

# The 8<sup>th</sup> Online School-based OT, PT, & SLP Symposium



with Adiaha Spinks-Franklin, MD, MPH, FAAP, Karen Tartick, PT, Elizabeth Cleveland, PhD, CCC-SLP, Lou Ann Hintz, PhD, OTR, Lara Collins Barros, OTD, OTR/L, Daniella Rutner, OD, MS, MBA, FFAO, Pamela Cummings, MEd, PT, Dawn Merth-Johnson, M.A., CCC-SLP, Beth Gardner, MA, CCC-SLP, Panagiota Tampakis, SLPD, CCC-SLP, Rebecca AA Wilson, PT, MS, PCS, Cathy Ripmaster, MSPT, Michelle Silverman, OTD, OTR, ATP, Joanne Bundonis, PT, PCS, ATP/SMS, & Erika Hanson, PT

April 16-17, 2026, 8:20 am–3:30 pm ET

Online via Zoom + 1 year access to on-demand version

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Be equipped and energized this Spring! This dynamic Symposium will provide you with practical application of the current evidence & hottest topics in school-based practice. This is the essential course for every school-based OT, PT, and SLP practitioner – whether you're new to the practice, or you're an experienced therapist seeking more ideas! The 8<sup>th</sup> Symposium consists of 16 seminar topics including AI for assessment & documentation, understanding behavior, toileting skills, embedding in pre-k and kindergarten, seating assessment, cortical visual impairment, caring for wheelchair and other devices, AAC for young learners, gait trainer use, motor learning principles for autistic students, puberty and sexual development in individuals with intellectual and developmental disabilities, executive function and academic skills for autistic learners, MTSS ideas for common OT referrals, supporting students with pediatric neuromuscular disorders across the school day, and addressing social (pragmatic) communication disorder. Come and learn from the leading experts in the fields of school-based and pediatric practice, and leave the course with elevated knowledge and skills, and your Bonus Practical Tools that you can use the very next day! Unable to attend all sessions live? Don't worry! All registrants will also have access to the on-demand versions of each session for 1 year.



**Audience:** OTs, OTAs, PTs, PTAs, SLPs, and SLPAs

**Educational Level:** Intermediate

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## Seminar Topics At-A-Glance

The times below are Eastern Time – please adjust for your time zone. Sign-in starts 7:45 am and Announcements at 8:10 am.

### DAY 1

Seminar 1 - 8:20 - 9:50 am

**Using AI to Elevate Your School-based Assessment and Documentation: Best Practices & Applications**

Seminar 2 - 10:10 - 11:40 am

**Understanding Behavior: Practical Strategies to Build Engagement in Sessions and in the Classroom**

Seminar 3 - 12:10 - 1:40 pm: Attend 1 of 3 Tracks

**3.1 The 6 Steps of Teaching Toileting Skills: Evidence-based Interventions within the Scopes of OT and PT**

*Recommended for OT/As (also suitable for PT/As & SLP/As)*

**3.2 Supporting Students with Pediatric Neuromuscular Disorders across the School Day**

*Recommended for PT/As (also suitable for OT/As)*

**3.3 Addressing Social/Pragmatic Communication Disorder: From Identifying Symptoms to Inclusive Intervention**

*Recommended for SLP/As (also suitable for OT/As)*

Seminar 4 - 2:00 - 3:30 pm: Attend 1 of 3 Tracks

**4.1 3 Steps to Successful Embedding of OT Services in Pre-K and Kindergarten: Plus 6 Real-life Case Study Applications**

*Recommended for OT/As*

**4.2 Mastering 2 Critical Points of Control for Gait Trainer Use: Creative Problem-Solving for Children with Complex Disabilities**

*Recommended for PT/As*

**4.3 Embedding SLP Supports in Pre-K and Kindergarten: 7 Case Study Applications Across the School Day**

*Recommended for SLP/As*

### DAY 2

Seminar 5 - 8:20 - 9:50 am: Attend 1 of 3 Tracks

**5.1 MTSS Tier 1 Ideas for 2 Common OT Referrals: Evidence-based Strategies to Support Handwriting and Sensory Needs**

*Recommended for OT/As*

**5.2 3 Key Steps for a Comprehensive Seating Assessment: Optimal Positioning and Equipment Recommendation**

*Recommended for PT/As (also suitable for OT/As)*

**5.3 Executive Functions and Academic Success in Autistic Students: OT and SLP Strategies Aligned with the Common Core Standards**

