Day One

**Keynote • 8:30 – 9:05 am**

“Celebrating Capable, SENSATIONAL Kids!” – Greg Santucci

Despite increasing caseloads, endless paperwork and barely a moment to eat, as OTs we know there will always be students excited to see us! Why? Because they succeed in OT! It’s our understanding of child development, our ability to respect each child’s unique attributes and our willingness to “meet them where they are” that makes OT such a valuable resource for our students and teachers. Get ready to be re-energized as we celebrate our sensational students and all the amazing things they can do!

**MORNING SESSIONS • 9:15 – 11:50 am**

Choose ONE Full Morning Session OR TWO 70-Minute Sessions • One mid-morning break

**Full Morning Session • 9:15 – 11:50 am**

A-1: Data-Driven Decision Making: Save Time and Increase Your Effectiveness
– Cynthia Haynes

Accuracy, frequency, rubrics, goal attainment scaling, student self-reflection – we measure efficacy and document student progress in so many ways. Do you have post-it notes and paper scraps everywhere? Do you sometimes shuffle through pages of notes trying to make sense of it all? Learn practical, time-efficient ways to set up your data collection system and to collect and analyze individual and group data. Save time while still generating the quantitative and qualitative information you and your educational team need.

**70–Minute Sessions • 9:15 – 10:25 am**

**CHOOSE ONE: A-2 or A-3**

A-2: There’s an App for That OT Intervention! – Kami Bible

Learn innovative, effective ways to incorporate iPads and other mobile devices to meet the diverse needs of your students. Learn about websites, apps and resources you didn’t even know existed. Discover dozens of apps appropriate for occupational therapists, teachers, students, and parents

A-3: Quick Fixes, Tricks and Ideas to Help Students in the Classroom
– Greg Santucci

OTs are amazing, incredible and super-talented professionals! But, we’re not miracle workers (most of the time). Although we would love to solve every problem during our 1x per week session for 30 minutes in a small group, the reality is we can’t. In this session we will explore quick accommodations, tricks, products and ideas that will work swiftly to improve students’ behavior and performance in school.

**70–Minute Sessions • 10:40 – 11:50 am**

**CHOOSE ONE: A-4 or A-5**

A-4: Strengthen the Effectiveness of Your OT Team: Best Use of OT Assistants
– Kami Bible

Strengthen your school-based occupational therapy program by effectively using Certified Occupational Therapy Assistants. Learn effective ways to communicate and work together as a team to better meet the needs of your students. Ideas you can use immediately!

A-5: UnSEEN and OverLOOKED: How Vision Impacts Learning
– Greg Santucci

Research shows that a majority of children with reading difficulties have a vision disorder. A large part of learning happens visually, so it’s important that we have a clear understanding of how children are seeing and perceiving information in school. Explore the different aspects of vision, review a visual screening tool and discover practical strategies for improving functional vision skills.

Lunch break on your own • 11:50 am – 1:05 pm (A great time to network with colleagues!)

... “Excellent strategies and take-home ideas.” ...
Day One

AFTERNOON SESSIONS • 1:05 – 3:35 pm

Choose ONE Full Afternoon Session OR TWO 70-Minute Sessions
One mid-afternoon break

Full Afternoon Session • 1:05 – 3:35 pm

B-1: Using Technology to Streamline Your Workflow – Kami Bible
Learn effective ways to use iPads and other popular devices to increase your productivity and documentation. Work smarter, not harder, by using computerized documentation, cloud-based services and other technology tools. Dozens of ideas and "how-tos" will be shared in this idea-packed session!

First 70–Minute Afternoon Sessions
1:05 – 2:15 pm

CHOOSE ONE: B-2 or B-3

B-2: The OT Evaluation: Painting a Picture of the Student Beyond the Test Scores – Greg Santucci
A good evaluation can accelerate student outcomes by identifying the root of the problem from day one. In this session you will discover an efficient, comprehensive way of addressing many component areas that impact school function. Walk away with practical strategies and solutions to greatly enhance your evaluations.

B-3: The Role of OTs in Trauma and Resilience for School-Aged Children – Cynthia Haynes
Children who experience childhood trauma may also have difficulties with school performance including areas of education, social participation, and play. School-based OTs can play a unique and supportive role for children through consultation, collaboration, analyzing environments, tasks, and routines with a trauma-informed approach. Assessments and interventions will be shared that can be incorporated into your daily school practice.

Second 70–Minute Afternoon Sessions
2:25 – 3:35 pm

CHOOSE ONE: B-4 or B-5

B-4: Realistic Goals, Data Collection and Evidence-Based Practice – Greg Santucci
We work in a data-obsessed culture, and we are constantly having to prove that what we do works! Well, it does work, and we can prove it! We will explore the importance of evidence-based practice and you will walk away with a host of use-tomorrow, data collection procedures for both motor and sensory goals.

B-5: Executive Function Dilemmas: Intervention Strategies for School-Based Services – Cynthia Haynes
This session is an introduction to intervention strategies for school-based OTs working with students with executive function (EF) deficits. Therapists will learn strategies and procedures to address various domains of EF and how to integrate those strategies into school-based services. Case study examples will be discussed.

