

LEBA THERAPEUTIC SERVICES INC. ESCNJ Board Presentation

Narrated by Dr. Deborah Eisenberg PT,
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Clinical Services Director

February 23, 2018

INTRODUCTION

- Evidence Based Practice provided by OT's and PT's
- Management presence at each site
- Experienced clinicians provide in-services to therapists and educational school personnel
- Parent/Guardian annual surveys
- Individualized Home Exercise Programs distributed

LEBA Therapeutics' Sites

Piscataway Regional Day School



New Brunswick Therapists



Academy Learning Center



Nu View Academy



Center For Lifelong learning



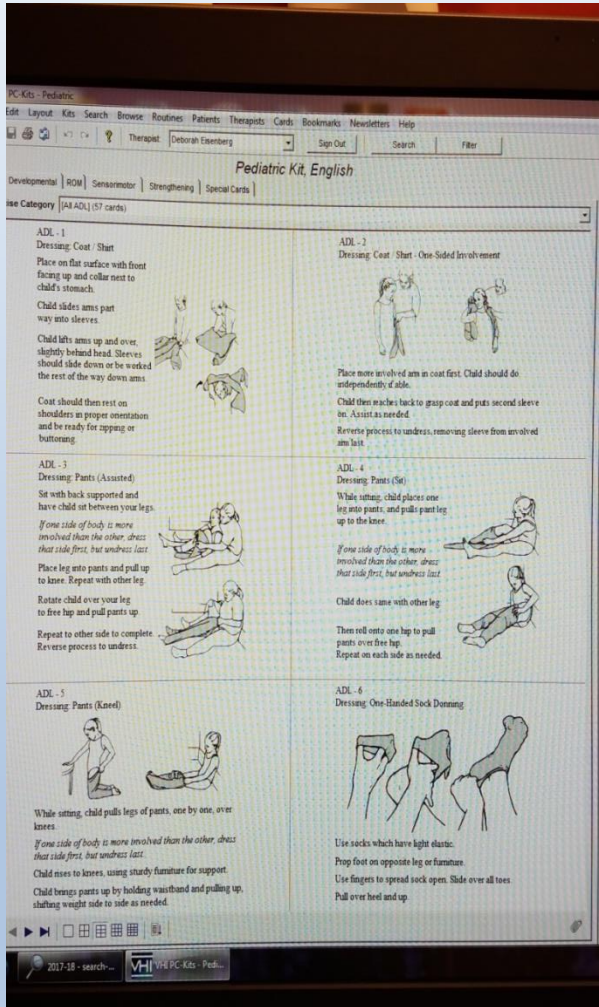
Bright Beginnings Learning Center



LEBA Therapeutics' IN-SERVICES



Home Exercise Work Sheets



ROM - 1 Tips for Range of Motion

All hand holds should be gentle.

Stretch slowly and steadily, stop when resistance is felt. Quality of stretch is more important than quantity.

Set aside same time of day for exercise, such as after bath when muscles are warm, so it becomes part of a daily routine.

Be consistent with program to ensure results. May use timer for older child to be aware of length of session.

Use firm surface such as floor for exercising. Try to make exercise fun, use music, talk to child.

ROM - 51 Hip Flexors (Supine)



Lie with both legs bent over edge of firm surface.

To stretch left hip, bring opposite knee to chest. Apply downward pressure to leg hanging over edge. Do not allow hips to roll up. Do not let knees change position.

Hold 60 seconds. Repeat 2 times.

