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| A    | Viewing Handwriting Through Multiple Lenses                           | Kelly Burton, BS, OTS              | Handwriting is an essential occupation that is embodied by a complex array of physical and cognitive skills, which must coordinate to allow us to engage in education and written communication with one another. Of the many contributing factors, it takes just one skill to be underdeveloped for a student to demonstrate poor handwriting skills. After discussing these factors and how they directly influence handwriting performance, this presentation will compare and contrast evidence-based handwriting assessment tools and treatment protocols. Utilizing the most appropriate interventions for handwriting dysfunction is essential to improving the student’s underlying deficit(s), in turn improving other daily childhood occupations. | 1) Describe various client factors that impact the dynamic performance of handwriting.  
2) Compare and contrast reliable assessments to distinguish deficit areas and provide opportunities to measure progress over time.  
3) Compare and contrast evidenced-based handwriting protocols that target various underlying factors influencing handwriting performance. |
| B    | Occupational Therapy’s Role in Reducing Caregiver Burden              | Erin Buckley, BS, OTS, Colleen Garrison, BS, OTDS, Jemma Grogan, BS, OTS | According to Family Caregiver Alliance (2019) “approximately 39.8 million caregivers, [or 16.6% of Americans,] provide care to adults aged 18+ with a disability or illness.” The occupation of caregiving can create physical, emotional, psychological, temporal, and/or financial effects toward the caregiver. This presentation will provide an overview of the research, which suggests that occupational therapy services are beneficial in reducing caregiver burden through various intervention strategies. Occupational therapy practitioners can play an important role in using remedial and compensatory approaches to educate families about caregiving, including precautions, body mechanics, safety, energy conservation, adaptive equipment, and moving and handling techniques. | 1) Define caregiver burden, the occupation of caregiving, and the difference of a formal vs. informal caregiver  
2) Describe the unique role of occupational therapy to address caregiver burden  
3) Compare and contract intervention approaches that can be utilized to address the client and the caregiver |
| C    | The Eighth Sense: Interoception and the Occupational Impact           | Abigail Gore, BA, OTS, Rachel Petrus, BS, OTS, Alicia Stewart, BS, OTDS | Interoception is the perception of the internal state of the human body. Interoception awareness is an important skill for occupational therapy to address due to the inherent benefits of mind-body connection. The purpose of this presentation is to provide occupational therapy practitioners with an understanding of interoception and the value of incorporating this sensory system into the OT process. By considering all the body’s functions, practitioners can implement body awareness as a tool for progress. The findings listed in this presentation highlight practice settings of chronic pain, mental health, and developmental disabilities, while aiming to suggest implications for further investigation within the OT profession at large. | 1) Explain interoception and its connection to occupational therapy.  
2) Define general evaluation methods and important clinical observations to identify interoception and its impact on occupation  
3) Compare and contrast treatment approaches that can be used to address interoception across the lifespan and within various practice settings. |
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| A    | “Kicking Reflexes Aside” - Preventing Disruption of Daily Occupation  | Katie Gammer, BS, OTDS Kyle Horan, BS, OTS Nicholas Settecase, BS, OTS | Primitive reflexes, while typically present in infants under the age of one year, can persist beyond their integration point. Assessing a child’s persistent primitive reflexes gives clinicians a reliable way to determine if an infant has a typical central nervous system and decide how the plan of care proceeds. Research suggests that nearly 2/3 of children demonstrate at least one primitive reflex beyond integration. Persistence of primitive reflexes can hinder a child’s ability to engage in important occupations such as education, leisure and play. This presentation will provide a comprehensive overview on how these reflexes present, strategies to facilitate the child’s occupational performance, and best practice for teaching relevant caregivers. | 1) Describe how non-integrated primitive reflexes present in infants and school-aged children.  
2) Explain the effects of persistent primitive reflexes on the systems of a developing child.  
3) Compare and contrast treatment approaches for designing interventions to address persistent primitive reflexes. |
| B    | Transitioning to CARE Tool: Why You Should Care                       | Natalie Falcione, BS, OTS Jenna Roth, BS, OTS Mallory Wright, BS, OTS | According to the American Occupational Therapy Association’s 2015 Salary and Workforce Survey, 59.9% of occupational therapists (OT) work in long-term care and skilled nursing facilities as well as 26.6% of OTs work in a hospital setting. As of October 1st, 2019, many OTs in these practice areas had to forgo the use of the Functional Independence Measure (FIM) in response to the Medicare reformation. A new tool, the Continuity Assessment Record and Assessment item set (CARE tool), was initiated to improve the Medicare Post-Acute Care Transformation Act of 2014 and was established to thoroughly understand the client’s needs and deficits. This presentation will delve into the history behind the CARE tool and discuss key differences between the CARE tool and FIM. | 1) Describe the core components of the CARE tool  
2) Compare and contrast the FIM and CARE tool  
3) Evaluate the effects of the CARE tool transition on inpatient rehabilitation settings |
| C    | OT to the Rescue: Equip Yourself to Manage Challenging Behaviors in the School Setting | Jennie Dyer, BS, OTDS Katrina McNally, BS, OTS Alex Raymond, BS, OTDS | Occupational therapy practitioners have a significant role in managing challenging behaviors in special education classrooms. As an important member of the Individualized Education Plan (IEP) team, it is imperative for OT’s to advocate for the safety and wellbeing of students. Occupational therapists have the unique skill of activity analysis, which can allow behavior management strategies to be effectively implemented during the school day. Elements of behavior management include preventing, intervening and responding to problematic behaviors. This presentation will describe evidence-based strategies to manage challenging behaviors in the classroom and will prepare clinicians to prevent negative behavior while promoting positive behavior within the classroom. Equipping occupational therapists with behavior management strategies will create a more effective learning environment for students. | 1) Describe basic elements of behavior management for children in special education classroom  
2) Compare and contrast strategies to reduce maladaptive behaviors and promote positive behaviors during OT-specific sessions and in the classroom  
3) Apply behavior management strategies in the context of various case scenarios |
### Strategies for Reducing Maladaptive Behaviors Associated with Feeding

