



Lansing, Michigan | July 24-28



ADED 44th Annual Conference
Lansing, MI
July 24-28, 2020

2020 Conference

**ADED cordially invites you to participate in the
44th Annual Conference & Exhibits
July 24-28, 2020 in Lansing, MI
The theme of the conference is Drivers of Change.**

Meeting Mission:

This multi-day conference is aimed at providing participants with current processes, procedures and research relevant to the field of driver rehabilitation.

Conference Goal: ADED's 2020 Conference will explore research and technology related to driver's rehabilitation. Attendees will receive cutting edge information that they can implement into client care. The lectures and workshops provide ample opportunities for participants to learn, engage and interact. The conference will combine camaraderie, experience and education. Professionals of all levels, introductory, intermediate and advanced will enjoy attendance.

Learning Objectives:

Upon completion of courses, participants will:

- Discuss the driver assessment process and implications for driver assessment and training
- Compare and contrast adaptive driving equipment and/or interventions and vehicle modifications
- Analyze the psychomotor, cognitive, visual and behavioral aspects of driving that result in competent driving skills.
- Appreciate the use of research for advancing the practice of driver rehabilitation.
- Develop problem-solving skills specific to optimizing the safety and independence of their clients.
- Appreciate the value, skills and contributions of driver rehabilitation specialists in senior mobility safety.
- Explore current evidence and clinical practice used by the driver rehabilitation specialists as they make driving recommendations for their clients.
- Learn alternative choices for equipment/ modifications.

Target Audience:

Driver educators, equipment manufacturers, kinesiotherapists, mobility equipment dealers, occupational therapists, physical therapists, rehabilitation engineers, rehabilitation technologists, speech-language pathologists, therapeutic recreation therapists, vocational rehabilitation professionals, and allied health students.

Continuing Education:

Earn up to 32 hours by taking 2-day ADED course and all conference activities.

Earn up to 24 hours by taking ADED pre-conference workshop and all conference activities.

ADED Conference attendance offers up to 17 contact hours beginning with Saturday Night Product Demonstrations.



ADED is an AOTA Approved Provider of continuing education. Provider # 9245. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. Please see individual course descriptions for contact hours / AOTA CEUs offered and the Learning Level. AOTA Classification Codes: Domain of OT – Areas of Occupation; OT Process – Intervention; Professional Issues – Contemporary Issues & Trends.



ADED is an Official RESNA CEU Provider. RESNA awards 0.1 RESNA CEU for each contact hour of the continuing educational activity. Courses applicable must be directly related to at least one (1) area of Assistive Technology as recognized by RESNA, and are subject to audit by RESNA for accuracy and legitimacy. All attendees requiring submission of RESNA credits should be sure to notify ADED during registration that they require credits reported to RESNA.

Course 1: Introduction to Driver Rehabilitation

Learning Level: Introductory/Intermediate

15 contact hours / 1.5 AOTA CEUs

Instructors: Leah Belle, OTR/L, CDI, CDRS, Laura Juel, MS, OTR/L, CDRS, ATP

Abstract:

This 2-day course is designed for the new driving evaluator. The skills and knowledge needed to establish an adaptive driving program or become a new staff member for an established program will be discussed and shared. The course will also cover the following topics: development of a clinical and on road evaluation, basic training techniques, introduction to adaptive equipment, best practices in documentation, and interactions with equipment vendors.

Learning Objectives:

- Discuss the basic components of a driver rehabilitation clinical evaluation.
- Analyze the basic components of a driver rehabilitation on road assessment.
- Assess the resources for networking within the driver rehabilitation community.
- Develop the necessary and optional components for starting a driver rehabilitation program.
- Identify the key stakeholders in the field of driver rehabilitation.
- Assess the sequence of basic on road training techniques.

Course 2: Application of Adaptive Vehicle Modifications

Learning Level: Introductory/Intermediate

15 contact hours / 1.5 AOTA CEUs / 1.5 RESNA CEUs

Instructors: Todd Keanan, RKT, CDRS, Jill Sclase, CTRS, CDRS

Abstract:

This 2-day course is ideal for those desiring knowledge of adaptive driving equipment as well as the process for prescribing and delivering such equipment to individuals with disabilities. Topics will cover adaptive driving equipment assessment, low tech equipment options, high tech driving systems, writing prescriptions, vehicle / equipment fitting, and wheelchair passenger accommodations. The course also covers collaboration with local mobility equipment dealers and drivers for best-fit options.