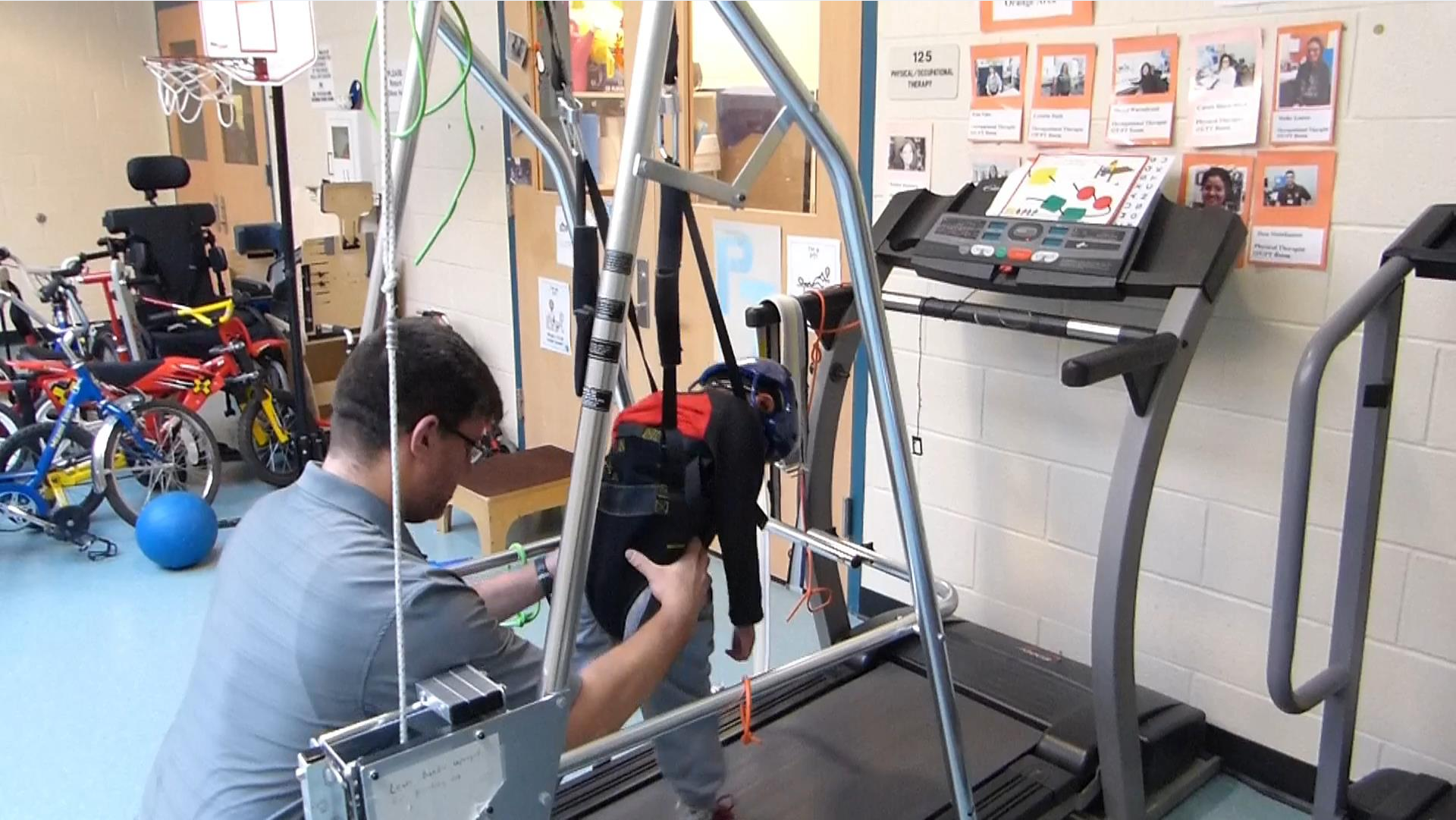
Do 1 sessions per day. Repeat on other leg.

CAUTION: Stretch should be gentle, steady and slow.

PARTIAL WEIGHT BEARING GAIT TRAINING

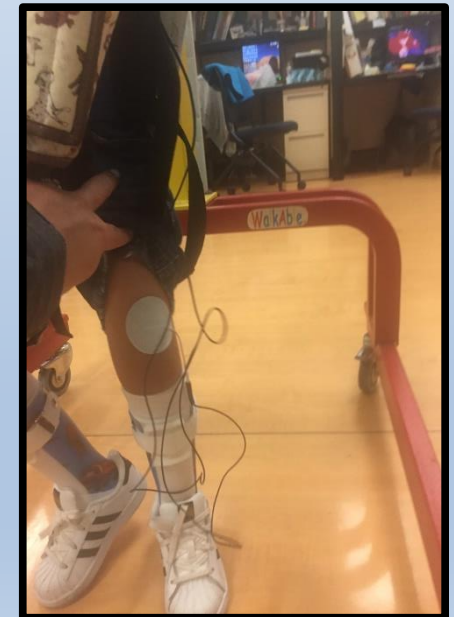
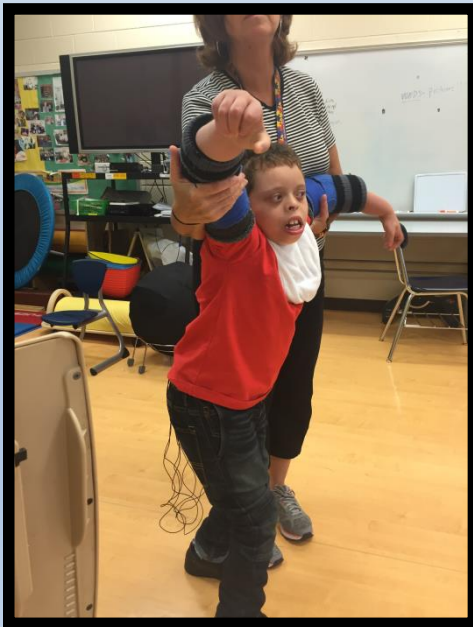
- Carole Binen-Sokol PT, ALC
- Electric treadmill repetitive stepping improves function of the lower limbs
- PT assisted stepping improves spatial temporal gait variables
- Pace, level of assistance controlled by PT
- Improved walking seen with individuals with cerebral palsy and Down syndrome





