR/L, Thomas Jefferson University, Philadelphia, PA; Carolyn Black; Jacqueline Bruce; Giulia Heydeman; Bryan Johnston; Alissa Laham; Shelley Wallock

The successes and challenges of integrating an evidence based peer coaching model utilized in an after-school program will be presented. Participants will have the opportunity to reflect and engage in active discussion about implementing and measuring outcomes of a peer coaching program for occupational therapy education. Participants will acquire knowledge to implement an effective peer coaching program to prepare for student success in a pediatric clinical setting.

Poster 110: Occupational Therapy and Executive Dysfunction: Occupation-Based Assessments and Interventions for Practitioners to Utilize in the School Environment

Chelsea McGowan, OTD, OTR/L, Colts Neck Township Schools, Colts Neck, NJ

Contributing Authors: Rae Smith, OTD/OTR/L; Julie Watson, PhD, OTR/L; Jennifer Duffy, PhD

Executive dysfunction is an area of occupational therapy (OT) practice that is often overlooked in the school system. OT practitioners have a responsibility to maintain best practice and stay current with societal trends. The purpose of this poster is to increase the knowledge and competence of OT practitioners to identify occupation-based assessments and interventions for students with executive dysfunction.

Poster 111: The Childhood Cancer Survivor: Breaking Down Barriers to Education Participation

Laura Stimler; Joshua Skuller, both of Spalding University, Louisville, KY

A gap exists among care provided to cancer survivors between medical settings and school-based settings, limiting the potential for overall well-being and independence. The number of cancer survivors is projected to be 21.7 million by 2029. This poster illustrates OT's unique position to meet society's needs by advocating for cancer survivors in the education setting.

Poster 112: Instrumental Activities of Daily Living: Surveying Parent Perspectives

Julia Shin, EdD, OTR/L, Creighton University, Omaha, NE

Contributing Authors: Sydney Oehrke; Jayme Rossow

Despite the positive outcomes associated with IADLs, there is a paucity of research surveying how the 12 associated activity categories are addressed as goals and intervention activities by pediatric OT practitioners. This study investigated the lived experiences and perspectives of parents related to what, when, and how pediatric OT practitioners address IADLs in their plan of care. The priorities, needs, and preferences of parents are identified as related to IADLs and pediatric OT practice.

Poster 113: Development of the Fit 4 You Program: An Intervention Program Designed to Support Occupational Therapists Working With Children With Obesity

Samantha Goldman, MOT, OTR/L, OT 4 ME, BOCA RATON, FL

Contributing Author: Karen Duddy, OTD, MHA, OTR/L

Despite the abundance of information on healthy eating and exercise, childhood obesity is on the rise. Programs are designed to help children with obesity, yet lack a focus on helping participants create lifestyle changes that work for their lives. A literature review was conducted to guide the development of a program for OTs designed to intervene at the individual and familial levels. The Fit 4 You program uses an evidence-based approach to create lifestyle change for children with obesity.

Poster 114: Applying Purtilo's Six-Step Approach to Guide Ethical Decision Making in Pediatric OT Practice

Shantheria Carr, MS, OTR/L, District of Columbia Public Schools, Washington, DC; Kathryn LeMonda, MSOT, OTR/L, NAPA Center Boston, LLC, Waltham, MA; Mackenzie Sawyer, MS, OTR/L, Pender County Public Schools; Therapy Kids, LLC, Wrightsville, NC

Purtilo's Six-Step Approach provides effective ethical decision-making strategies that practitioners can use in varying pediatric settings. This poster will present how practitioners can approach ethical dilemmas and issues to increase clinical competence and guide the provision of OT services.

Poster 115: Enhancing Occupational Participation in Career Exploration Programming for Young Adults With Down Syndrome: A Case Study Approach

Anna Machuga, OTD, GiGi's Playhouse Chicago, Chicago, IL; Evguenia Popova, PhD, OTR/L, Rush University Medical Center| College of Health Sciences, Chicago, IL

In this poster, we present findings from a pilot career readiness program for young adults with Down syndrome. We illustrate the impact of literacy as a potential barrier or enabler for an individual's success in community-based programming. We compare person and environment level evaluation and

intervention approaches based on the Model of Human Occupation. Lastly, we offer environmental adaptation strategies to support volition and occupational participation.

