

# Innovations in School-Based Physical Therapy Practice Course

July 29-30, 2022 (Friday-Saturday)

Charleston, SC (Medical University of South Carolina)

## Description

This will be the 17<sup>th</sup> school-based course offered by the APTA Academy of Pediatric Physical Therapy (APTA Pediatrics) and the School Special Interest Group (School SIG). This year’s course will be held at the Medical University of South Carolina (MUSC) in Charleston, and will be following current [CDC and MUSC guidelines](#); be prepared to wear masks as necessary.

The Innovations in School-Based Physical Therapy Practice Course (Innovations) highlights advanced practice issues and foundational information for school-based practice. Sessions will provide information on decision-making and educationally relevant physical therapy services to support educational programs for students with disabilities. Nationally recognized speakers will address federal laws, assessment, service provision, specific student populations, and innovations in practice.

## Registration

Please register at [www.pediatricapta.org/innovations](http://www.pediatricapta.org/innovations); prices will be as follows:

Member Type	Advance (Ends 7/8)	Advance Daily (Ends 7/8)	Onsite (Begins 7/29 if space is available)	Onsite Daily (Begins 7/29 if space is available)
<b>APTA Pediatrics Member</b>	\$275	\$165	\$375	\$225
<b>APTA Pediatrics Student or Life Member</b>	\$125	\$75	\$180	\$108
<b>Nonmembers</b>	\$350	\$250	\$425	\$275

To join APTA Pediatrics and get the member rate, visit [www.apta.org](http://www.apta.org) and click on “Join” at the top of the page. Member rate applies for APTA Pediatrics Partners.

## Audience

This 2-day conference is intended for physical therapists who provide or intend to provide related services under the Individuals with Disabilities Education Act (IDEA).

## Objectives

By the end of the course, participants will:

1. Understand foundational federal laws and regulations for ensuring a free and appropriate public education (FAPE), including provision of required related services for students with disabilities under IDEA and Section 504.
2. Apply evidence and data to individualize and make appropriate decisions regarding evaluation, outcome measures, models of service delivery, individualization, advocacy, and evidence-informed interventions.
3. Apply knowledge gained to influence and advocate for appropriate services, staffing, physical activity and fitness, collaboration across practice settings, adequate supports and self-determination for students with disabilities.
4. Incorporate evidenced-informed evaluation and intervention for students with complex disability.
5. Describe the role of school-based physical therapy in provision of assistive technology, individualized transportation services, and to prepare students and their families for adulthood through post-school transition.

## Schedule

Concurrent sessions are offered on Friday; participants may attend one full track or individual sessions in either track. Preregistration for individual sessions is not required. Participants may register for one or two days. Each day provides 7.5 contact hours of programming for a total of 15 contact hours for the course. The planning committee reserves the right to change presenters, content, and order of presentations as needed.

Friday, July 29		Saturday, July 30
<b>Track 1:</b> <i>Foundational Topics</i>	<b>Track 2:</b> <i>Contemporary Issues</i>	<b>Single Track</b>
8:00-8:15 am Registration		
8:15-8:30am Welcome & Introductions		
8:30-10:00 am		8:30-10:15 am
Providing School-Based Physical Therapy under IDEA & Section 504* <i>Mary Jane Rapport</i>	School-Based Physical Therapy Promoting Activity, Function & Fitness <i>Maggie O'Neil</i>	Assessing to Guide Interventions with Students with Complex Disability <i>Cindy Dodds</i>
10:00-10:15 am Break		10:15-10:30 am Break
10:15-11:45 am		10:30am-12:30 pm
Ecological & Authentic School-based Assessment* <i>Sue Cecere</i>	Facilitating Communication Among Practice Settings that Support Students in Their Return to School <i>Lori Bartleson, Panel Facilitator</i>	Transportation as a Related Service & the Physical Therapist's Role <i>Susan Shutrump</i>
11:45am-12:45 pm Lunch provided		12:30-1:30 pm Lunch provided
12:45-2:15 pm		1:30-2:45 pm
Participation-based Student Goals* <i>Kim Wyncarz</i>	Everything's Measurable! School-based Tests & Measures 15 Minutes or Less <i>Carlo Vialu</i>	APTA Advocacy Update <i>Kate Gilliard</i> <i>Brian Allen</i>
2:15-3:45 pm		2:45-3:00 Break
		3:00-4:15 pm
Educationally Relevant Physical Therapy <i>Karen Tartick</i>	Preparing Adolescents & Young Adults for Transition to Adulthood <i>Laurie Ray</i>	<b>Workshops</b> <ul style="list-style-type: none"> <li>• Goal Development (<i>Wyncarz</i>)</li> <li>• Dosing/Service Frequency (<i>Cecere</i>)</li> <li>• Educational Relevance (<i>Tartick</i>)</li> <li>• Documentation (<i>Ray</i>)</li> <li>• Cortical Vision (<i>Dobbs</i>)</li> </ul>
3:45-4:00 pm Break		4:15-5:30 pm
4:00-5:30 pm		Platform Presentations
Physical Therapist's Role in Assistive Technology* <i>Megan Roberts</i>	Evidence-informed School Practice: Implications from the Literature & PT COUNTS Study <i>Susan Effgen</i>	<b>Complete evaluations and safe travel!</b>