NEUROMUSCULAR ELECTRICAL STIMULATION

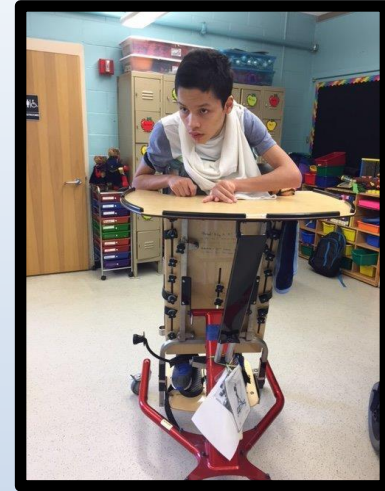
- Effective tool to contract and strengthen muscles for those who are unable to activate and exercise targeted muscles required for function
- Increases functional skill performance via improved strength, range of motion, and decreased spasticity
- Surface electrodes



ADAPTIVE EQUIPMENT

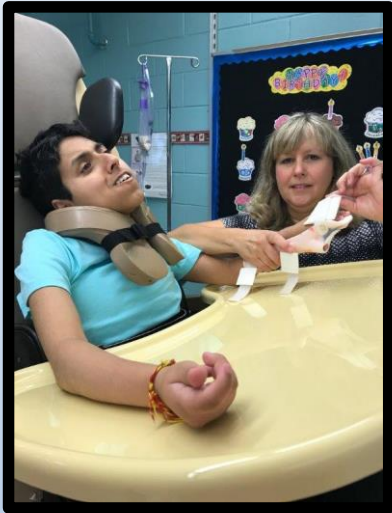
- Kim Fake, OTR, ALC
- Team assessment in each site by parent, teacher, OT, PT, and Assistive Technology Certified Vendor
- Equipment for school and home
- Wheelchairs, standers, gait trainers, adapted strollers, classroom seating systems, home bathing systems, beds, and car seats