Learning Objectives:

- Analyze the taxonomy used in driver rehabilitation and vehicle modifications.
- Describe various client vehicle transfer options.
- Discuss key principles in driver positioning and vehicle fit.
- Compare and differentiate between low tech equipment and high-tech driving systems.
- Analyze primary and secondary driving control modification options for drivers with various disabilities.
- Discuss documentation elements and best practice with respect to vehicle adaptations and adaptive vehicle prescription writing.
- Compare various mobility device stowage, securement, and carrier options.
- Assess vehicle and equipment fitting.
- Develop effective collaboration with the mobility equipment dealer.
- Discuss key principles of securement for wheelchair dependent drivers and passengers.

Workshop A**Recognizing and Assessing Perceptual, Cognitive and Behavioral Prerequisites for Driving and Connecting Outcomes to BTW Performance and Training**

Rosamond Gianutsos Psychologist, Ph.D., FAAO, CDRS, Amanda Plourde, COTA/L, CDI, CDRS

Learning Level: Introductory/Intermediate

7 Contact Hours / .7 AOTA CEUs

This workshop addresses empirically based methods for evaluating the cognitive, visual, visual perceptual, behavioral and executive functions which are required to drive. These capacities are often not evident to the outside observer or to the driver. We will address symptoms and diagnoses that raise special concerns for driving. After a presentation of some of the major resources and test protocols, we will focus on their use in transitioning to behind-the-wheel (BTW) assessment and training with a focus on reviewing clinical deficits effects on performance and appropriate training approaches for clients. The workshop will offer best practices in documentation and communication with the client and other professionals. The workshop will also review strategies for intervention, re-evaluation, and address when training may be implemented/recommended or discontinued.

Learning Objectives:

1. Recognize hidden cognitive, perceptual and behavioral deficits related to neurological pathology that may impact the driving task.
2. Identify several evidence-based off-road clinical procedures to assess these deficits.
3. Develop skills to analyze the results of a clinical assessment in relation to potential difficulties that may arise during assessment behind the wheel and, ultimately, in driving.
4. Develop skills to interpret how clinical deficit may affect driving performance and identify factors that will determine client's potential for training.
5. Develop skills for writing an effective plan of care, documenting reportable outcomes to client, family, physicians, state agencies, and how best to communicate outcomes to clients, funding agencies and mobility dealers.
6. Understand BTW training techniques that may address cognitive perceptual difficulties and recognize training approaches that meet the needs of all level clients.
7. Recognize potential outcomes of training and use of objective re-assessment to ensure progression of skill development while identifying when clients may be discharged or if training should be terminated.
8. Develop skills for intervention planning for clients with cognitive perceptual or physical difficulties.

Workshop B**Driving and Autism Spectrum Disorder: Evaluation and Training Methods**

Miriam Monahan OTD OTR/L CDRS LDI

Learning Level: Intermediate

7 Contact Hours / .7 AOTA CEUs

Individuals with autism spectrum disorder (ASD) require a unique approach for evaluation and training. This workshop will summarize the latest autism research on driving risk, types of driving errors, and clinical assessment tools. Through lecture, case examples, and hands on activities, participants will understand the challenges and opportunities for individuals with autism. Participants will learn methods to evaluate whether a new driver with ASD is ready to pursue driving and use a decision tree to decide the best approach for driver education. The workshop will also cover driver-training techniques and tools that support the learning preferences of individuals with ASD.

Learning Objectives:

1. Apply research findings on ASD and driving to driving rehabilitation services.
2. Describe the challenges and opportunities for learner drivers with ASD.
3. Make recommendations for readiness to drive before clients have a learners' permit.
4. Apply the learning preferences of the ASD population to driver training.
5. Construct a progression of lesson plans to promote confidence and success.