\*These four sessions will be recorded and available as the "Foundations of School-based Therapy" on-demand course (6 contact hours), which will be available August 1-October 1, 2022. To register, visit [www.pediatricapta.org](http://www.pediatricapta.org) under Upcoming Events.

## Session Descriptions & Speaker Information

### Friday Foundational Topic Track

#### **Providing School-Based Physical Therapy under IDEA & Section 504**

This session will provide an overview of IDEA and Section 504 as key federal laws that guide service delivery of physical therapy and other supportive services for eligible students with disabilities in public schools. We will discuss the primary requirements for educating all eligible students under IDEA, regardless of the nature or severity of their disability. The similarities and differences between IDEA and Section 504 will be highlighted as related to eligibility, service delivery, and the provision of a free and appropriate public education (FAPE). The session will also address the relationship between the scope of practice under each state's Physical Therapist Practice Act and requirements of providing physical therapy as a related service under IDEA. Accommodations under Section 504 will be described, and guidance will be offered on developing 504 Plans. This session provides fundamental knowledge for those providing school-based physical therapy services.

**Mary Jane Rapport, PT, DPT, PhD, FAPTA**, is a Catherine Worthingham Fellow of APTA and a Professor in the Physical Therapy Program at Hawai'i Pacific University. She was previously a long-time faculty member and Associate Director of the University of Colorado Physical Therapy Program. Dr. Rapport held numerous leadership positions while on faculty at the University of Colorado and taught courses in the DPT curriculum. Additionally, Dr. Rapport teaches in the post-professional Pediatric track at Rocky Mountain University, and she has developed courses for the APTA Learning Center, MedBridge, and the Pediatric Residency Education Consortium. In addition to her academic role, she is a long-time school-based PT, providing services on Prince of Wales Island, AK, and through a teletherapy company. Dr. Rapport has a productive record of presentations and publications related to providing physical therapy to children and youth with disabilities with a secondary line of research in physical therapist education.

#### **Ecological & Authentic School-Based Assessment**

This presentation will describe an evidence-based assessment strategy for students with disabilities in public schools. The session will identify the advantages of using an ecological approach to identify student strengths and needs to support educationally relevant programming. Participants will use video to discuss this approach and its usefulness in the IEP process, including developing a present level of academic achievement and functional performance, goals, objectives, and supplementary aids and services. Contribution to the physical therapy plan of care and dosing from this approach will be reviewed.

**Susan (Sue) Cecere, PT, MHS** is a graduate of the University of Delaware physical therapy program and has a Master of Health Science degree from Towson University. She also holds an Administrative Certificate in Educational Leadership from McDaniel College. During her lengthy school-based career, Sue worked both as a service provider and program administrator for two large, culturally diverse LEAs in the Washington, DC, metropolitan area. Since retiring from full-time work, she began Sequoia School-based Therapy Solutions, a consulting and professional development company that provides individual support for school-based therapists and professional development for agencies, districts, and continuing education companies. She has served as the co-chair of the Maryland State Steering Committee for Occupational and Physical Therapy School-Based Programs, a Maryland State Department of Education subcommittee. She is a co-author of Occupational and Physical Therapy Early Intervention and School-Based Services in Maryland: A Guide to Practice, a contributing author to Guide to Pediatric Physical Therapy, and several APTA Pediatrics fact sheets. She has lectured for a number of APTA Pediatrics conferences on school-based practice topics. Together with ASHA and AOTA, she co-wrote a joint document on workload. Sue is the former Vice President of APTA Pediatrics and remains active in the School SIG.