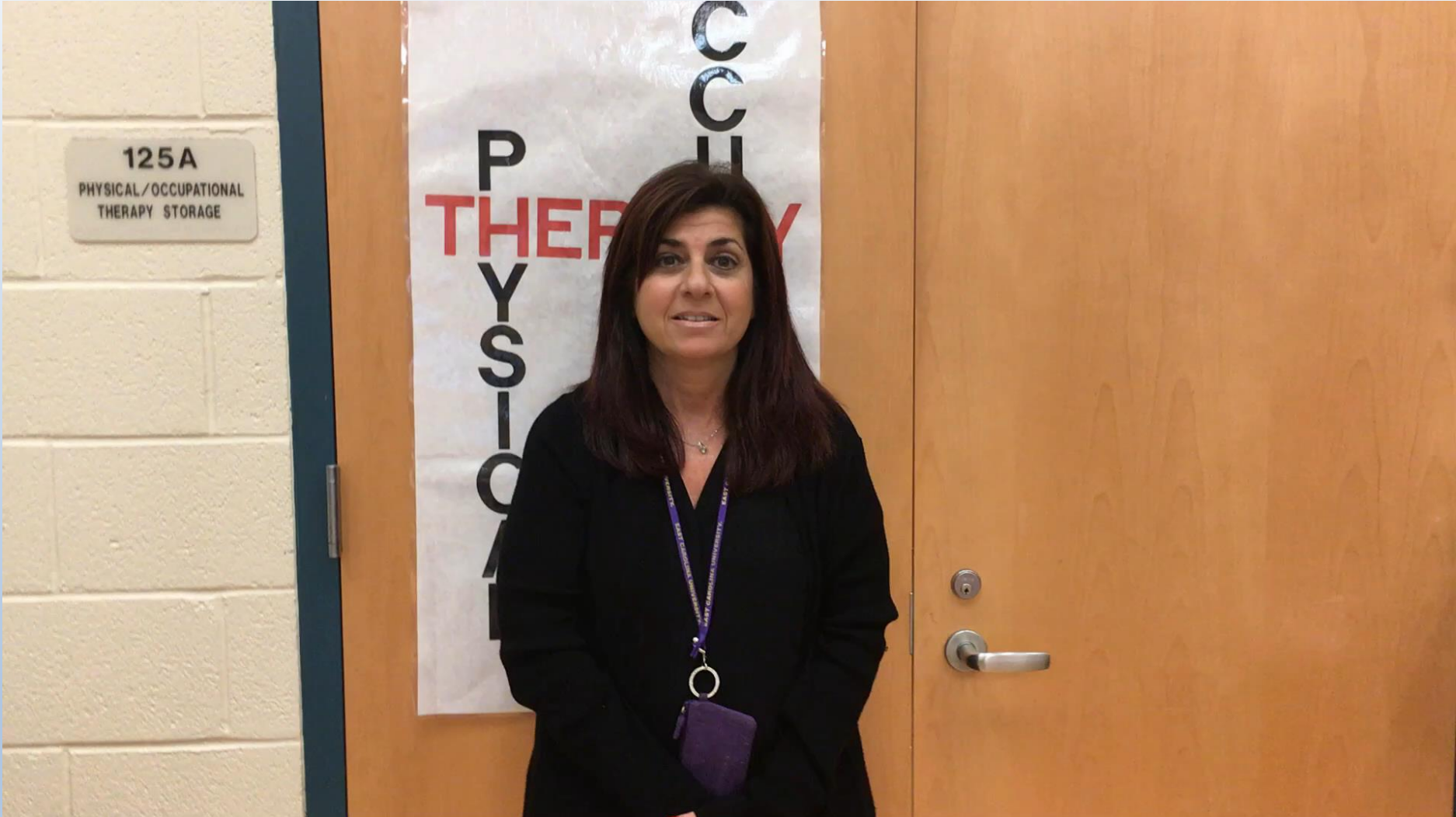
Custom Orthotics

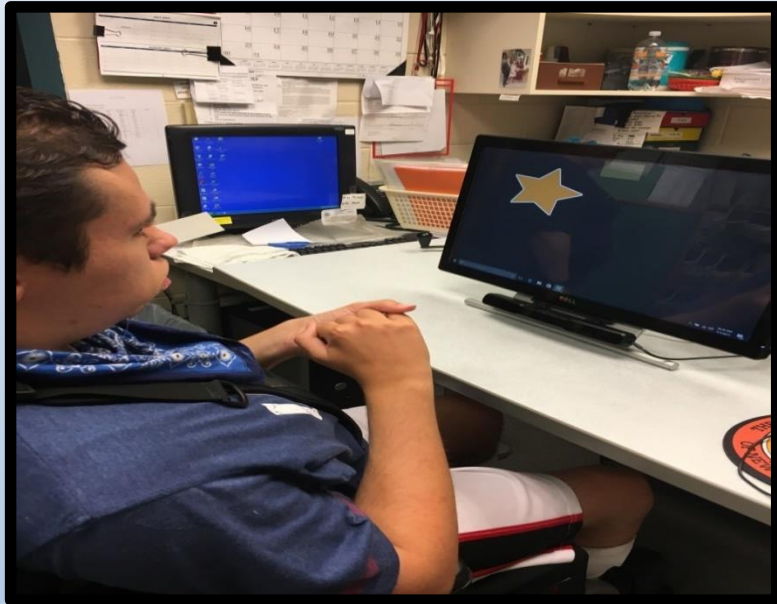
- Orthotist conducts screenings, evaluations, fabrications, fittings, repairs, and modifications of all forms of custom orthotics for students in each ESCNJ site, as scheduled by OT's and PT's
- Hand splints, forearm splints, AFO's, SMO's, Sure Steps, sneakers, TLSO's, and lycra body suits