Amy Castagnino, BS OTDS  
Fiona Kessler, BS, OTS  
Rachel Tokarski, BS, OTDS

Feeding is an essential process that humans must perform, requiring several systems to coordinate and create succinct movement of food from the plate to the stomach. When a component of the process is disrupted, feeding can be very difficult, thus creating disturbances in many other occupations. There are misconceptions that feeding difficulties are primarily sensory. Adequate oral-motor capabilities are required to manage food, and behavioral management of the parent, caregiver, and child are integral to the success of the child’s feeding routine. This presentation will provide behavioral intervention strategies to expand children’s diets, allowing them to engage in this vital occupation, thus facilitating engagement in other daily occupations.

1. Identify and describe common disruptive and maladaptive behaviors that occur during the feeding process, which can inhibit feeding.
2. Compare and contrast intervention strategies to reduce these behaviors and promote adaptive feeding behaviors.
3. Demonstrate the skills necessary to provide a home program to parents regarding appropriate strategies to use with their children at mealtimes.

### Integrating Trauma Informed Care Across the VA Care Continuum

Jenna Gallipoli BS, OTS, Sydney Giangiuli BS, OTS  
Elizabeth Kozuch BS, OTS

The Veterans Health Administration (VHA) provides a wide spectrum of services to those who have served our country. Each Veteran has a unique physical, psychological, and emotional history, requiring health care providers to be holistic, evidence-based practitioners. Across the VHA continuum of care, Occupational Therapists have the knowledge and background to provide and integrate trauma-informed care. Trauma-informed care involves understanding, recognizing, and responding to the potential effects of trauma present in the environment. This presentation will introduce novel, evidence-based practice for trauma-informed care in order to provide holistic care in practice settings within and outside the VHA health system.

1. Understand how a history of traumatic experiences affects a client’s habits, roles, and occupational performance.
2. Define and describe the trauma-informed care model and its application to Occupational Therapy practice settings.
3. Visualize and apply trauma-informed care strategies to case scenarios within OT practice settings.

### OT & SBIRT: Identifying, Preventing, and Treating Substance Misuse

Haley Dengler, BS, OTS  
Haley Rich, BA, OTS

As the opioid epidemic continues to grow into a national crisis, occupational therapists play a unique role in treating those in danger of using and misusing substances across the lifespan. SBIRT (Screening, Brief Intervention, and Referral to Treatment) is an evidence-based model that helps identify, prevent, and treat problematic use and for those at risk. SBIRT is a natural fit for occupational therapists because of its holistic, client-centered approach. Participants will learn about the prevalence of substance use across the lifespan as well as how it impacts occupational performance. Studies on the short-term and long-term benefits of SBIRT will also be discussed. By learning the SBIRT levels of intervention, participants will be able to take strategies and tools to help individuals within their practice setting that may be at risk or are struggling with substance use.

1. Define the components of the SBIRT model through the lens of occupational therapy.
2. Demonstrate how to use the SBIRT app to improve screening of clients who are at risk.
3. Apply the SBIRT approach to case scenarios within OT practice settings across the lifespan and in various practice settings.

Please plan to stay for the Reception for fieldwork educators and DU OT Alumni, which immediately follows Session 3 at 5:30 pm.