

Experts Series:**Tools & Strategies for Embedding School-based OT and PT Services**

with Carlo Vialu, PT, MBA, Karen Tartick, PT,
and Lara Collins Barros, OTD, OTR/L

March 13, 2026, 8:00 am – 3:10 pm

Macomb Intermediate School District
44001 Garfield Road, Clinton Township, MI

Full \$299 Early Bird \$269 Early Bird Group \$249
Early bird savings end February 13, 2026

Do you feel “less of a therapist” and more of a distraction when you embed your services into the classroom? Are you looking for practical tools and strategies to embed your expertise with confidence? Apply EBP’s Experts Series is here to help!



In Seminar 1, Carlo will set the stage for your embedded services by sharing free and for-a-fee tests for participation. You will learn multiple uses of tests for participation, from reporting objective scores, deciding on additional testing tools to use, for big-picture goals and monitoring, and for planning your embedded interventions. Lara will then share the Goal-Plan-Do-Check Coaching framework from the CO-OP Approach™. She will demonstrate its practical application in the schools via step-by-step video and photo case studies for such school tasks as managing locks, navigating stairs, and written expression. In Seminar 3, Karen will discuss the successful implementation of adaptive equipment to support the positioning, mobility, learning, and ADLs for students with complex physical disabilities. Finally, there will be separate OT & PT Tracks for Seminar 4. Lara will show you various ways to embed OT services via case study applications in 6 different classrooms – in English Language Arts, Math, Social Studies, Art, Arrival, and returning from Recess. Karen will utilize case vignettes and videos to discuss how to seamlessly embed PT expertise into various general education pre-k and elementary school routines to promote access and participation with peers.

Leave the course with practical tools and strategies from assessment to interventions so you can embed with confidence and effectiveness!

Elevate your therapy practice!

Audience: OTs, OTAs, PTs and PTAs

Educational Level: Intermediate

Your Mentors:

Carlo Vialu, PT, MBA served as Director of Physical Therapy for the NYC Department of Education, where he oversaw a program with over 700 PTs working in more than 1,500 schools. He is project manager of research on normative data for five mobility tests for school-aged children, & co-founder of SeekFreaks.

Karen Tartick, PT has 30+ years in a variety of settings. She has served as a member of the Autism Subcommittee of the APTA School-Based Physical Therapy Special Interest Group and co-authored the Autism Spectrum Disorder Guide for parents on the Move ForwardPT website, the APTA’s consumer webpage.

Lara Collins Barros, OTD, OTR/L has been a school-based OT for over 25 years. She had the privilege to develop “A Guide for Implementation: Using the Principles of CO-OP to Frame a Top-Down Approach with School-Aged Children” with the mentorship of Dr. Helene Polatajko of ICAN CO-OP.

Disclosures: Carlo, Lara, Karen and Amy receive speaking fees from Apply EBP, LLC. Carlo is the co-owner of Apply EBP, LLC. They have no relevant nonfinancial relationships to disclose.

Registration

For more info and registration

[Click here!](#)

Or contact Carlo at

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Agenda

8:00 am – 9:30 am: Seminar 1: Assessing School Participation | Carlo Vialu, PT, MBA

Not sure where to start your school-based assessment for students identified or suspected of having a disability? Want to avoid the rabbit hole of explaining a failed test when a student is functioning well in the classroom?

This course is here to your rescue! Carlo will begin this course by citing research, legislation, and best practices to explain why you should start your assessment by objectively measuring your student's level of participation in meaningful occupations in the school. Carlo will discuss multiple tests of participation, from the free to some reasonably priced options from pre-kindergarten through high school. You will also learn the step-by-step of performing an ecological assessment, using Apply EBP's Ecological Assessment Form. Finally, you will learn the multiple uses of tests for participation, from reporting objective scores, deciding on additional testing tools to use, for big-picture goals and monitoring, and for planning interventions that truly impact the student's function in the school

Leave the course with concrete tools and strategies to incorporate participation tests in your school-based assessment!

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify 3 reasons to testing school participation
2. Identify 2 tests that measure school participation
3. Determine 3 uses of tests for school participation

9:30am – 9:40 am: Break

9:40 am – 11:10 am: Seminar 2: *Using CO-OP's Goal-Plan-Do-Check in the Schools: A Step-by-Step Guide and Real-life Case Studies* Lara Collins Barros, OTD, OTR/L

Are your students struggling to acquire functional skills? Feeling limited by your current interventions? Try CO-OP's Goal-Plan-Do-Check (GPDC) framework! The Cognitive Orientation to daily Occupational Performance (CO-OP) Approach was created to engage children in solving performance problems and developing new skills. It is ideal for school practitioners who teach functional skills, such as writing, negotiating stairs, self-care, play, and more. Lara will begin by explaining the CO-OP Approach's top-down, metacognitive focus and how it differs from traditional bottom-up methods. She'll also share research supporting CO-OP's effectiveness across various conditions, including developmental coordination disorder, cerebral palsy, intellectual disabilities, and other developmental disabilities. While the comprehensive CO-OP workshop is 2.5 days, this seminar will focus on introducing you to the GPDC framework. In the first step, Goal, you'll learn strategies to help students set and refine goals that are meaningful to their schooling. For Plan, Lara will discuss "guided discovery", a technique that would enable your students to identify performance breakdowns, explore personalized solutions, and write a plan. For the Do phase, Lara will describe how to support students as they practice their plans in real-life contexts. Finally, in Check, you'll learn to engage students in reviewing the effectiveness of their plan, identifying additional breakdowns, and making necessary adjustments. Lara will present various case studies illustrating individual students learning to use a combination lock, descend stairs reciprocally, and write legibly. Leave the course with an organized tool that empowers your students as they build new skills!