Workshop C**When is it time to put on the brakes? Building your Toolkit for working for Drivers with Dementia and MCI, and putting dementia driving theory into practice**

Nellemarie Hyde OT Reg. (Ont.), CDRS, Tamalea Stone OT Reg. (Ont.), CDRS

Learning Level: All

7 Contact Hours / .7 AOTA CEUs

According to the World Health Organization, the worldwide incidence rates of dementia have increased 30% since 2010. As driver rehab professionals, we are seeing this increase in cognitively impaired seniors in our practice. This workshop will explore the different types of cognitive impairment seen in seniors and will bolster your tool box in assessing clients with dementia, both in clinic and on-road. By piecing together the medical and driving history, results from evidence based clinical assessment tools and observations on-road, attendees will learn to synthesize a clinical impression and formulate recommendations for the aging driver. We will explore making informed decisions, using the structured approach presented, including evidence-based tools and on-road observations to evaluate real world drivers. Large group discussion, role-playing, small group work will be used to explore strategies for driver training, increasing awareness regarding the warning signs that ultimately lead to driving cessation. Through

the use of case scenarios, we will walk through the steps of assisting our clients through the transition to non-driver, including giving bad news, problem solving, communicating with families, and exploring transportation alternatives. A decision tree is offered to assist in determining when it is time to put on the brakes.

Learning Objectives:

1. Learn about different types of dementia, their functional characteristics and how various dementias present on-road.
2. Explore how to make evidence-informed decisions: tools to use, interpreting scores/cutoffs, clinical presentation vs. functional presentation; learn to synthesize a clinical impression and explore recommendations for the driver with dementia, balancing evidence with clinical reality.
3. Learn strategies on-road when working with cognitively impaired older drivers.
4. Explore the use of a decision tree to assist in the process of making an informed decision: determining when does it become unsafe for a client with dementia to continue to drive; How to help your client transition to non-driver and maintain their independence.
5. Learn strategies to facilitate communication with clients and their families (giving bad news, family concerns / side conversations, transportation plan).

Workshop D

Strategies for Establishing & Enhancing a Sustainable Driving Program

Jenny Nordine, OTR/L, CDRS OTR/L, CDRS, Susan Touchinsky, OTR/L, SCDCM, CDRS

Learning Level: Intermediate

7 Contact Hours / .7 AOTA CEUs

Whether you are establishing a new driving program or looking to enhance your current program, this workshop will provide you with strategies, insights, successes, and failures to help you navigate the road to building a driving program. During this workshop, consider the role of the needs assessment; identify marketing pathways; explore ways to develop & strengthen program structure; discuss typical expenses, revenue, & billing practices; and identify forms to support a sustainable driving program. Specifically, this workshop will explore driving program development in a variety of settings from inpatient to outpatient programs to private practice. We will identify strategies for establishing sustainable referrals sources, collaboration with healthcare providers, & development of referral pathway; explore marketing considerations from websites to social media & beyond; and identifying & discussing program guidelines, policies & procedures, liability insurances, documentation, & more to a solid program structure. In addition, identify common expense considerations; discuss common revenue sources; review pertinent forms (privacy statements, HIPAA, medical release, consent, liability, etc.) & explore ADEDs updated Driving Program Development Toolkit. Learn the ins and outs of developing a driving program, benefit from hand-selected program development activities, and leave with specific strategies to ensure your program is sustainable.

Learning Objectives:

1. Explore the need for a driving program in a variety of settings.
2. Identify and discuss strategies for establishing and enhancing sustainable referrals sources and pathways.
3. Discuss program guidelines, policies & procedures, and resources to support driving program structure that promotes excellence and reduce liability risk.
4. Discuss common driving program expenses and revenue sources including: establishing rates, insurance coverage, and billing strategies.
5. Review pertinent forms including: privacy statements, HIPAA, medical release, consent to treat, liability release, license attestation.

Joysteer Certification Workshop

Robert de Vos Burchart, Kelby Lloyd, CDRS, Kaitlin Finch, CDRS, Alyssa Merilees, CDRS, Brian Martin, CDRS

Learning Level: Intermediate

7 Contact Hours / .7 AOTA CEUs

This program seeks to increase evaluators' knowledge about how the Joysteer high-tech driving system can be used to evaluate and train their clients. Through a combination of lecture, hands-on learning, and driving experiences, program attendees will learn the functions, capabilities, and use of the system. Presenters of the program include several experienced CDRS plus a professional who is knowledgeable about the system. Each attendee who successfully complete the workshop will receive a certificate indicating that they have mastered the skills necessary to evaluate their customers using a Joysteer system. Course is limited to maximum of 10, CDRS-only attendees.