Online Learning
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… “Motivating and knowledgeable presenters!” …
Day Two

MORNING SESSIONS • 8:30 – 11:15 am

Choose ONE Full Morning Session OR TWO 75-Minute Sessions
One mid-morning break

Full Morning Session • 8:30 – 11:15 am

C-1: Strengthen Self-Regulation Skills to Improve Behavior and Increase Student Performance – Greg Santucci

Our students need to be regulated before they can learn! We’ll look at the different domains of self-regulation and how they impact students’ school performance. We will discuss practical intervention strategies in light of current research and examine the differences between “misbehavior” and “stress behavior.” Explore a paradigm shift you can employ to promote respect, empathy and positive classroom management strategies among the students with whom you work.

First 75–Minute Morning Sessions 8:30 – 9:45 am

CHOOSE ONE: C-2 or C-3

C-2: Awesome Accessibility Features of the iPad – Kami Bible

Discover the valuable accessibility features of the iPad and how you can use them with your OT students. Learn which features are included with iPads and other mobile devices, how they work and how they can benefit you and the students you work with in schools.

C-3: Occupation-Based Assessment: Making the Most of So Many Choices! – Cynthia Haynes

Have you been using the same Beery VMI, BOT-2 and PDMS for years? Do you wonder if there are any other assessment tools out there that might be more useful, time-efficient and evidence-based that you should consider? Explore additional outstanding standardized and criterion referenced assessment tools. Find the right tool for the right job and expand your assessment repertoire.

Second 75–Minute Morning Sessions 10:00 – 11:15 am

CHOOSE ONE: C-4 or C-5

C-4: Google Suite for Education: Making it Work for OTs! – Kami Bible

Does your district use Google products? Learn how to make this powerful suite of applications work for you. Learn about Google Classrooms, Google Forms, and others to increase your productivity and engage classroom teachers and special education teachers in carrying over your therapy sessions while you’re not there.

C-5: Workload vs Caseload Model: Address Your Expanding Responsibilities – Cynthia Haynes

As school-based practitioners, we face expanding caseloads and increased responsibilities. There are not enough hours in the day to get everything accomplished! AOTA suggests using a workload model to calculate reasonable time allocations to address student needs. Learn how to collect important data that will help you decide if a workload model represents your current responsibilities. Receive ideas for moving to a workload model and ways to advocate for and support your students and yourself with the workload model.

11:15 am – 12:30 pm • Lunch Break (on your own)

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Day Two

AFTERNOON SESSIONS • 12:30 – 3:10 pm

Choose TWO 75-Minute Afternoon Sessions • One mid-afternoon break

First 75-Minute Afternoon Sessions
12:30 – 1:45 pm

CHOOSE ONE: D-1, D-2 or D-3

D-1: OTs: Make Best Use of Google Forms to Enhance Your Practice
– Cynthia Haynes
Outcome data is a key professional responsibility but how can we best make time for it along with all the other responsibilities we have? Explore how you can powerfully use Google Forms to easily collect data and represent it visually through graphs to help guide your practice. Gain valuable time and organization tips to help you work smarter, not harder, through the school year. Bring your laptop or tablet to get hands-on practice using Google Forms throughout the session.

D-2: Increasing OT’s Role in Helping Students with Challenging Behaviors
– Greg Santucci
Behavior charts and taking away recess do not make durable improvements in behavior! Now, more than ever, there’s a strong focus on “behavior” and trying to control it in our schools. OT’s unique knowledge base allows us to understand our students’ brains and what their behavior is telling us. Learn key language and strategies necessary to earn a seat at the table when addressing challenging behaviors in schools.

D-3: Practical Strategies for Incorporating Pet-Assisted Therapy
– Kami Bible
Are you considering or already using pet-assisted therapy in your program? Increase student buy-in by using pet-assisted therapy in your school-based occupation therapy program. Discover resources to find pet therapy teams and learn ways that pet-assisted therapy can motivate and help your students be successful in school!

Second 75-Minute Afternoon Sessions
1:55 – 3:10 pm

CHOOSE ONE: D-4, D-5 or D-6

D-4: Integrating Strategies into the Classroom Environment with Success!
– Cynthia Haynes
Do you come into a classroom only to find your wiggle cushions, grippers, easels, lined paper or spacing sticks in a closet, being used by another student, or lost and forgotten? Learn practical ways you can increase the successfulness of your classroom-based strategies. Gain ideas for evaluating whether strategies are being used correctly and their overall impact on your students. Plus, see ways you can use this proactive approach to minimize OT referrals.

D-5: Sensorimotor Development, Sensory Processing and School Performance: Practical Strategies to Support Student Success
– Greg Santucci
When students can’t process or interpret sensory input correctly, challenges may emerge in the classroom, and in life. Knowing about a child’s development before they were in school and better understanding their sensory processing is imperative. In this session we will dive in to sensory processing and explore fun, practical strategies you can use to help your students perform and “behave” better in school.

D-6: Practical Strategies for Occupational Therapists: Tips, Tricks and Timesaving Ideas
– Kami Bible
We can’t be in 10 different places at once! Learn and share ideas, tricks, products, and quick accommodations you can use to maximize your therapy sessions and get carryover in your classrooms when you’re not there. Get ideas on how to work with other disciplines and promote the OT profession. Come with questions, ideas and current issues and we will discuss it all!