Assistive Technology

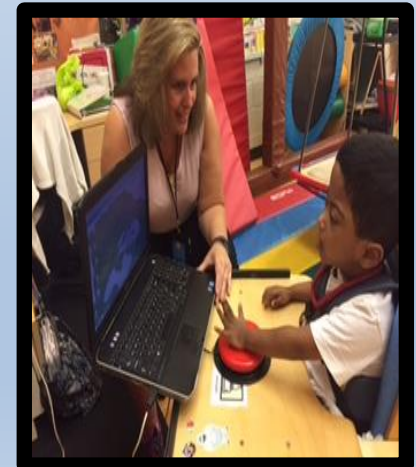
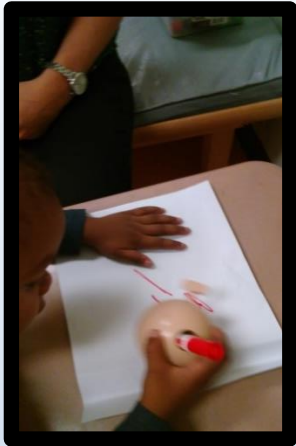
- Sheryl Wurmbbrand, OTR, ALC
- Attention and Eye Gaze software program
- Customized activities to assess and teach attention skills, functional tracking, fixating, and accessing computer programs
- Synced to match students' eye movements
- Goal to reveal means to adapt the environment maximizing interaction in the classroom





Occupational Therapy

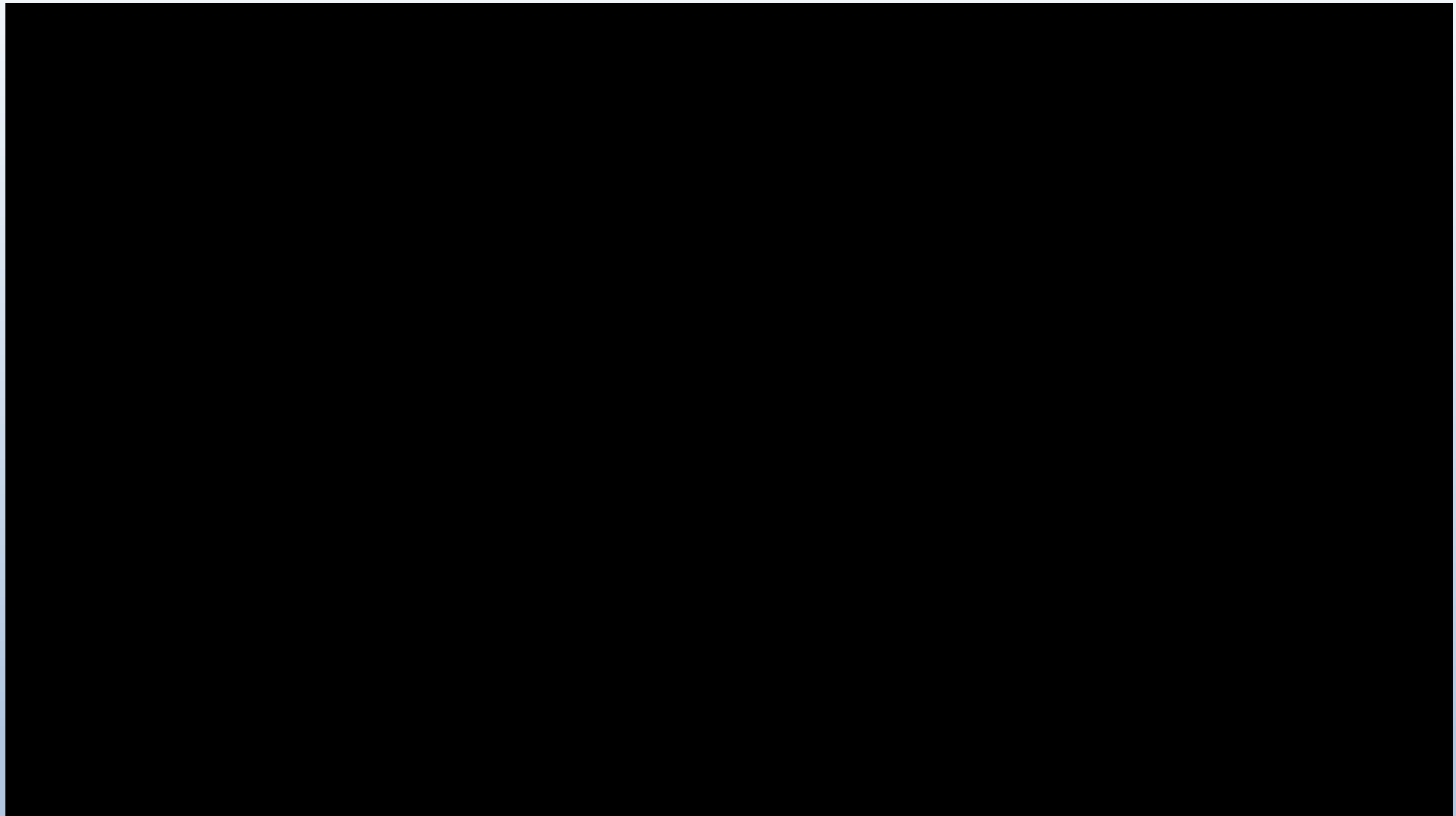
- Individual and integrated classroom group sessions, using adapted equipment to facilitate Activities of Daily Living skills, sensory modulation via Sensory Diets including weighted and deep pressure vests, fine motor and perceptual motor skills, grapho motor skills, computer key boarding, and vocational training.