Poster 116: Executive Function is Interconnected With Everything We Do: Let's Talk About Screenings/ Assessments and Interventions for Children and Youth

Stephanie Adams, DHSc, OTR/L, St. Catherine University, St. Paul, MN

This poster will provide practitioners with current research on executive functions (EF) and the impact EF has on occupational performance in children and youth. Content includes tools to screen/assess for executive dysfunction and linking intervention strategies to maximize functional performance. An occupational perspective helps practitioners build confidence to address cognition in children within a school/clinic setting or in natural contexts.

Poster 118: Therapy Animals as Treatment Modalities

Tara Harvey-Gros, LOTR, BCP, Thg Therapy LLC, Lafayette, LA

Many occupational therapy practitioners have heard about animal-assisted therapy (AAT) and desire to incorporate it into their practice, yet do not know how to begin. Educational opportunities in the field of AAT are sparse, and therapists do not know what to do with a dog in the treatment session. The use of AAT must be professional, safe, and in alignment with current practice standards. This poster focuses on how AAT can bring new and exciting options to treatment sessions.

Poster 119: Handwriting and Adolescents: Implications for Occupational Therapy and Educational Policy

Hayley Demers, MA, OTR/L, ISD #197, West St. Paul, MN

Handwriting for adolescents in the school setting is a complex topic. The impact of difficulty with handwriting skills can be observed in a variety of ways and has the potential to impact a student's future and career. Current educational standards, or Common

Core Standards, do not provide guidance for handwriting instruction beyond first grade. Occupational therapy practitioners have a unique role to advocate for the importance of handwriting instruction.

Friday, December 4th

10:30 am – 11:00 am
Exhibits Open

11:00 AM–12:00 PM
Concurrent 201: From Evidence to Practice: An Effective Qigong Sensory Treatment Early Intervention Home Program for Young Children With Autism

Orit Tal-Atzili, OTD, OTR/L, Montgomery County Infants and Toddlers Program, Rockville, MD
Contributing Author: Joyce Salls

Research evidence suggests that Qigong Sensory Training (QST), a tactile intervention for children on the autism spectrum, is effective in normalizing sensory processing and self-regulation, and decreasing autism severity and parenting stress. This session will provide participants with knowledge about the current literature on QST, and the results of a QST pilot study with children with autism in an early intervention program. Implications for occupational therapy practice will be discussed.

Concurrent 202: Family-Centered Communication: Responding to Identified Family Needs

Bonnie Riley, OTD, OTR/L; Stephanie de Sam Lazaro, OTD, MA, OTR/L, both of St. Catherine University, Saint Paul, MN

Family-centered communication is critical for supporting positive outcomes for children and families. Results from surveys completed by parents on communication topics and modes used with their child(ren)'s health care providers will be shared. A discrepancy is suggested between the actual modes of communication and the preferred modes of communication. Practice considerations will be discussed to determine preferred communication modes with families for enhancing health outcomes.

Concurrent 203: Sensory Processing Measure—2: Updated and Standardized for Birth Through Adulthood to Support Professional Reasoning in Everyday Pediatric Practice

Tara Glennon, Quinnipiac University, Hamden, CT; Diana Henry, WPS, Torrance, CA; L. Parham, University Of New Mexico, Albuquerque, NM; Cheryl Ecker, Therapy In Action, Tarzana, CA; Heather Miller Kuhaneck, Sacred Heart University OT Program, Fairfield, CT

The SPM-2 is an updated, norm-referenced assessment tool that systematically assembles information about sensory processing from birth through adulthood. Specific forms for infants, preschool age children, school-age children, adolescents, and adults include content for varied informants (including caregivers, teachers, and self-report) which can be compared in varied settings (e.g., day care, home, school environments, and while driving). Updated corresponding Quick Tips supports intervention planning.