#### **Participation-based Student Goals**

Supporting students' meaningful participation in school activities and routines is the pinnacle aim of school-based practice; however, collaborative student goals that focus on student participation are not universally developed in school-based practice. This presentation will discuss findings and recommendations from original research regarding

development and use of participation-based student goals. Strategies to promote school cultures that support a participation-focused approach to school-based physical therapy practice will also be described. Participants will receive a GOALS for Student Participation tool and other resources to support the development and use of participation-based student goals.

**Kimberly D. Wynarczuk, PT, DPT, PhD, MPH**, Board-Certified Clinical Specialist in Pediatric Physical Therapy, is an assistant professor in the Department of Rehabilitation Sciences at Moravian University in Bethlehem, PA. Dr. Wynarczuk started her physical therapy career as a school-based physical therapist for 11 years and currently serves as the School SIG representative to the APTA Pediatrics Research Committee. She has been a full-time faculty member in graduate-level physical therapy programs since 2011. Dr. Wynarczuk has conducted, published, and presented research on a variety of school-based physical therapy topics, including goal development and the participation of students with disabilities in school trips.

### **Educationally Relevant Physical Therapy**

The scope of physical therapy in the educational setting will be described, as well as the critical role of collaboration and working as members of interprofessional teams, with students, families, and instructional personnel to support students' access to their educational environment and school day. How school-based physical therapists deliver services in the least restrictive environment through daily school routines and clarity on our role with other stakeholders will be highlighted through interactive discussion and case studies.

**Karen Tartick, PT**, has been providing physical therapy services for more than 30 years in a variety of pediatric settings, including early intervention, acute care, and NICU in North Carolina and New York school systems. She currently practices in the Durham Public Schools in Durham, NC. Ms. Tartick is an APTA Advanced Clinical Instructor, and she serves as mentor for the school-based portion of the pediatric residency program at the University of North Carolina at Chapel Hill. Ms. Tartick contributed to several Fact Sheets on behalf of the APTA Pediatrics School SIG. She has presented at national APTA conferences on physical therapy intervention in the school setting.

### **Physical Therapist's Role in Assistive Technology**

This presentation will cover the role of the school-based physical therapist on the educational team as Assistive Technology is considered/provided under IDEA, including legal guidance, decision-making frameworks for assessment and implementation, and documentation.

**Megan Roberts PT, DSc**, Board Certified Clinical Specialist in Pediatric Physical Therapy, is the Program Director for the Oklahoma Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program and Director of Education and Training for the Developmental and Behavioral Pediatrics section of the Pediatrics Department at the University of Oklahoma Health Sciences Center (OUHSC). She is a member of the APTA Specialization Academy of Content Experts. Prior to moving into academia, Dr. Roberts worked as a school-based physical therapist, where she chaired the PT/OT department and developed the assistive technology program for her district. She teaches and mentors current and future service providers and advocates in disability related fields. She provides technical assistance to community organizations, state agencies, and national agencies to improve systems, policies, services, and research related to disability. Her services and leadership target inclusion, participation, and self-direction for individuals with disabilities and their families.

## **Friday Contemporary Issues Track**

### **School-Based Physical Therapy Promoting Activity, Function & Fitness**

This session will provide an overview of the evidence supporting activity-based and fitness interventions/outcome measures in school-based physical therapy. The APTA Elements of Patient/Client Management will be reviewed in the context of school-based practice to highlight strategies and considerations in developing IEP goals to maintain or improve function, activity and fitness. Specific intervention approaches will be discussed to determine optimal "dosing" to promote active participation in school. Evidence will be presented on negative child health outcomes due to COVID-19 and long Covid to inform school-based physical therapy strategies.

**Maggie O'Neil, PT, PhD, MPH**, is a professor in the Department of Rehabilitation and Regenerative Medicine, Programs in Physical Therapy at Columbia University Vagelos College of Physicians and Surgeons, New York, NY. Dr. O'Neil teaches in pediatric and research content in DPT and EdD programs. She is an instructor in clinical workshops across the United States on Functional Strengthening and Fitness in Children with Disabilities. Her research focuses on physical activity measures and interventions to promote activity, fitness, and participation in children with cerebral palsy (CP) and chronic conditions (ie, obesity). Dr. O'Neil is part of an interprofessional team to design custom active video games (AVG) and virtual reality (VR) to promote physical activity and fitness in youth with CP. She has many publications and has received research funding from various sources. Dr. O'Neil is an active member of the APTA Pediatrics Research Committee, serves on the editorial board of Physical and Occupational Therapy in Pediatrics, and is a reviewer for multiple journals.