Learning Objectives:

1. Understand the functions and capabilities of a Joysteer system
2. Understand the impact of different parameters of the driving behavior of the Joysteer system
3. Understand the limitations and possibilities of each MMI in relation to customer capabilities
4. Get hands-on experience by actually changing and driving with different MMIs
5. Get hands-on experience by actually changing and driving with different parameter settings.

Saturday Night Product Presentations

Saturday, July 25, 2020 5:30 PM -9:00 PM

Coordinator: Katy Greene, OTR/L, CDRS

Learning Level: All

3 contact hours / .3 AOTA CEUs / .3 RESNA CEUs

This three (3) hour seminar is designed to provide information on different adaptive driving equipment available for individuals with disabilities, along with information on evaluation equipment. The presenters will be representatives from the manufacturers of these products and features our Gold Level Sponsors*.

Please note: 3 contact hours offered for those attendees checking in by 5:15 and staying for the duration of the event. Doors close at 5:30 to allow our presenters a distraction-free environment and all attendees the opportunity to hear the presentations.

*Features different vendors from those in Seminar #3.

Learning Objectives:

1. Develop skills in operating the products presented.
2. Identify clients that need secondary control systems.
3. Develop skills to write prescriptions for adaptive equipment for vehicle modifications.
4. Discuss loading/unloading scooters and wheelchairs with different types of vehicles.
5. Analyze various pieces of adaptive driving equipment for appropriate vehicles.

Sunday, July 26, 2020

8:30 – 9:00 AM Opening Address & Welcome

9:00 – 10:00 AM Keynote Address

Changing over Time: Older Driver Assessment and Counseling

Alice Pomidor, MD, MPH

Learning Level: All

1 contact hour / .1 AOTA CEU

Older adults can be uniquely challenging when assessment and counseling regarding driving ability is needed. This session will describe factors affecting older drivers, common issues in driving disability, strategies for assessment and counseling, and communication tips for working with health care providers. Information regarding the American Geriatrics Society 4th edition of the Clinician's Guide to Assessing and Counseling Older Drivers and its companion materials will be presented.

Learning Objectives:

1. Recognize factors specifically affecting the older driver population.
2. Identify 3 areas of risk & red flags related to driving disability for older drivers.
3. Describe the use of the Plan for Older Drivers Safety (PODS) in the clinical setting.
4. Describe what physicians/health care providers (HCPs) know about driver rehabilitation specialists and occupational therapy.
5. Describe tips for effectively communicating with HCPs.
6. Discuss ethical and legal issues involved in reporting unsafe drivers.

Sunday 2:00-5:15 PM Conference Seminars run concurrently

Seminar 1

ADED Realtime Research Project: The Driving Risk Calculator

Ann Clark OTR/L, CDRS, LDI, Johnell Brooks, PhD, Mary Shotwell, PhD, OT/L, FAOTA, Theresa Prudencio, OTR, MPH, CDRS, Chad Strowmatt, LOT, CDRS, Lauren Mims, MS

Learning Level: Intermediate

3 contact hours / .3 AOTA CEUs

Determination of potential risk for involvement in a crash while operating a vehicle requires a high level of clinical reasoning. Objective standardized testing with clear results would be ideal when a clinician is assessing skills related to driving. Rarely is performance on a single test a conclusive indicator of future potential performance behind the wheel. It is the composite performance of all the areas tested along with the consideration of driving and medical history that need to be considered in the decision-making process. The Driving Risk Calculator (DRC) is a framework that organizes the results from 21 standardized clinical tests to help determine when an individual should or should not be referred for an On the Road Driving evaluation. It was developed to be used by OT clinicians across a health care system. The developer worked with the ADED Research Committee to survey ADED members for feedback on the DRC framework as a method for clinical reasoning. The end goal of creating the Driving Risk Calculator is to provide the DRC tool to ADED members at no cost. This session will: present the Driving Risk Calculator framework background and purpose, demonstrate the DRC tests used. Discuss using the DRC as part of clinical reasoning and client recommendations, discuss the process used to develop the survey and research ethics approval to conduct the study, present the results from the survey and examine the research path process and how driving.