*Recommended for SLP/As (also suitable for OT/As)*

Seminar 6 - 10:10 - 11:40 am: Attend 1 of 3 Tracks

**6.1 7 Motor Learning Principles for Autistic Children and Youth: Evidence-based Strategies to ACHIEVE Function and Participation**

*Recommended for OT/As & PT/As*

**6.2 Caring for Wheelchair and Other Seating Devices in the School: The Who's Who and How-to of Maintain, Adjust, Replace, and Repair**

*Recommended for PT/As (also suitable for OT/As)*

**6.3 4 Steps of Embedding Augmentative and Alternative: Communication in Daily Routines Supporting Early Language Learners**

*Recommended for SLP/As (also suitable for OT/As & PT/As)*

Seminar 7 - 12:10 - 1:40 pm

**Understanding Cortical Visual Impairment (CVI): Integrating Vision-Informed Strategies into Practice**

Seminar 8 - 2:00 - 3:30 pm

**Puberty and Sexual Development: Strategies for Body Awareness, Hygiene, and Healthy Boundaries**

## Agenda with Seminar Descriptions

The times below are **Eastern Time** – please adjust for your time zone. Can't attend all sessions live? Don't worry! All registrants will receive 1-year access to the on-demand version.

### Day 1

**7:45 am – 8:10 am: Registration**

**8:10 am – 8:20 am: Welcome and Announcements**

**8:20 am – 9:50 am: Seminar 1: Using AI to Elevate Your School-based Assessment and Documentation: Plus, Best Practices and Other Applications for OT, PT, and SLP Practice** | Michelle Silverman, OTD, OTR, ATP and Dawn Merth-Johnson, MA, CCC-SLP

In this course, Michelle and Dawn will share best practices for the responsible use of AI in school-based practice. You will learn how to apply ethical guidelines and practical frameworks—such as the ABC-123 and Who-What-How methods—to write effective prompts, evaluate AI-generated output, and ensure compliance with data privacy and security regulations (e.g., FERPA) and professional codes of ethics. Through video demonstrations and real-world examples, Michelle and Dawn will show how AI can elevate your assessment and documentation by organizing observational data, creating RIOT/ICEL matrices for comprehensive assessments, utilizing dynamic assessments to explore students' learning potential, and transforming your narratives into cohesive evaluation reports, IEP sections, and progress monitoring rubrics—as well as SOAP and Medicaid-compliant therapy notes—all while keeping human judgment and clinical reasoning at the center of your work. You will also learn how AI can support your participation in school activities, such as MTSS and professional development. Leave this course with practical tools, ethical safeguards, and time-saving strategies to enhance your assessments and documentation, while preserving your professional voice.

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

1. Identify 3 guidelines for ethical use of Artificial Intelligence (AI) for OT, PT, or SLP school-based practice
2. Determine 3 ways to use AI as an efficient and ethical time-saving tool for department systems and documentation.
3. Apply 3 strategies for using AI to support assessments on a given case study of a student with disabilities.

**9:50 am – 10:10 am: Break**

**10:10 am – 11:40 am: Seminar 2: Understanding Behavior: Practical Strategies to Build Engagement in Therapy Sessions and in the Classroom** | Adiaha Spinks-Franklin, MD, MPH, FAAP

Do you ever feel like you spend half your session just trying to get a child to participate—before you can even begin your intervention? Do you struggle to understand why some students refuse to engage, act out, or seem to shut down during therapy or classroom activities? If so, this course is for you.

In this seminar, Adiaha Spinks-Franklin, MD, MPH, FAAP, will demystify student behavior by guiding you through a practical Functional Behavioral Assessment (FBA) framework. You will learn to recognize the four functions of behavior—escape, attention, sensory, and tangible reward—and identify the specific reason (“why”) a behavior is occurring. The course will also explore how factors such as the child's temperament, trauma history, learning disabilities, and medical conditions influence behavior and regulation.

