



CAOT - ACE

Canadian Association of Occupational Therapists
Association canadienne des ergothérapeutes

Easy Choice: Practice Bundle

Schools

This webinar bundle includes the following 5 On-Demand Practice Evidence Webinars:

School-aged children with anxiety: Recognizing triggers and helping the child develop a functional toolkit

Presented by Sheri Martin Soosaar on November 20, 2018

Signs of anxiety are increasingly present in children attending occupational therapy services. Do you know what to watch for and how to help a child limit the number of tasks in which they feel anxious? This webinar will review how anxiety presents itself in the school-aged child, investigate the potential triggers for anxiety, and then explore ways to help the child and/or parent develop a functional toolkit that they can use in their everyday life to help manage this anxiety. The interventions are structured based on a holistic approach looking at how the child's personal characteristics, the environment and the occupations interact and affect the presence of anxiety.

After watching this webinar, you will be able to:

1. Describe how anxiety manifests itself in children.
2. Recognize typical triggers for anxiety in children.
3. Implement at least 3 strategies in their occupational therapy practice to help children and their families cope with anxiety.

Printing Like a Pro!: A free evidence-based resource to improve handwriting skills of elementary school children

Presented by Ivonne Montgomery & Jill Zwicker on October 16, 2018

Printing Like a Pro! is a free, easy to use, cognitively-based printing program for the primary grades. By learning about this program, occupational therapists will be equipped to address handwriting challenges in school-aged children. During this webinar, theory and evidence along with all elements of the program will be presented. Case studies will be used to demonstrate how the program can be used in the classroom, small groups, or with individual children. Participants will be encouraged to think about how Printing Like a Pro! can be applied in their practice context, including building capacity of teachers, educational assistants, and parents to improve printing skills.

After watching this webinar, you will be able to:

1. Understand the theory and evidence used to develop the Printing Like a Pro! program.
2. Be aware of the elements of the Printing Like a Pro! program and preliminary evidence to support its use.
3. Know how to access the program and apply it in their practice.

Using MOHO with school teachers: Supporting inclusion and participation of children with disabilities in the classroom

Presented by Donald Maciver on May 25, 2017

Estimates for the prevalence of children with disabilities in schools indicate this is a significant international issue. It is known that these children are vulnerable, and may experience negative outcomes. As school educators may have difficulty supporting these children, sound models of practice are valuable. This webinar focusses on how concepts from the Model of Human Occupation (MOHO) can be applied for use by school teachers. Key learning from the research initiative CIRCLE (Child Inclusion: Research into the Curriculum, Learning and Education) will be provided. This webinar will also discuss how MOHO supports teachers to explore the interrelationships between child, environment and participation.

After watching this webinar, you will be able to:

1. Recognize how school teachers can use MOHO to support inclusion and participation in general education classrooms.
2. Understand what MOHO concepts to use in collaborative working in schools.
3. Be able to work with educators to apply MOHO concepts in collaborative work in schools.

Partnering for Change (P4C): An Innovative, Evidence-Based Model for School-Based Occupational Therapy

Presented by Nancy Pollock on September 27, 2016

This webinar will describe Partnering for Change (P4C), an evidenced-based model of school-based practice. P4C focuses on capacity building through collaboration and coaching in context. It is aligned with a Response to Intervention approach and therefore reaches all students in schools. The model, the training of occupational therapists, implementation and the results of a series of research studies will be discussed. A two-year evaluation study in 2013-15 where P4C was implemented in 40 schools across three regions in Ontario resulted in positive outcomes for children, families, teachers, schools and occupational therapists. Outcomes, lessons learned and future directions will be highlighted.

After watching this webinar, you will:

1. Understand the Partnering for Change model and the evidence to support it.
2. Recognize the advantages and challenges of a shift to this type of model for school-based practice.
3. Consider ways in which practices might shift to align with this type of model.

Students with Coordination Challenges in the School Setting: Update on Best Practices

Presented by Sandra Sahagian Whalen and Nancy Pollock on April 29, 2014

This webinar will focus on best practices for children with coordination challenges impacting school participation and performance. Students with mild motor difficulties are frequently referred to school-based occupational therapists. While these difficulties are described as “mild”, these children can go on to develop significant secondary health consequences as a result of their challenges. Students with coordination difficulties often have Developmental Coordination Disorder, Attention Deficit/ Hyperactivity Disorder and/or a Learning Disability. This webinar will focus on what the current evidence tells us about these children, the evidence-based elements of best practice in the schools, and the application of this knowledge to practice.

After watching this webinar, you will:

1. Be able to identify the primary and secondary consequences of motor coordination challenges for students on participation and performance, including common co-morbidities.
2. Know the evidence related to best practices for occupational therapists in the school system.
3. Begin to identify and implement evidence-based practice strategies in their school-based practice for students with coordination challenges.

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