Felissa Szold, OTR, ALC

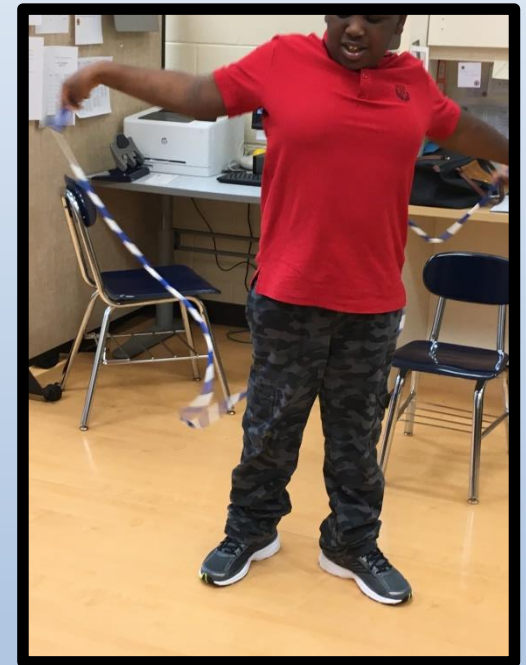
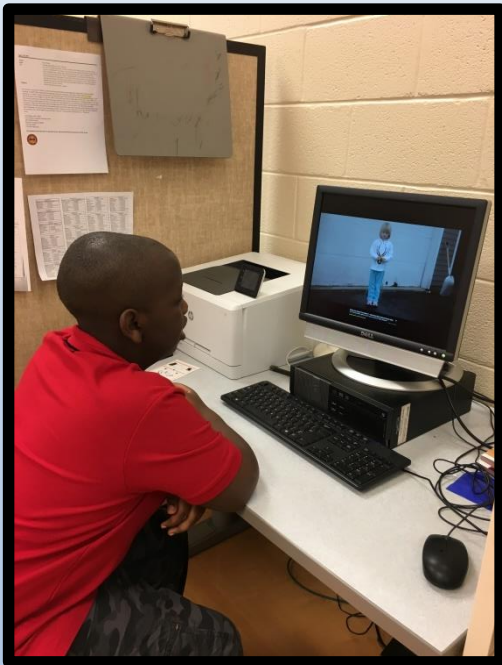
- Virtual reality gaming systems use the person's movement along with the controllers, to regulate the activities of the game.
- Research shows that virtual reality games develop gross and fine motor skills, and visual and social skills.
- PT's practice jumping, running, walking, and balance in a task specific way that is meaningful and motivating.
- OT's practice crossing midline, using bilateral skills, eye-hand coordination, and turn taking.





Video Modeling

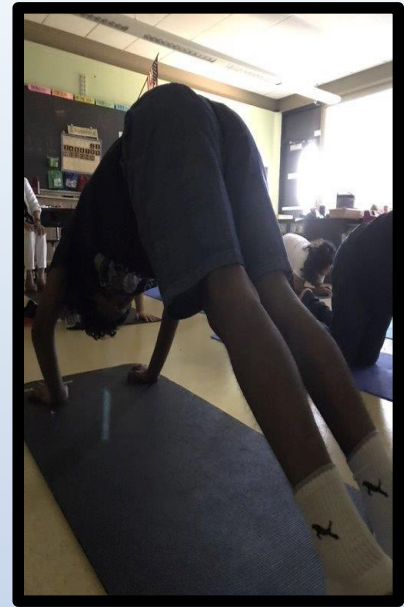
- Shown to improve new skill acquisition and generalization of skills, specifically for students with ASD
- Gross motor skills learned via You Tube videos
- Used for jump rope, jumping jacks, ball skills
- Recent study concluded improved throwing accuracy following school based therapy that incorporated video modeling.



Joli Semon, DPT, PRDS- Yoga

- GRTL – Get Ready to Learn Program
- Shown to reduce irritability, social withdrawal, hyperactivity, and non-compliance specifically in children with ASD.
- Incorporated in classrooms to maximize academic engagement and optimize classroom time when facing behavioral challenges.