Learning Objectives:

1. Attendees will recognize background factors which led to the development of the Driving Risk Calculator as a clinical decision making tool.
2. Attendees will have a working knowledge of the tests and procedures included in the Driving Risk Calculator Clinical Skills Assessment.
3. Attendees will have a working knowledge of the application of Driving Risk Calculator cut scores to clinical reasoning recommendations for on the road evaluation.
4. Attendees will be introduced to the development process for a clinical research project.
5. Attendees will have a working knowledge of the ADED membership survey outcome and next possible steps for development of the Driving Risk Calculator.

Seminar 2

How Did We Get Here?

Timothy Jones OTR, CDRS, CDI, Brian Martin, CDRS, CDI, Jill Sclase, CDI, CDRS

Learning Level: Advanced

3 contact hours / .3 AOTA CEUs

This course will be a 3-hour seminar designed to provide a pathway towards evaluating severely complex drivers with disabilities. Participants will see real case studies of various clients from each presenter using different driving equipment, assessment challenges, and training solutions. The seminar will present a list of barriers, attempts at alternative equipment, and final solutions with attendee participation encouraged. The seminar will share personal outcome thoughts after the fact, so we all may learn and continue to grow serving the complex driver population.

Learning Objectives:

1. Participants will learn clinical reasoning skills needed to evaluate the medically complex driver.
2. Participants will identify a list of barriers that are present during the initial assessment phase of each case study.
3. Participants will identify alternative solutions for each barrier through group breakout sessions.
4. Participants will identify a list of alternative solutions that could have achieved a similar outcome for each barrier.
5. Participants will identify possible barriers that may arise during the fitting phase and solutions to address each problem.

Seminar 3

Product Demonstrations

Coordinator: Katy Greene, OTR/L, CDRS

Learning Level: Introductory /Intermediate

3 contact hours / .3 AOTA CEUs / .3 RESNA CEUs

This three (3) hour seminar, held in the exhibit hall, is designed to provide information on different adaptive driving equipment available for individuals with disabilities, along with information on evaluation equipment. The presenters will be representatives from the manufacturers of these products and will feature our Silver Level Sponsors*.

*Program will feature different vendors from the Saturday night program.

Learning Objectives:

1. Develop skills in operating the products presented.
2. Identify clients that need secondary control systems.
3. Develop skills to write prescriptions for adaptive equipment for vehicle modifications.
4. Discuss loading/unloading scooters and wheelchairs with different types of vehicles.
5. Analyze various pieces of adaptive driving equipment for appropriate vehicles.

5:30 – 6:30 PM Poster Presentations

1 contact hour / .1 AOTA CEU

Speakers will offer a short, 15-minute presentations. Posters topics may include current or future research projects, case studies, innovative programs models, or new application of services.

Monday July 27, 2020

9:00 – 11:00 AM Soap Box Sessions

2 contact hours / .2 AOTA CEUs / .2 RESNA CEUs

11:45 AM - 1:00 PM Annual Membership Meeting & Lunch

1:00 – 1:45 PM Chapter Socials

2:00-5:15 PM Conference Seminars run concurrently

Seminar 4

Driving Transition: Expanding Driver Rehabilitation Roles and Services

Anne Dickerson, Ph.D., OTR/L, SCDCM, FAOTA, FGSA, Elin Schold Davis, OTR/L, CDRS, FAOTA

Learning Level: Intermediate / Advanced

3 contact hours / .3 AOTA CEUs / .3 RESNA CEUs

While the “bread and butter” of a driver rehabilitation (DR) program has been the provision of comprehensive driving evaluations for the driver to determine fitness to drive, the contribution and value of DR can include prevention and community mobility solutions. The solution lies in the development of a pathway of services and providers, as no one provider can “do it all”. This session will equip driver rehabilitation specialists to serve as experts and mentors, visible in the community in their role as a driver rehabilitation specialist. This workshop will present additional services that DR programs can provide to visibly address the needs of their community. We will focus on an expanded concept of transition, i.e. how the DR program fills the gap when the evaluation outcome recommends restriction or interval re-evaluation. A driving transition program will be defined and outlined with tools for clients and families to effectively plan the retirement of the keys while maintaining community engagement (planning resources, training for driver or family, and use of optional services). Prevention, as a driving strategy offered by the DR program, will be highlighted as a key concept. DR has the opportunity to have a clear and visible role in a transportation plan initiated well ahead of the “crisis” of a crash or significant illness. Participants will have the opportunity to “tryout” activities and leave with a toolkit to address transportation planning with older adults.