Crucially, this course emphasizes a 360-degree view of behavior, prompting practitioners to examine not

only the child, but also their own role as the adult, as well as task demands and environmental factors that contribute to behavior and participation.

Building on this assessment framework, Dr. Spinks-Franklin will share strategies for improving student-adult, student-task, and student-environment goodness-of-fit, along with evidence-informed approaches for shaping behavior through reinforcement and thoughtful task design across each function of behavior. Case vignettes will illustrate how these strategies can be applied in real-life contexts. Finally, Adiaha will address when behaviors exceed the scope of OT, PT, or SLP practice and require referral back to the team for a coordinated, formal behavior plan.

Leave this course with practical tools and strategies you can apply the very next day—so students are better able to engage, and you can deliver your services more effectively and productively.

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

1. Identify the 4 functions of behavior that influence student participation during sessions and in classroom routines.
2. Determine 4 key child, adult, task, and environmental factors that affect goodness-of-fit and behavioral responses.
3. Apply 3 strategies for managing behaviors to support student participation and learning on given case studies.

**11:40 am – 12:10 pm: Lunch** (on your own)

**12:10 pm – 1:40 pm: Seminar 3: Attend 1 of 3 Tracks**

**3.1 Track 1 (Recommended for OT/As; also suitable for PT/As): The 6 Steps of Teaching Toileting Skills: Evidence-based Interventions within the Scopes of OT, PT, and SLP Practice** | Erika Hanson, PT

Toileting is one of the most essential self-care skills for independence, dignity, and participation—yet it is too often left unaddressed for children with disabilities. Delays in this area can limit inclusion, increase vulnerability, and impact quality of life for students with physical and intellectual disabilities alike. OT, PT, and SLP practitioners are uniquely positioned to bridge this gap by addressing both the motor and behavioral components of toileting. In this seminar, Erika will walk you through the 6 Steps of Teaching Toileting Skills, an evidence-based framework that blends developmental milestones, behavioral interventions, and motor supports. You will learn how to assess readiness, break down the task into manageable components, and incorporate 12 evidence-supported toileting strategies, such as environmental modifications, enuresis alarm, video modeling, positive reinforcement, and scheduled sittings. Erika will also share how to clarify assistance needs with staff, review progress, and adapt the plan over time. Through real-life case examples, you will see how to apply the 6 Steps in school settings, collaborate effectively with teachers and families, and address barriers such as encopresis, regression, or medical conditions. You will also learn how teaching privacy and independence during toileting fosters safety and self-advocacy for vulnerable students. Leave this course with a clear framework, practical strategies, and concrete tools that you can use immediately to help your students build independence, reduce stigma, and participate more fully in school and community life.

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

1. Determine the 2 fundamental goals in teaching toileting skills
2. Identify 3 evidence-based behavioral interventions for teaching toileting skills
3. Apply 3 strategies for teaching toileting skills on a given case study of a student with disabilities

**3.2 Track 2 (Recommended for PT/As; also suitable for OT/As): Supporting Students with Pediatric Neuromuscular Disorders across the School Day** | Rebecca AA Wilson, PT, MS, C/NDT, ABPTS Board Certified PCS

Students with pediatric neuromuscular disorders (PNDs) such as muscular dystrophy, spinal muscular atrophy, and Charcot-Marie-Tooth bring both unique strengths and complex challenges to the

classroom. As their physical abilities change over time, so do their needs for participation, energy management, and access across the school day. OT and PT practitioners play a vital role in helping school teams anticipate these changes and adapt supports that maintain engagement, safety, and dignity. In this seminar, Rebecca will share evidence-informed strategies for supporting students with PNDs through both ambulatory and non-ambulatory stages. You will learn how to identify key functional indicators of disease progression, apply relevant tests and measures, and tailor accommodations, modifications, and interventions for each school routine—from arrival and classroom mobility to lunch, recess, and physical education. Rebecca will also guide you in using proactive programming and collaborative planning to preserve flexibility, strength, and participation through the ambulatory and non-ambulatory stages of the student's PND. Through real-life case studies, you will see how thoughtful intervention planning, coordinated communication with families and school team, and student-centered advocacy can make a measurable difference in quality of life and school success. Leave this course with practical strategies, adaptable tools, and a clear framework to support students with neuromuscular disorders in participating fully, meaningfully, and confidently across the school day.