Lynette Huth, OTR, ALC

- Sensory Room- Provides students with a variety of stimuli to help them develop and engage their senses for optimizing memory and improve learning.
- Therapists assess how a student reacts to sensory stimuli and activities are designed to stimulate sight, touch, smell, hearing, taste, balance, and body awareness.
- Using lighting, music, aromas, and textures therapists can alter level of attention, and prepare the student for learning via self organization, self control, problem solving, inspiring creativity and exploration, and improving fine motor skills and language development.





Fitness and Wellness

- Research has shown that children with chronic conditions have higher rates of obesity and sedentary life styles.
- Good health and fitness needed for increased access and participation in recreational activities with peers, in gym, on the playground, for vocational success, and to prevent onset of progression of impairments that lead to functional limitations throughout life



Gregory Schwalje, DPT, CLL

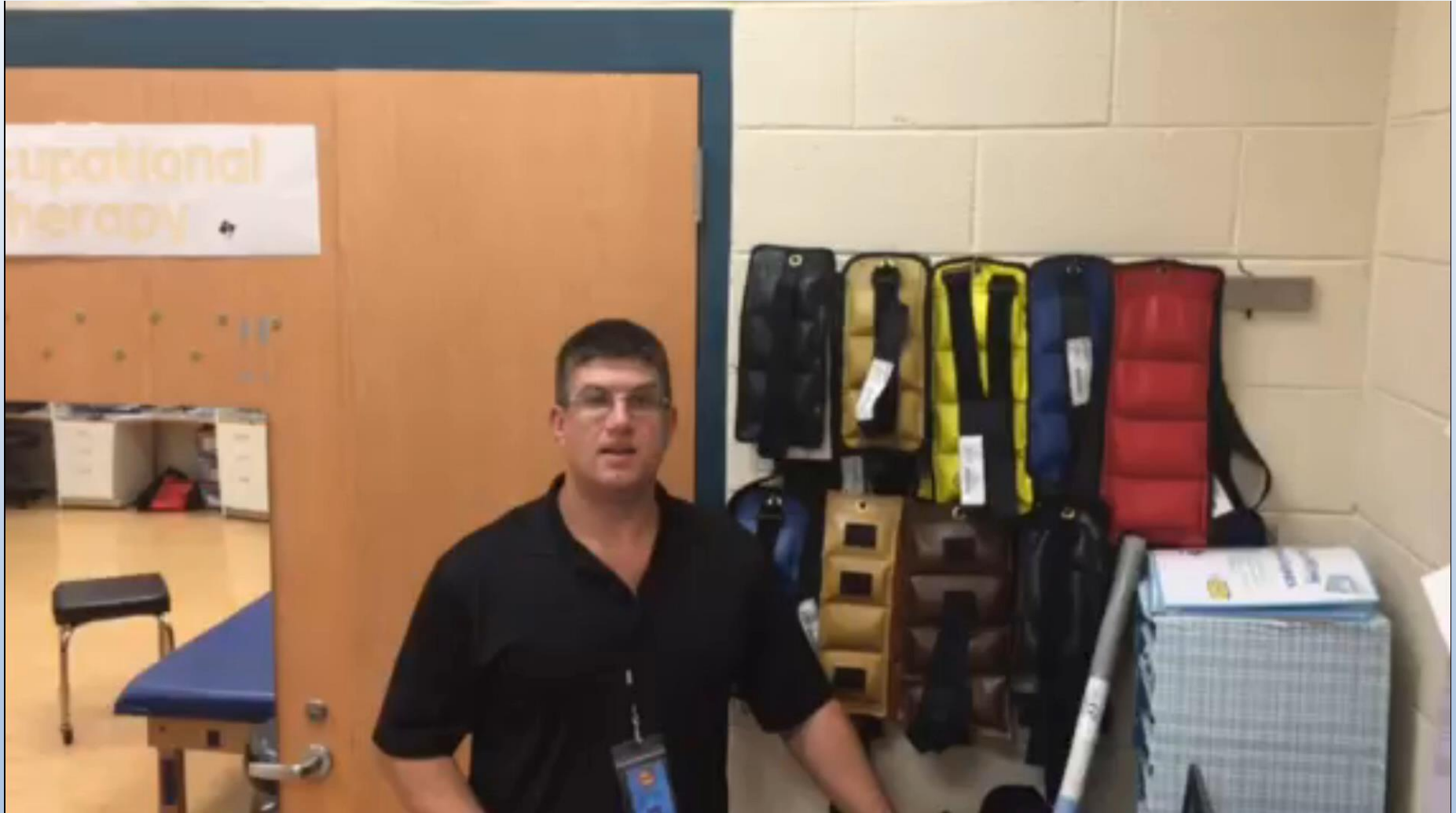
- Aquatic therapy using the swimming pool in CLL-zero entry pool, whirlpool, lazy river, and 6 lane lap pool
- Provides resistance for strength training, buoyancy and warmth for muscle relaxation, and water pressure for improved body awareness.
- Students can move more freely than they can on land, and students enjoy assisted swimming