12:00 pm – 12:15 pm
Break and Exhibits Open

12:15 PM–1:15 PM
Concurrent 204: Transition Services and Assessment for Youth With Disabilities

Douglene Jackson, PhD, OTR/L, LMT, ATP, WPS, Torrance, CA

Individuals with disabilities have poorer adult outcomes than their typical peers, with the transitional years being critical. Occupational therapy practitioners have knowledge and skills to improve such outcomes, yet the services are often reduced during the transitional years. Session participants will discuss how OT can add distinct value to transition planning and explore occupation-based assessment approaches to improve occupational performance and participation.

Concurrent 205: Effective School Practice: Using Quality Indicators to Guide, Evaluate, and Communicate About OT Services

Yvonne Swinth, PhD, OTR/L, FAOTA, University Of Puget Sound, Tacoma, WA; Patricia Laverdure, OTD, OTR/L, BCP, FAO, Old Dominion University, Norfolk, VA

This course will review the Quality Indicators of Effective School-Based Practice and provide an opportunity for participants to discuss how these indicators can support effective service delivery. Participants will examine ways to evaluate practice and articulate its value using the indicators.

Concurrent 206: Food Activities for Children: New and Seasoned Therapists can Easily Incorporate These Fun and Inexpensive Activities Into Treatment

Tammy Bishop, MS, OTR/L, Tammy Bishop Occupational Therapy, LLC, Oviedo, FL

Tired of doing messy activities that do not generalize into your clients trying and adding foods to their diet? Meet feeding and eating, sensory processing and modulation, coordination, and praxis goals using real food and utensils. Food Activities for Children can be incorporated into your clients' 1:1 or small-group sessions and can be completed in 20–30 minutes. In this Short Course you'll learn these activities and reflect on how you can immediately add them to your treatment repertoire.

1:15 pm – 2:15 pm
Break and Exhibits Open

2:15 PM–3:15 PM
Concurrent 207: Communicating with Intention: Examining Family-Centered Care in Early Intervention Through the Interpersonal Lens

Evguenia Popova, PhD, OTR/L, Rush University, Chicago, IL

This presentation examines interpersonal contributors to family-centered care in early intervention using the Intentional Relationship Model. Results from a pilot study suggest that IRM-based training was effective in improving therapists' family-centered communication, critical self-awareness, and reflexivity on the interpersonal dynamics within the therapeutic relationship. The benefits and challenges of incorporating IRM-based communication strategies in practice are examined.

Concurrent 208: Meaningful Participation in School: Making Transition Happen From the Beginning for Students With Autism

Deborah Schwind, DHS, OTR/L, BCP, SCS; Judith Schoonover, both of Loudoun County Public Schools, Ashburn, VA

Adults with autism have very high unemployment rates. The barriers to employment and the predictors of success will be discussed and applied to the elementary and middle school setting to address barriers and predictors early. This session will give practical ideas, interventions, and solutions using school-based jobs and community-based instruction strategies to address predictors of success in elementary school. This can build a foundation for transition success in the future.

Concurrent 209: Authentic Assessment in Pediatrics: A Natural Fit for Occupational Therapy

Pamela Stephenson, OTD, OTR/L, Murphy Deming College of Health Sciences, Fishersville, VA; Paula Costello, OTD, OTR/L, Rush University, Chicago, IL

This presentation explores the use of authentic assessment in pediatrics. It examines how OT practitioners can combine authentic assessment with professional reasoning skills to construct interventions that are occupation focused and responsive to the changing needs of children and families.

3:15 pm – 3:30 pm

Break and Exhibits Open

3:30 pm – 4:30 pm

Posters and Exhibits Open

Posters

Poster 201: Portraits of Joy: The Lived Experience of Young Adults With Autism Expressed Through Photovoice

Paula Thompson-Costello, Cooperative Association Lombard, IL; Hannah Dau, Rush University Medical Center, Chicago, IL; Mallory Schrier; Mackenzie Traub; Eleanor Sweeney, Rush University Medical Center, Chicago, IL

The outcomes for young adults and adults with autism have been poor related to independence, social relation-

ships, employment status, and living arrangements. This poster will share research using Photovoice to explore the lived experience of young adults with autism in a community-based independent living residence. Photos and reflections on the role for occupational therapy to support independence will reflect the challenges and opportunities for independence.