Learning Objectives:

1. Develop program pathways that expand outcome and value of the comprehensive driving evaluation.
2. Explain the competencies required to provide expanded specialized services.
3. Develop a plan to provide services for individuals facing license suspension, offering specialized interventions to improve and/or maintain their IADL of “driving and community mobility”.
4. Provide services for caregivers who need to provide support for those individuals who do not drive.

Seminar 5

Navigating Driver Rehab With Language Deficits Post Stroke: Case Example Guide To Evaluating Driving With Aphasia

Jaclyn Davin OTR, CDRS, PDI, Donna Klein-Erdman MS OTR, PDI, CDRS

Learning Level: Intermediate

3 contact hours / .3 AOTA CEUs

The impacts of aphasia on the delivery of occupational therapy services requires modifications to the assessment and intervention process. Driver rehabilitation requires a complex set of abilities to be assessed. The process of returning to driving post stroke with aphasia is a complex journey that requires creativity and modification to the clinical and the on-road evaluation process. The process of driver rehab places a higher level of expected skills, new learning, and re-learning on the client. This course will utilize three case examples of clients with different types of aphasia who have successfully completed the driving rehab process to return to driving following a stroke. This course will set out to provide tools and modifications to the clinical evaluation process, on road assessment and adaptive equipment training for a client with expressive and receptive aphasia. Utilizing the case examples, the process of on-road evaluation and adaptive equipment training will be analyzed with modifications to training. There will also be an opportunity to openly discuss other modifications and tools amongst attendees for this population.

Learning Objectives:

1. Participants will be able to apply 2-3 modifications to the clinical evaluation for clients with aphasia.
2. Participants will be able to apply 2-3 techniques to the on-road evaluation to determine driver capacity.
3. Participants will learn skills to enhance training for adaptive equipment for client’s with aphasia.
4. Participants will learn there are pre-driving skills that are higher level and require new demands for language and problem solving when recovering from aphasia.
5. Participants will have an opportunity to share personal experiences and learn from others to build their skills with this population.

Seminar 6 - 2:00 PM -3:30 PM

Behind the Wheel with Autism

Nellemarie Hyde OT Reg. (Ont.), CDRS

Learning Level: All

1.5 contact hours / .15 AOTA CEUs

As autism diagnoses become increasingly prevalent, some parents are opting for specialized training at driver rehabilitation programs for their new drivers. Teens with high functioning autism present with many strengths and weaknesses when pursuing their drivers license. Various tools for screening new drivers with autism to determine their driving readiness will be presented. Building on the clinical presentation, this seminar will explore key features of treatment plans designed specifically for new drivers with autism, and essential strategies to use when conducting driver training with teens with autism.

Learning Objectives:

1. Learn to use assessment tools, interview and history to determine driving readiness in teens with autism.
2. Explore key features of a training plan for autistic clients.
3. Gain knowledge of tools to use on-road when working with new drivers with autism.

Seminar 7 - 3:45 PM -5:15 PM

The State and You - Collaborating with State Licensing Agencies

Carol Wheatley OTR/L, CDRS, Amalie Andrew Ward, OT/L, CDRS

Learning Level: Introductory

1.5 contact hours / .15 AOTA CEUs / .15 RESNA CEUs

Local laws concerning drivers with medical conditions vary from state to state. Consequently, the relationship between driver rehabilitation specialists and state licensing agency staff also spans a wide range. In some states, driver rehabilitation specialists may have frequent contact with state licensing agency staff members; for others there may be minimal communication. This presentation will enable participants to share their experiences in collaborating with state licensing agencies. Presenters will share successful models for collaboration, and ways to promote the value of driver rehabilitation to a state licensing agency audience. Participants will be given the opportunities to discuss challenges/concerns and successes they have experienced and brainstorm solutions collectively.

Learning Objectives:

1. Compare and contrast various state agency reporting requirements for drivers with medical conditions.
2. Learn about successful collaborative models between state licensing agencies and the CDRS/DRS.
3. Describe the benefits of frequent communication between licensing agency and CDRS/DRS.
4. Discuss the challenges to collaboration between state licensing agencies and the CDRS/DRS.
5. Brainstorm possible solutions to barriers in communication.