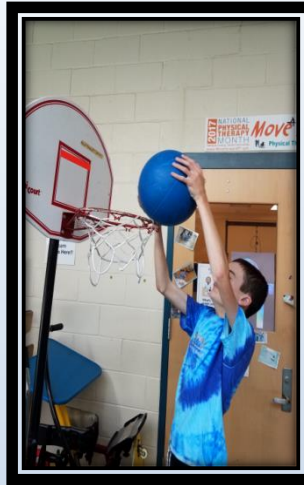




Dan Steinhauser, PT, ALC

- Strength training – Weakness is highly related to motor function, seen in CP and Developmental Coordination Disorder
- Positive correlation with task-oriented and functional strength training with carryover into daily activities.
- Current evidence for high velocity progressive resistance exercises using increased loading with resistance bands, weighted balls, bars, and vests, and free weights.





Kinesiotaping

- Successful technique adapted from adult sports physical therapy tool box
- Shown to positively affect children related to sitting posture and dynamic activities
- Semi elastic surface tape that can activate muscles students have difficulty contracting on their own or to relax muscles during functional activities.



Survey Questionnaire

In 2015/16 Solicited:

PT Students Solicited: 299

PT Responses: 72 (24.08%)

OT Students Solicited: 523

OT Responses: 129 (24.67%)

In 2016/17 Solicited:

PT Students Solicited: 301

PT Responses: 93 (30.90%)

OT Students Solicited: 601

OT Responses: 192 (30.28%)

2015/16 & 2016/17 Survey Results

In 2015/16:

Strongly Agree: 60.66%

Agree: 30.31%

Total Agreements 90.97%

Disagree: 2.76%

Strongly Disagree: 0.48%

N/A: 5.79%

Excluding N/A 96.56% Agree/Strongly Agree

Note: Strongly Disagree of 1 Parent/Guardian

In 2016/17:

Strongly Agree: 63.97%

Agree: 29.25%

Total Agreements 93.22%

Disagree: 1.67%

Strongly Disagree : 0.70%

N/A: 4.41%

Excluding N/A 97.51% Agree/Strongly Agree

Note: Strongly Disagree of 1.5 Parent/Guardian

Survey Questionnaire.

1. The therapist makes me feel comfortable contacting him/her.
2. I am confident that the therapist has my student's best interest in mind.
3. I am confident that the therapist is using up to date therapy techniques.
4. I am satisfied that the therapist addresses my concerns by providing me with useful information.
5. The therapist communicates with me whenever it is needed.

Survey Questionnaire (cont.)

6. The therapist offers additional assistance when I request it, in a timely fashion.
7. The therapist provides me with activities to do at home.
8. The therapist sets appropriate expectations for my student and helps my student to reach them.
9. The therapist helps me in working with my district, doctors and other equipment/orthotic vendors.
10. I can see that my student is making appropriate progress.

Testimonials

- “(My student) has made incredible progress. We never imagined he would be physically capable to do what he does now. Very satisfied. Thank you Carole!!”
- “Debbie is an amazing therapist and (we) feel very fortunate that my child continues to receive PT from her. Therapy has absolutely made a 100% positive change for my child mentally and physically. Wish all could have PT 5 days/week!! So Beneficial.”
- “(my child’s) coordination and core strength has made such significant progress. He is catching a ball so much better too. Thank you!”
- “A+ therapist!! This school is so fortunate to have Sheryl as an O.T. She has made permanent positive, life-altering changes possible for my child, assisting with many areas promoting independence and necessary life skills, self-help, including feeding, dressing, shoes, fine motor, writing, keyboarding, etc. etc. etc. Wish we had OT with her daily!”
- One of the parents told Gila that he is working in Pennsylvania and the only reason he hasn’t moved his family there is because of BBLC’s OT’s & PT’s
- Cassandra has gone above and beyond my expectations in helping facilitate repairs to Kate’s wheelchair and acquiring/fitting a new travel chair. Kate has met or exceeded many of her goals. I’m very pleased with the PT she receives.
- Greg is the BEST PT Mikey has ever had. He has made such remarkable strides with him.

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