

## The School-based SIG Quarterly Newsletter

### Happy Summer from the ACCESS Team!

The School-based Special Interest Group Quarterly Newsletter is keeping you connected to the SIG with news, upcoming conferences, working groups & other updates. It also includes quarterly articles on various topics. Let us know if you have anything you would like us to feature or discuss by emailing [pediatricschool@gmail.com](mailto:pediatricschool@gmail.com).

Your ACCESS Team: Sharon Antoszyk, Brett Erin King, Laurie Bainer, Deb Rose, Kyle Kitchen, Kellie Collins & Carlo Vialu

### Self Determination- Part of School-Based Practice

**Matthew Shapiro and Deb Rose, PT, DPT Board-Certified Pediatric Clinical Specialist**

Self-determination is defined as a basic human right to a quality of life that reflects a person's choices, preferences, values, and interests. The ability to make things happen in one's own life, instead of having others make decisions and do things for them, is key to development of self-determination. As school-based physical therapists, we are in a unique position to foster self-determination for students throughout their educational lifespan. Self-determination begins in early childhood and develops across the lifespan and throughout adulthood.

ESSA (Every Student Succeeds Act) and IDEA (Individuals with Disabilities Education Act) require improved educational results for children with disabilities. IDEA specifically states: "Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities" (<https://sites.ed.gov/idea/about-idea/>).

We can positively support improved educational results through promotion of self-determination skills. Young children with disabilities need to develop early foundation skills such as social engagement and self-regulation that contribute to development of self-determination. Research shows a correlation between self-determination and academic achievement in youth with disabilities, and higher scores in self-determination are correlated with positive post-school outcomes. In school-based practice, we can translate this information into our interventions through the use of evidence-based practices using choice making, goal setting, and self-advocacy training to support students to develop self-determination skills. There are a variety of tools accessible online to measure self-determination to support data collection and outcome measurement.

Matthew Shapiro, a disability consultant and advocate for development of self-determination skills for individuals with disabilities shares:

*I have the belief that the earlier we can introduce the idea of self-determination into a student's thought process the better off that student will be in the long run. A student can gain confidence if they are allowed to be a part of the decision-making process. I believe it is vitally imperative to incorporate students into several settings. These include, but are not limited to, IEP meetings, brainstorming sessions, OT and PT consultations, and other situations where their input could be valued. It is also critical that once a student provides his or her input that their suggestions or ideas be heard and potentially implemented. The student will be more engaged if their suggestions are appreciated. There are tools available to help the OT or PT or support team cultivate self-determination within their students or patients. This wide array of tools can be found at <https://www.imdetermined.org/>. When students can embody self-determination skills their overall quality of life will improve dramatically.*

### Additional Self Determination Links and Resources:

#### [Beach Center on Disability- Self Determination](#)

#### [National Gateway to Self Determination:](#)

#### [Self Determination Theory](#)

#### [ARC Self Determination Scale](#)

- Assess self-determination strengths and weaknesses of adolescents with disabilities
- Facilitate student involvement in educational planning and instruction to promote self-determination as an educational outcome
- Develop self-determination goals and objectives

#### [ChoiceMaker Self Determination Assessment](#)

- Curriculum-referenced tool
- Measures students' self-determination skills and progress in the ChoiceMaker Self-Determination Curriculum

#### [AIR Self-Determination Assessments](#)

- Profile of the student's level of self-determination
- Identifies areas of strength and areas needing improvement
- Identifies specific educational goals that can be incorporated into the student's IEP

#### [Field Hoffman Self Determination Assessment Battery](#)

- Five instruments
- Measure cognitive, behavioral, and affective traits to determine levels of self-determination

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### INNOVATIONS 2018!

Laurie Ray

Join us on July 27th and 28th at the University of Washington in Seattle, WA for the 2018 Innovations in School-Based Physical Therapy Practice Conference! Each year we gather and learn from distinguished speakers and each other. The program this year offers two tracks to choose from. On Friday (27<sup>th</sup>): Foundational Topics (overview of IDEA & 504, evaluation, clinical reasoning, tests and measures for school practice and working with students with ASD) or Contemporary Issues (assistive technology, post-secondary transition, breathing & posture impact on function, PT counts evidence and employing data). On Saturday (28<sup>th</sup>), the full group will be together for transportation, platform presentations and two new sessions. Our Federal Liaison, Maria Jones, and recent former VP of the Academy, Sue Cecere, will lead a session on advocacy regarding what tools are available and how to advocate as an individual practitioner on many levels. In response to feedback from former Innovations participants, we expanded the question/answer/discussion time into a session that will ask each available speaker to apply their expertise to a case and subsequent rousing discussion!

This year our host facility, University of Washington, can offer dormitory lodging in addition to the conference hotel. This option makes the conference much more affordable, especially if you bunk with a friend!

PLEASE follow this link to see all the details:

<https://pediatricapta.org/events/innovations/2018/index.cfm>

We learn so much and have such a great time, don't miss out! See you in Seattle!

### Your New School SIG Board

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**Thank you Carlo Vialu, Karen Greeley, Laurie Bainer, Andy Ruff and Dawn James for your service to the School SIG!**

### Introducing: Question of the Quarter!

As a school-based therapist, do you wish you had a way to find out how others are meeting challenges to practice in schools? Have you found an intervention or approach that has successfully supported children, families, or teachers? Some of us work as the sole therapist in our school or district and have limited opportunities for collaboration and professional engagement. The nature of our practice varies greatly within individual states and across the country. Educational laws and interpretation of those laws also vary, which places challenges and demands on our practice. Our work in this unique setting calls for innovative ways of learning and engaging together, as many of us have practice ideas, experiences, and perspectives we would like to share with others. The School Special Interest Group (SSIG) has developed a way for us to collaborate and share information and practice ideas by inviting SSIG members to share information around specific topics of practice. We are invited to share our feedback through reflective questions, which can be easily accessed through a Google form online. Members of the SSIG Member Engagement Subcommittee will collect the information and share in a related article through the ACCESS newsletter. This will be a great forum to inspire each other with our practice in school settings and foster understanding of the variations in our practices across the country. Understanding and appreciating variations in what we do strengthens our ability to develop individualized therapy interventions for our children, families, and the educational teams we support.

**Click this link to share your answer to this quarter's reflective question:**

[What are the contexts of the school-based setting where you practice?](#)

- For example: Unique state, region, district laws, guidelines, practice acts, unique student or community groups, community supports (healthcare, leisure), school programs such as job/work awareness training, gardening, etc.