### **Facilitating Communication Among Practice Settings that Support Students in Their Return to School**

Panel discussion with pediatric physical therapists from different settings and a mother of a child who has a TBI. This discussion will focus on developing relationships and collaborating with clinicians from the different settings that students are served and facilitating smoother transitions for students from medical services to school services. Session should assist therapists with understanding the individual roles of each clinician for a safe student transition back to school.

Facilitator: **Lori Bartleson, PT, DPT**, Board-Certified Clinical Specialist in Pediatric Physical Therapy, served as a school-based PT for 26 years. For the past year, she has served as the Outpatient Pediatric Team Leader with MUSC. Lori is also the chair of the APTA Pediatrics Adolescents and Adults with Diverse Abilities SIG.

Outpatient: **Stacey Gray, PT, DPT**, Board-Certified Clinical Specialist in Pediatric Physical Therapy, has been working as an outpatient PT for 13 years and at MUSC for 7 years. She is part of the MUSC multi-disciplinary pediatric concussion clinic.

Inpatient: **Jenna Saunders, PT, DPT**, started as the Inpatient Pediatric Team Leader for MUSC Shawn Jenkins Children's Hospital in 2020. She has worked in a multitude of pediatric settings, including outpatient, inpatient, transitional care, early intervention and seating and interdisciplinary clinics. She is certified as a child passenger safety technician and a certified strength and conditioning specialist.

Early Intervention: **Marissa Slate, PT, DPT**, Board-Certified Clinical Specialist in Pediatric Physical Therapy, has been working as an early intervention PT for more than 4 years. She has completed the Leadership Education in Neurodevelopmental Disabilities (LEND) Fellowship through MUSC. She serves on the APTA South Carolina Physical Therapy Board of Directors and is a State Pediatric Advocacy Liaison for APTA Pediatrics.

Family: **Mother** of an adolescent who has a TBI.

### **Everything's Measurable! School-Based Tests & Measures in 15 Minutes or Less**

This highly interactive session will bridge the gap between tests and measures and their applicability in the schools. Pediatric tests of mobility, balance and endurance will be presented, which are functional, require minimal materials, and can be completed in 15 minutes or less. A variety of tests will be discussed, covering a wide range of motor disabilities, from mild to severe. The most current literature will be presented to ensure reliable administration, provide statistical norms or small-group averages, and guide interpretation of test results.

**Carlo Vialu, PT, MBA**, is the Founder and Director of [www.ApplyEBP.com](http://www.ApplyEBP.com) a provider of continuing education courses with the "perfect balance of evidence and practice." He is a co-author and co-publisher of [www.SeekFreaks.com](http://www.SeekFreaks.com), an evidence-informed online resource for pediatric PTs, OTs, and SLPs. From 2008 to 2017, he served the New York City Department of Education as Director of Physical Therapy, where he oversaw a program with over 700 physical therapists working in more than 1,500 schools. As a pediatric therapist, he has worked in school-based and home care settings, with children and youth with mild to more complex disabilities. He was the project manager of research on normative data for five mobility tests with school-aged children. This research has resulted in four published articles in Pediatric Physical Therapy, the journal of APTA Pediatrics. Carlo presents nationally on various topics, including tests and measures, prognostication and backward planning, motor learning, special education, and clinical decision-making.

### **Preparing Adolescents & Young Adults for Transition to Adulthood**

This session will discuss how school-based physical therapists can support the transition mandates of IDEA 2004. Participants will learn how to leverage practices that predict student success, becoming engaged citizens through work,

volunteer work, further education, independent and community living. A data-focused, student-centered approach will explore early planning, potential evaluation, meaningful transition activities, and community-based intervention within the IEP process. Physical therapy practitioners have important contributions to help our students lead their transition activities, focus efforts, backchain and address gaps in practical ways.

**Laurie Ray, PT, PhD**, has more than 20 years of experience in school-based practice in North Carolina. Dr. Ray is an Associate Professor at UNC Chapel Hill, Division of Physical Therapy, and provides the NC Department of Public Instruction with consultative services in the areas of physical therapy and Medicaid cost recovery. She previously served as chair of the APTA Pediatrics School SIG, on the NC Office of Disability and Health Advisory Committee, and on the Boards of the National Alliance of Medicaid in Education and the NC Vocational Rehabilitation Council. Laurie has contributed to several Fact Sheets for APTA Pediatrics and presents on school-based physical therapy and related topics across the US. Dr. Ray currently serves as the APTA Pediatrics Practice SIGs Coordinator and is a reviewer for Pediatric Physical Therapy and Pediatric Occupational and Physical Therapy. Laurie is co-author/co-publisher of [www.SeekFreaks.com](http://www.SeekFreaks.com), an evidence-informed, online resource for pediatric PTs, OTs, and SLPs.