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

1. Determine 3 appropriate accommodations, modifications, and interventions for ambulatory students with Pediatric Neuromuscular Disorders (PNDs) across various school routines
2. Determine 3 appropriate accommodations, modifications, and interventions for non-ambulatory students with PNDs across various school routines
3. Apply 3 evidence-informed strategies for promoting school participation in given case studies of students with PNDs

### **3.3 Track 3 (Recommended for SLP/As; also suitable for OT/As): Addressing Social (Pragmatic) Communication Disorder: From Identifying Symptoms to Inclusive Intervention** | Elizabeth Cleveland, PhD, CCC-SLP

Do you ever wonder why some students can speak fluently yet still struggle to collaborate, make friends, or understand classroom expectations? Pragmatic language—the ability to use and interpret communication in social contexts—is essential for participation and learning. Yet identifying and addressing social (pragmatic) communication disorder can be difficult when symptoms overlap with those of other developmental or learning differences. In this seminar, Elizabeth Cleveland, PhD, CCC-SLP, will unpack the core domains of pragmatic language and share observable indicators that school-based practitioners can recognize in daily routines. You will also explore how pragmatic symptoms intersect with language, executive function, sensory processing, and motor systems—and how these domains together influence student performance and participation. You will gain tools for assessment and identification of pragmatic impairments, along with evidence-informed intervention techniques that emphasize inclusive learning models, environmental supports and accommodations, and opportunities for functional therapy to promote success and generalization across school routines. Finally, Dr. Cleveland will guide you through three case studies representing pragmatic profiles commonly seen in children with attention-deficit/hyperactivity disorder (ADHD), fetal alcohol spectrum disorder (FASD), and autism. Leave this course with practical strategies you can use immediately—and the confidence to help students build the social communication skills they need to learn and thrive.

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

1. Determine 3 symptoms of social (pragmatic) communication impairments that can be observed in school.
2. Identify 3 pragmatic profiles as seen in children with attention-deficit/hyperactivity disorder (ADHD), fetal alcohol spectrum disorder (FASD), and autism.
3. Apply 3 strategies for supporting pragmatic language on given case studies of students with disabilities.

**2:00 pm - 3:30 pm: Seminar 4: Attend 1 of 3 Tracks****4.1 Track 1 (Recommended for OT/As): 3 Steps to Successful Embedding of OT Services in Pre-K and Kindergarten: Plus 6 Real-life Case Study Applications** | Lara Collins Barros, OTD, OTR/L

Are you looking for effective ways to embed your OT interventions into the daily routines of preschool and kindergarten classrooms? Early childhood educators and OT practitioners share the goal of building children's foundational skills for learning, play, and independence—but the “how” can feel overwhelming. This course will show you how embedding OT services can transform your practice, improve children's participation, save you time in your workday, and align your practice with IDEA's intent for the Least Restrictive Environment (LRE). In this case study applications session, Lara will share a practical, evidence-informed framework for embedding OT services in Pre-K and Kindergarten settings using the 3 Steps to Embedding: observing, hypothesizing, and intervening. You will learn how to apply these steps within natural classroom routines such as arrival, circle time, centers, playground, and snack. Lara will walk you through six real-life case studies that illustrate how to identify the source of a child's challenge—whether it's the “fish” (the child) or the “bowl” (the environment)—and select the best embedded strategies to support success. You will also discover how to apply effective interventions such as environmental and task adaptations, co-teaching, education and advocacy, and coaching using the CO-OP Approach's Goal-Plan-Do-Check framework. Lara's examples will highlight how embedded OT can strengthen developmental readiness, support teachers, and empower classroom teams to integrate therapeutic strategies seamlessly into daily routines. Leave this course with an organized and practical approach to embedding your OT services in Pre-K and Kindergarten classrooms—so you can support learning, participation, and independence right where children grow and play.