Tuesday, July 28, 2020

8:00 AM– 9:00 AM General Session

Fact Or Fiction: Autonomous Vehicles. What ADED Members Need To Know

Johnell Brooks, PhD, Kristin Kolodge, Jamie Forbes

Learning Level: Introductory

1 contact hour / .1 AOTA CEU / .1 RESNA CEU

In the age of mobility disruption and rapid technological development, today's emerging technologies are the building blocks of tomorrow. The experiences consumers have with today's technologies are helping to shape expectations of future technologies. Researchers at J.D. Power explore both the consumers' experience with a variety of vehicle technologies, as well as their perspective of autonomous vehicles. At the same time, vehicle manufacturers strive to satisfy customer needs while balancing the evolution and revolution of new vehicle technologies. The levels of vehicle automation range from level 0 (no automation) to level 5 (full automation, driverless). The impact, and timing, of these technologies for ADED members will be discussed in relation to industry trends and current Ford products. ADED members will have the opportunity to ask industry experts their burning questions.

Learning Objectives:

1. Discuss the different levels of vehicle automation.
2. Describe the driver assistance systems that are already in the vehicles some of your clients drive.
3. Differentiate realistic expectations from Hollywood's expectations.
4. Give examples of geographic locations that are ideal for early adoption of new vehicle technologies.
5. Summarize challenges of widespread adoption of fully autonomous vehicles.

9:15AM-12:30PM Conference Seminars run concurrently

Seminar 8

Ageing, Autism, and Visual Attention: From Research to the Clinic

Cyndee Crompton MS, OTR/L, SCDCM, SCLV, CDRS, Caroline Brooks, MS, OTR/L

Learning Level: All

3 contact hours / .3 AOTA CEUs

If most driving decisions are based on visual attention, how can visual attention be enhanced? This session will discuss the process in which a visual scanning training protocol was developed as the result of a National Highway Traffic Safety Administration (NHTSA)-funded research project focused on enhancing older driver safety. The process of the research will be explained, including the initial NHTSA request, the problem solving encountered in the development of the visual scanning training protocol, and the challenges and joys of implementing it in the NHTSA study. The four in-clinic training sessions conducted by an OT generalist will be explained and the prototype training tool will be demonstrated to participants. Results describing training program effectiveness will be presented to the extent that data analyses are completed and have been reviewed by the sponsor. An extrapolation of the training to the autism community will be also discussed and specific case studies will be presented.

Learning Objectives:

1. Participants will understand the importance of visual attention on safe driving.
2. Participants will review and understand the visual systems for central and peripheral visual processing and what behind the wheel errors occur when one system is deficient.
3. Participants will be exposed to research opportunities for the CDRS and how the CDRS as seen as an expert by fellow stakeholders to help provide interventions to enhance driver safety.
4. Participants will be exposed to the process, problem solving, and evolution in developing intervention tools and will be able to see demonstrations of the prototype intervention tool developed and the 4 in-clinic treatment sessions.
5. Participants will be exposed to case studies related to the extrapolation of this tool to the driver with autism.

Seminar 9

To Train Or Not To Train - Are Behind-The-Wheel Problems Of Certain Drivers Remediable?

Tamalea Stone OT Reg. (Ont.), CDRS

Learning Level: All

3 contact hours / .3 AOTA CEUs

When certain medical conditions interfere with performing activities of daily living such as driving, the safety of the driver and others sharing the road should always be the top consideration. For those drivers who may suffer from mental health conditions such as Post Traumatic Stress Disorder (PTSD), Bipolar Disorder, Aspergers, or varied medical conditions associated with aging, either symptoms of the conditions or medications used to manage those symptoms may lead to behind the wheel presentations that pose a safety risk and may need to be remediated. Are behind the wheel problems of certain drivers remediable? For the driver rehabilitation professional, the decision to train or not to train can be challenging. This session will explore the strengths and weaknesses seen in drivers with varied medical conditions, identify common behind-the-wheel problems, review the steps to arrive at a decision to train or not to train and discuss strategies on how to overcome barriers or challenges that may present. Case studies and invited discussion will be used to achieve learning objectives. Additionally, brainstorming for guidelines to assist in the decision-making process of to train or not to train these drivers will be explored.

Learning Objectives:

1. Identify behind the wheel problems of various drivers and unique barriers/challenges which may present.

2. Explore the process of making the decision to train or not train.
3. Explore strategies and key features of a training plan to use with these drivers.
4. Increase awareness of, brainstorm, and discuss development of guidelines for these drivers.