### **Evidence-informed School Practice: Implications from the Literature & PT COUNTS Study**

This session will discuss the current evidence to support interventions physical therapists use in school-based practice. Participants will learn about relevant literature addressing participation, activities, and impairments. The relationship between goals, interventions, and context will be discussed. We will review the findings regarding service delivery from the national study of school-based physical therapy practice, PT COUNTS.

**Susan K. Effgen, PT, PhD, FAPTA**, is a professor emerita in the Department of Physical Therapy at the University of Kentucky. She is an established educator and researcher in pediatric physical therapy and is a Catherine Worthingham Fellow of APTA. As co-chair of the APTA Pediatrics Government Affairs Committee, she was active in the process of authorization and reauthorization of IDEA. Dr. Effgen has served on several editorial boards, including Physical Therapy, and is editor of the text *Meeting the Physical Therapy Needs of Children*. She was co-investigator of a US Department of Education grant: PT COUNTS, Study of the Relationship of Student Outcomes to School-Based Physical Therapy Services. Dr. Effgen received the APTA Pediatrics Advocacy Award, which is now given in her name. She is the founding chair of the APTA Pediatrics School SIG.

## **Saturday Track**

### **Assessing to Guide Interventions with Students with Complex Disability**

Students with complex disabilities often demonstrate impairments across cognitive, sensory, and motor domains. It is often difficult for PTs to identify subtle abilities and skills of students with complex disability that may guide intervention strategies and enhance quality of life and participation. Using the International Classification of Functioning, Disability and Health, the F-word in Childhood Disability, and quality of life conceptual models, this session's learners will understand the quality of life model, appreciate importance of participation and physical activity evidence, highlight pediatric assessments and goal attainment scaling, and translate knowledge concerning school-based strategies to improve participation and physical activity levels of students with complex disabilities across the school day.

**Cindy Dodds, PT, PhD, PCS** is an Associate Professor within the Division of Physical Therapy, College of Health Professions at the Medical University of South Carolina. She is responsible for the pediatric content within the program, which includes pediatric experiential learning opportunities in South Carolina and Africa for physical therapy students. Dr. Dodds is also Director of the MUSC Physical Therapy Pediatric Residency. Her clinical and research interest focuses on children with medical complexity, including examination of heart rate variability and development of the Pediatric Awareness and Sensory Motor Assessment. She is a co-principal investigator for the MUSC site of the I-Acquire study and was recently awarded research funding from the National Endowment of the Arts.

### **Transportation as a Related Service & the Physical Therapist's Role**

Proper seating and positioning on the school bus is vital to a safe ride but takes interdisciplinary teamwork to ensure it is provided within, and is compatible with, effective vehicle occupant restraint systems. This session will explore the therapist's role in the selection and training in the use of child safety restraints and seating, while considering common



problems and students' use of adaptive equipment on the entire transportation experience. We will review the process of designing individualized transportation plans, and the importance of physical therapist's leadership in decision-making on modifications and accommodations in this specialized educational environment.

**Susan Englert Shutrump, OTR/L**, is supervisor of Occupational and Physical Therapy at the Trumbull County Educational Service Center in Niles, OH. She is the 2018 recipient of the Peter J Grandolfo Memorial Award of Excellence and the 2007 recipient of the National Association of Pupil Transportation Sure-Lok Safe and Secure Special Needs Transportation Award. She served on the National Highway Traffic Safety Administration's curriculum-writing committee for Child Passenger Safety Training for School Buses, as well as revision committees for this 8-hour course. She served as Special Advisor to the STARTS (Students Transportation Aligned for Return to School) National Task Force during the Covid-19 pandemic. She is a tenured faculty and advisory board member of the National Conference and Exhibition on Transporting Students with Disabilities and Preschoolers, and has served as co-chairman of the OT/PT/Transporter Forum since 1995. She has authored articles in therapy and transportation publications, and chapters, "Best Practices in Safe Transportation," in the first two editions of the AOTA textbook Best Practices for Occupational Therapy in Schools.