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

1. Determine 3 reasons for providing embedded services to improve a student's performance and participation in the preschool and kindergarten environment
2. Identify the importance of each of the 3 steps of embedding: observing, hypothesizing, and intervening
3. Apply 3 occupational therapy interventions in an embedded manner on given case studies of students with disabilities

**4.2 Track 2 (Recommended for PT/As): Mastering 2 Critical Points of Control for Gait Trainer Use: Creative Problem-Solving for Children with Complex Disabilities** | Cathy Ripmaster, MSPT

Have you ever wondered why some children thrive in a gait trainer while others seem uncomfortable and disengaged, making stepping impossible? For children and youth with complex disabilities (GMFCS Levels IV and V), getting the pelvis and head aligned correctly can mean the difference between frustration and engagement, discomfort and confidence, standing still and taking strides. In this seminar, Cathy Ripmaster, MSPT will walk you through the 5 Steps of Promoting Gait Trainer Use—from selecting the right equipment and planning safe transfers, to “fingerprint positioning,” challenging the learner, and empowering the team. She will focus on creative problem-solving for two Critical Points of Control: the pelvis, which strongly influences the alignment of the upper and lower parts of the body; and the head, which is essential for breathing, seeing, swallowing, and other vital functions. Through her concept of “fingerprint positioning,” Cathy will inspire you to explore individualized adjustments for each child or youth with complex disabilities, troubleshoot asymmetries and other barriers to movement, incorporate do-it-yourself adaptations, and gradually decrease assistance as your learner develops new skills. You will see how to apply these strategies across real-life case scenarios, engage school staff in the process, and use motivating activities to foster movement and participation. Leave this course with practical tools

and a clear framework you can implement immediately to help your learners move with comfort, confidence, and purpose.

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

1. Determine 3 benefits of using gait trainers for children with complex disabilities (Gross Motor Functional Classification Levels of IV or V)
2. Identify the 2 critical points of control for proper positioning in a gait trainer
3. Apply 3 strategies for problem-solving pelvic and head alignment on a given case study of a child with complex disabilities who is using a gait trainer

#### **4.2 Track 3 (Recommended for SLP/As): Embedding SLP Supports in Pre-K and Kindergarten: 7 Case Study Applications Across the School Day** | Beth Gardner, MA, CCC-SLP

Do you ever feel like your students aren't making the progress you hoped for, or that you're the only one consistently working on their communication goals? Many SLPs share this experience—and are discovering that embedding services within preschool and kindergarten routines can lead to faster progress, stronger collaboration, and meaningful carryover in real-life communication. When speech and language goals are practiced where children play, learn, and interact, growth becomes both natural and sustainable. In this seminar, Beth Gardner, MA, CCC-SLP will show you how to identify meaningful opportunities throughout the preschool and kindergarten day to embed communication goals using such tools as the SATIRE and Ecological Congruence Assessment (ECA). Through seven real-life case studies, representing different school routines, Beth will demonstrate how interventions already utilized by SLP practitioners can be embedded to promote generalization of communication skills for children with a range of needs, including those using AAC, children with hearing differences, autistic learners, and children with developmental disabilities. She will share practical, ready-to-use strategies such as peer and adult modeling, repetition, visual supports, rhythm and music, and teacher collaboration to strengthen carryover across settings. Beth will share her Embedding Matrix that will help you keep track of students and their goals, opportunities for embedding, and strategies to implement.