Learning Objectives: At the completion of this course, the learner will be able to

1. Distinguish the CO-OP approach from traditional bottom-up interventions
2. Determine 3 goal areas in the school setting that can be addressed using CO-OP's Goal-Plan-Do-Check framework
3. Apply 3 strategies in implementing CO-OP's Goal-Plan-Do-Check framework on a given case example of a student who is learning a skill in the school setting

11:10 am – 11:50 am: Lunch (on your own)

11:50 am – 1:20 pm: Seminar 3: Implementing Assistive Technology for Students with Multiple Disabilities | Karen Tartick, PT

So, you received a student's assistive technology (AT) for positioning, mobility, learning supports, and ADLs – how can you ensure that the student gets the maximum benefit from it? This seminar will discuss the successful implementation of AT to improve school access and participation for students with multiple disabilities. Karen will show case vignettes and videos illustrating the incorporation of these devices into a student's daily class routine. Participants will learn strategies to address barriers to AT implementation and ensure frequent use during the school day or week.

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify 2 benefits of the use of assistive technology to improve participation in the educational environment
2. Determine appropriate assistive technology that promotes participation in meaningful school activities with peers, on a given case scenario
3. Identify 2 strategies to support implementation for the use of assistive technology in the schools

1:20 pm – 1:40 pm: Break

1:40 pm – 3:10 pm: Seminar 4: Select One

4.1 OT Track: 3 Steps to Successful Embedding of OT Services: Plus 6 Real-life Case Study Applications | Lara Collins Barros, OTD, OTR/L

Are you interested in knowing different ways you can effectively embed your interventions into the classroom? Look no further. This seminar will explain how embedding services align with the intentions of IDEA, lead to successful participation in your students, and give you the job satisfaction that you are fulfilling your role as a therapist! You will learn about the 3 important steps of embedding: observing, hypothesizing and intervening. Lara will show you various manners to embed your services via case study applications in 6 different classrooms – in English Language Arts, Math, Social Studies, Art, Arrival, and transitions after Recess. She will teach you how to observe and hypothesize whether a student's challenges in participation is a "fishbowl" or a "fish" problem, so that you know when and how to intervene at the student level or the class level. You will then learn how to embed evidence-based OT interventions such as co-teaching, environmental and task adaptations, assistive technology (AT), and coaching using the CO-OP approach (Cognitive Orientation to daily Occupational Performance) into the school routines. Lara's examples will demonstrate how embedded services can be directed towards 1 student, a pair of students, or a whole class to reach various school goals like completion of self-regulation, organization of materials, written work via handwriting or AT, and classroom work such as Math or art projects. Leave the course with an organized approach in embedding your services into the classroom that you can use the very next day! Learning Objectives: At the completion of this course, the learner will be able to

1. Select 3 reasons for providing embedded services to improve a student's performance and participation in the school environment
2. Distinguish the importance of each of the 3 steps of embedding: observing, hypothesizing, and intervening
3. Apply 3 evidence-based occupational therapy interventions in an embedded manner on a given case study of a student with disabilities

4.2. PT Track: Embedding PT Services In General Education Classrooms | Karen Tartick, PT

This seminar will demonstrate via case vignettes and videos ways to seamlessly embed your PT expertise into various pre-k and elementary school routines and activities. Karen will discuss strategies to overcome obstacles such as the selection of appropriate class opportunities, getting buy-ins from classroom staff, and managing your schedule. Participants will leave with multiple ideas, as well as the confidence to apply their PT expertise from assessing students' needs and goals to improving students' functional skills in the real-world setting of the classroom.

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify 2 student goals that can be addressed via embedded services
 2. Identify 2 class location, routine or activity where embedding PT services would be appropriate on a given case study
 3. Determine 2 embedded PT interventions on a given case study
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CEUs

6 hours of continuing education training are awarded to learners who complete this course

For OTs and OTAs

- Apply EBP, LLC is an AOTA-approved provider of CEUs. You will receive 0.15 CEUs for each seminar



For PTs and PTAs

- Apply EBP, LLC is an approved provider of CEUs for PTs and PTAs in IL, NM, NY, OK and TX (APS #: 2703055TX)
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- These states do not require pre-approval of courses or have no CE requirements: AL, CO, CT, GA, IA, ME, MO, NE, NH and WA.

If you would like to obtain CEUs for another state, please email carlo@applyebp.com.

Registration

For more info and to register

[Click here!](#)

Or contact Carlo at
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Cancellation policy: Registrants may cancel up to 14 days prior to the course for a refund minus a \$75 administration fee. There will be no refund for canceling less than 14 days prior to the course. Substitution is allowed with an email notification to applyebp@gmail.com. Apply EBP reserves the right to cancel a course up to 14 days prior to the course due to insufficient registration, with a full refund to registrants. Please do not arrange non-refundable travel arrangements until 13 days prior to the course, as Apply EBP is not responsible for such expenses.

Accommodation: Email or call 2 weeks prior to the course for any requests for accommodation.