Poster 202: Evidence for Use of Sensory Adaptive Environments With Children With Autism Spectrum Disorders: A Scoping Review

Rachel Dumont, MS, OTR/L; Rachel Kim, OTD, both of Thomas Jefferson University, Philadelphia, PA; Kathleen Greaney; Kathryn Williams; Grace Gaus; Alison Bailey; Taylor Sivori, OTD; Sierra Wells, MSOT; Emma Sardinskas; Roseann Schaaf, PhD, OTR/L, FAOTA, all of Thomas Jefferson University, Philadelphia, PA

Individuals with autism spectrum disorder (ASD) often experience sensory features that may impact participation in daily life activities, as well as participation in leisure and community activities. Using a sensory adapted environment (SAE) may facilitate participation in daily activities for individuals with ASD, but there is little research on the design and function of SAE. This poster details the current evidence for the design and use of SAEs in interventions with children with ASD.

Poster 203: Systematic Review of Evidence-Based Practices for Improving Daily Living Skills in Young Adults With Autism Spectrum Disorders

Rachel Dumont, MS, OTR/L; Margaret Ryan; Grace Gaus; Emma Sardinskas; Alison Bailey, all of Thomas Jefferson University, Philadelphia, PA; Kathleen Greaney; Taylor Sivori, OTD; Rachel Kim, OTD, both of Thomas Jefferson University, Philadelphia, PA; Lauren Santoro; Sierra Wells, MSOT; Sarah Zagorac; Roseann Schaaf, PhD, OTR/L, FAOTA, all of Thomas Jefferson University, Philadelphia, PA

Independent living skills are an integral component of successful transition to adulthood. However, many young adults with ASD have difficulty with these skills and are not independent in their daily routines or life skills. This poster presents findings from a systematic review of the literature identifying evidence-based strategies within the occupational therapy scope

of practice to facilitate improving living skills for young adults with ASD.

Poster 204: Fostering Key Partnerships With Educators to Promote Student Success in an Urban After-School Program

Rebecca Sinko, MS, OTD, OTR/L, Thomas Jefferson University, Philadelphia, PA; Carolyn Black; Jacqueline Bruce; Giulia Heydeman; Bryan Johnston; Alissa Laham; Shelley Wallock

The successes and challenges of integrating a collaborative model, Partnering for Change (P4C), within an after-school program will be shared. Participants will reflect and engage in active discussion about how P4C guides an effective collaboration between occupational therapists and educators in order to best support students' success. Attendees will gain a systematic approach to strategize with educators to create environments for optimal student learning.

Poster 207: Occupational Therapy's Role in Addressing the School-to-Prison Pipeline

Chelsie Salvatera, MEd, Pacific University, Hillsboro, OR; Stacey Vieyra-Braendle, MT-BC, Pacific University, Hillsboro, OR

The School-to-Prison Pipeline (STPP) is an under-addressed national phenomenon in which youth of color and youth with disabilities are disproportionately funneled out of classrooms and into the juvenile and criminal justice systems. This poster explores what the STPP is, and unpacks the role of occupational therapy in preventing at-risk youth from entering the pipeline.

Poster 208: Integrated Oral Health Teams: An Opportunity for Occupational Therapy in Primary Care

Stephanie de Sam Lazaro, OTD, MA, OTR/L, St. Catherine University, Saint Paul, MN

Contributing Author: Rachel McPherson

Oral health is linked to occupational participation outcomes. However, occupational therapy (OT) has played a limited role in oral health care teams. This poster shares findings from a project in which OT, dental providers, community health workers, and preschool workers teamed to provide oral care and education to children and families. Project outcomes are shared, along with ways

to identify opportunities and strategies to expand the OT role in integrated pediatric health care teams.