### **APTA Advocacy Update**

Representatives from APTA will discuss the advocacy work being done on behalf of school-based physical therapists and physical therapist assistants. Legislative and regulatory advocacy will be discussed, including our work with congress and the department of education on special education issues. Information will also be provided on how APTA members and nonmembers can stay involved in advocacy and help the association drive policy change as well as influence policy in their own state and local communities.

**Kate Gilliard, JD**, is the APTA Director of Health Policy and Payment. She has been working at APTA since 2018, first as a Senior Specialist of Policy and Regulatory Affairs, and since January 2022 in her current role. Kate covers a diverse range of policy and regulatory issues, including Medicare and Medicaid, commercial payers, alternative payment models, value-based care, and disability policy. Before joining APTA, she was policy expert for Centene Corporation, focusing on Affordable Care Act-compliant health care products. Her duties included monitoring state and federal legislative developments in the health care industry, developing company policy, and advocating on the corporation's behalf to state and federal regulators. Prior to that, she was the ACA officer at the Illinois Department of Insurance. She received her bachelor's degree in English from Oklahoma State University and her law degree from DePaul University College of Law. She is a member of the Illinois Bar.

**Brian Allen, JD**, is a congressional affairs specialist at APTA. A new member of the team, Brian joined APTA in January 2022. Brian handles a diverse issue portfolio, including school-based PTs/PTAs, concussion care, physical fitness, PTA differential, DoD/VA, and CHCs, among others. His duties include monitoring and responding to federal legislative developments, advocating on the association's behalf with Members of Congress and Senators, and working with members, senators, and their staff to craft legislation that meets APTA's goals. Prior to joining APTA, Brian spent more than 5 years on Capitol Hill, culminating in his role as Legislative Director and Senior Counsel to a Member of the House. He received his bachelor's in History and Spanish from Roanoke College and his law degree from Washington and Lee University School of Law. He is a member of the District of Columbia Bar.

### **Workshops**

Presenters will work with smaller groups to apply content from the sessions into practice and expand on relevant topics from their presentations. This time will be invested into practical activities and guided by participant questions and curiosity. 2022 workshops will cover Goal Development (*Wynarczuk*), Dosing/Service Frequency (*Cecere*), Educational Relevance (*Tartick*), Documentation (*Ray*), and Cortical Vision (*Dobbs*).

### **Platform Presentations**

Various topics (eg, special interest, research) from school-based practice presented in 15-minute sessions by multiple speakers.

## **Logistics**

### **Hotel**

**Hilton Garden Inn, Charleston Waterfront/Downtown**, 45 Lockwood Drive, Charleston, SC (King or 2 Queens \$189 + tax, & \$2 fee) – a 2-night minimum stay is required for this rate. Free parking. Use this reservation link:

<https://www.hilton.com/en/book/reservation/deeplink/?ctyhocn=CHSDWGI&arrivaldate=2022-07-28&departuredate=2022-07-31&roomTypeCode=K1D,Q2D,K1J,Q2J,K1LV,K1RV,Q2RV,K1,Q2&srpCodes=APTA22>

**Book before June 28, 2022** - Charleston is a major tourist destination and rooms book quickly throughout the city.

### **Course Venue**

**Medical University of South Carolina, College of Health Professions**, 151 Rutledge Avenue, Building A, Charleston SC 29425 (<https://chp.musc.edu/>). Parking is available for a fee in the MUSC Ashley Rutledge garage (<https://locations.muschealth.org/sc/charleston/158-ashley-ave-park1>). Entrances to the garage are available next to 151 Rutledge Ave or 158 Ashley Ave.

### **Transportation**

**Air Transportation:** Use the Charleston International Airport.

**From/To Airport:** <https://www.iflychs.com>

Uber and Lyft are available outside of Baggage Claim.

**From/To Venue:** Physical therapy students will be available to lead participants as they walk to and from the hotel and venue. The distance is walkable, but somewhat complicated.

### **Local information/Points of Interest**

Charleston City Visitors Bureau: <https://www.charlestoncvb.com/>

### **Food**

Coffee/Tea will be available each morning. Breakfast is on your own. Lunch and breaks are provided both days.

**NOTE: We will be following current [CDC and MUSC guidelines](#); be prepared to wear masks as necessary. Handouts will be posted at [www.pediatricapta.org/innovations](http://www.pediatricapta.org/innovations) in July and will be made accessible to registrants in advance of the course. Handouts will not be available at the course.**