Seminar 10

Drugged Driving and Medication Management

Donna Stresel-Tice, OTR/L, CDI, CDRS

Learning Level: Introductory

3 contact hours / .3 AOTA CEUs

Prescription medications have provided, and will continue to provide, many positive benefits in both improving quality of life and extending the lives of patients. However, people driving under the influence of prescription drugs seem to represent an increasing share of drugged drivers involved in fatal collisions. This presentation will take a look at the statistics involving medication related crashes, side effects and how potentially drug impairing medications are labeled, and how senior drivers are particularly vulnerable. The role the patient, physician, pharmacist, and criminal justice system have in dealing with medications and driving will be explored. Participants will be encouraged to share how they educate clients on smart medication management and the resources that are available.

Learning Objectives:

1. Participants will be knowledgeable about the risks prescription medications can have on driving safety.
2. Participants will understand how senior drivers are particularly vulnerable when it comes to medication management and driving.
3. Participants will be aware of the role patients, health care providers and the criminal justice system have in dealing with medications and driving.
4. Participants will be knowledgeable about the legal consequences of driving while ability is impaired by medications.
5. Participants will be aware of resources that are available to educate patients about their medications and potential impairing side effects.

Seminar 11 - 9:15 AM-10:45 PM

The Coach, Players and Referee! How does the Driver Evaluator and Mobility Equipment Dealer serve our team VIP?

Learning Level: Introductory / Intermediate

1.5 contact hours / .15 AOTA CEUs / .15 RESNA CEUs

Jenny Nordine OTR/L, CDRS

Any relationship or partnership requires respect, trust, and communication. As driver rehab specialists how do we develop this relationship with our mobility equipment dealers for the benefit of our mutual client? This workshop will discuss the expertise each professional brings to the team. We will distinguish points within the ADED Best Practice Guidelines for the Delivery of Driver Rehabilitation Services and NMEDA QAP Guidelines to be familiar and identify our respective expectations for equipment installation. Scenarios to improve our working relationship and our client outcomes will be discussed and problem solved.

Learning Objectives:

1. Participants will be able to state two areas of expertise for the mobility equipment dealer and how they differ from the driver rehab specialist.
2. Participants will be familiar with the NMEDA QAP Guidelines as they pertain to driver rehab and how to access these guidelines.
3. Participants will develop solutions to issues identified within the mobility equipment dealer and driver rehab specialist relationship.

Seminar 12 - 11 AM-12:30 PM

Driving Simulation as an Intervention Tool: Best Available Evidence for Neurological and Psychological Disorders

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Learning Level: Intermediate

1.5 contact hours / .15 AOTA CEUs

Driving simulators are powerful, innovative tools that can be used to educate or improve the performance of medically at-risk drivers with a wide range of conditions, including neurological and psychological disorders. Drivers with neurological disorders, such as Parkinsons disease (PD) or Multiple Sclerosis (MS), may experience sensory, cognitive, or motor impairments, which may compromise their fitness to drive. Moreover, drivers with psychological disorders, such as driving-related anxiety, specific phobias, or Post Traumatic Stress Disorder (PTSD), may exhibit hyper-vigilant or aggressive driving behaviours that increase crash risk. Altogether, drivers with PD, MS, or psychological disorders may benefit from educational, remedial, or compensatory driving interventions. Driving simulators provide cost-effective and safe opportunities to implement such interventions. As such, this seminar will provide participants with an evidence-based overview of how these disorders affect driving performance, and the best available evidence supporting driving simulator interventions for drivers with PD, MS, and psychological disorders. Driver rehabilitation specialists, driving instructors, or other stakeholders may implement the best available evidence into their practice when working with drivers experiencing these neurological and psychological disorders.

Learning Objectives:

1. Understand the specific impact of neurological (PD, MS) and psychological disorders (driving-related anxiety, phobias, PTSD) on driving performance.
2. Describe the advantages of driving simulator interventions for drivers with such neurological and psychological disorders.
3. Determine the suitability of evidence-based driving simulator interventions to their driving rehabilitation practice.
4. Critically appraise the evidence supporting driving simulator interventions for individuals with select neurological and psychological disorders.
5. Understand the limitations of the published evidence and directions for future research.