Poster 209: Promoting Social-Emotional Development in Children Experiencing Economic Instability Using a Targeted Group Intervention

Shana Cerny, OTD, OTR/L, BCP, University of South Dakota, Vermillion, SD

Contributing Authors: Jessica Reishus; Wade Robinson; Erin Buse; Shelby Beckman; Reina Sebastian; Jaimie Smith

Children from low-income families are at a higher risk of experiencing adversity than other children; therefore, interventions to promote resiliency are warranted. After a 12-week group intervention, children in Head Start demonstrated a substantial improvement in their social-emotional development; specifically, improved prosocial behavior and decreased emotional symptoms occurred. Occupational therapy group intervention supports the social-emotional development of children experiencing economic instability.

Poster 210: The Role of Occupational Therapy in Supporting Youth Experiencing Homelessness

Bianca Maria Doherty, OTD, OTR/L, University of St. Augustine for Health Sciences, San Diego, CA; Margaret Bursch

Thirty two percent of the population currently experiencing homelessness in the United States are children and youth, and 32,240 are unaccompanied young people. Many youth experiencing chronic homelessness have also experienced trauma, abuse, or neglect. These youth face occupational injustice, including occupational deprivation, and have unique occupational needs. These needs will be presented and discussed, and the unique role of occupational therapy with this population will be explored.

Poster 212: Instrumental Activities of Daily Living in Pediatric Occupational Therapy Practice: Surveying Practice Pattern and Perceived Importance

Julia Shin, EdD, OTR/L, Creighton University, Omaha, NE

Contributing Authors: Shirley Blanchard; Bonnie Decker

This study explored how IADLs are addressed and perceived across pre-school, middle childhood, early adolescence, and older adolescence age groups by pediatric occupational therapists. With increasing age of children and adolescents with disabilities, the frequency and the perceived importance of addressing IADLs increased. The decision-making process in the type and timing of IADLs addressed were significantly influenced by the practitioners' perceived importance of IADLs.

Poster 214: Impact of Occupational Therapist and Teacher Collaboration on Handwriting and Fine Motor Outcomes in the Classroom Using an Rtl Model

Kimberly Duetsch, EBS Healthcare, West Chester, PA; Linda Okonsky, MS, OTR/L, Bucks County Intermediate Unit, Doylestown, PA

Using a Response to Intervention (Rtl) framework, occupational therapists can assist teachers in developing and co-teaching handwriting instruction distinct to the needs of their students. This proactive, collaborative approach in designing, implementing, and adapting handwriting instruction leads to improved legibility and avoids unnecessary evaluation referrals. Continuing this approach requires incorporation of teacher feedback to refine the collaborative handwriting instruction process.

Poster 215: Can OT Be Part of the Fabric of Preschool Curriculum? A Mixed Methods Study on Social Emotional Development

Tiffany Bolton, OTD, MOT, OTR/L, University Of Missouri, Columbia, MO; Brittney Stevenson

OT can have a positive impact on preschoolers' social emotional development through collaborating with the teacher and facilitating inclusive, classroom-based interventions. This study showed statistically significant

increases in self-regulation, attachment/relationships, and behavior concerns.

Poster 217: School Personnel's Perceptions of School-Based OT Services: Changing the Narrative

Cathy Shanholtz; Kelly McClintock, both of Shenandoah University, Leesburg, VA

Contributing Author: Michelle Gamber

Although the Individuals with Disabilities Education Act (IDEA) provides guidelines for school-based occupational therapy, the implementation of these guidelines is not consistent in all public schools. The role of occupational therapy is not always clearly defined among school personnel, including teachers, occupational therapy practitioners, and members of the multidisciplinary team.

Poster 218: Interrater Reliability and Internal Consistency of the Just Write! Functional Handwriting Assessment

Tiffany Bolton, OTD, MOT, OTR/L, University Of Missouri, Columbia, MO; Brittney Stevenson

Contributing Author: William Janes

There is a general lack of consensus on a quantitative measure of handwriting specifically in the preschool age group. The Just Write! is a tool written by the researchers to measure functional handwriting and showing promising results in the initial standardization phase.

Poster 219: Trees, Birds, and Streams: Bringing Pediatric OT Outdoors

Gina Kaplanis, DrOT, OTR/L, Towson University, Towson, MD

Occupational therapy rarely occurs outside of four walls. Using evidence-based literature, this poster will justify interventions outdoors and offer several examples of interventions for preschoolers and school-age children.

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