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

1. Identify 3 benefits of embedding speech and language services for pre-k and kindergarten students
2. Determine 2 strategies to determine opportunities for embedding speech and language services within the school routine
3. Apply 3 embedded interventions for addressing speech and language goals on given case studies of pre-k and kindergarten students

### **Day 2**

#### **8:20 am – 9:50 am: Seminar 5: Attend 1 of 3 Tracks**

##### **5.1 Track 1 (Recommended for OT/As): MTSS Tier 1 Ideas for 2 Common OT Referrals: Evidence-based Strategies to Support Handwriting and Sensory Needs** | Lou Ann Hintz, PhD, OTR

Do you ever feel like your referrals for handwriting and sensory challenges just keep growing—no matter how many students you see? Many OT practitioners find themselves addressing the same concerns year after year. What if you could reduce referrals, empower teachers with practical tools, and create classrooms that support all students before problems escalate? In this course, Lou Ann Hintz, PhD, OTR, will show you how occupational therapists can make a meaningful impact within a Multi-Tiered System of Supports (MTSS) by working proactively at Tier 1, whole school or classroom level. You will explore the benefits of OT participation in MTSS for students, teachers, and practitioners, including improved outcomes, stronger collaboration, and reduced burnout. Lou Ann will share multiple practical Tier 1 MTSS strategies tailored to two of the most common OT referral areas—handwriting and sensory needs—and guide you through a 5-Step Decision-Making Process for designing, implementing, and evaluating school-wide and classroom-wide interventions. You will see how to apply these strategies

through case studies that illustrate practical examples of creating sensory-friendly classrooms and teacher collaboration to promote in-classroom handwriting strategies. Leave this course with evidence-informed ideas and a clear framework to embed your OT expertise within MTSS Tier 1—so you can build teacher capacity and help students thrive in learning and participation every day.

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

1. Identify 3 benefits of OT practitioner's participation in a Multi-Tiered System of Supports (MTSS).
2. Determine 3 Tier 1 MTSS strategies for promoting sensory-friendly classrooms to support learning for all students.
3. Apply 3 Tier 1 MTSS practices that OT practitioners can implement to support handwriting skills for whole-class or school-wide participation using provided case studies.

### **5.2 Track 2 (Recommended for PT/As; also suitable for OT/As): 3 Key Steps for a Comprehensive Seating Assessment: Guide to Optimal Positioning and Equipment Recommendation** | Pamela Cummings, M.Ed., PT

Have you ever been asked to recommend or adjust a child's seating system—only to realize that identifying what truly needs to change is more complex than it seems? For children and youth with complex disabilities, proper seating and positioning can make all the difference in comfort, function, and participation. A clear, systematic assessment process helps you identify what's working, what's not, and what's possible for every student you serve. In this session, Pamela Cummings, M.Ed., PT, will walk you through the 3 Key Steps for a Comprehensive Seating Assessment—assessing in the child's current seating, conducting a mat assessment, and translating the findings into optimal equipment recommendations. You will review essential anatomy for seating, including bony landmarks, common pelvic deviations, and their relationship to the femur, as well as learn how to use practical assessment tools such as the Life Box to evaluate alignment and support needs. You will learn how to analyze posture and alignment across body planes, identify flexible versus fixed deviations, and use biomechanical principles to guide decision-making. Pam will demonstrate how to connect assessment findings to real-world function—whether improving head and trunk control for communication, enhancing endurance for classroom participation, or increasing comfort for daily routines. Using case examples and visual demonstrations, she will illustrate how each step contributes to selecting appropriate supports and achieving individualized postural goals. Leave this course with a practical, evidence-informed framework for seating assessments, including Pam's comprehensive Seating Assessment form. that you can apply right away!

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

1. Determine 3 impacts of proper positioning on a child or youth's function and participation in school, at home, or in the community
2. Differentiate between the role of a current seating assessment and a mat assessment in the comprehensive evaluation process
3. Apply three strategies from the comprehensive seating assessment steps to a case study of a child or youth with complex disabilities.

### **5.3 Track 3 (Recommended for SLP/As; also suitable for OT/As): Executive Functions and Academic Success in Autistic Students: OT and SLP Strategies Aligned with the Common Core Standards** | Panagiota Tampakis, SLPD, CCC-SLP

Have you ever worked with autistic students\* who seemed to understand the academic content, but still struggled to meet the Common Core State Standards (CCSS) because they couldn't stay organized, manage emotions, or complete multi-step tasks? Executive functioning (EF) skills—such as planning, flexibility, and self-control—are often the hidden barrier that prevents students from fully participating and achieving academic success. In this seminar, Panagiota Tampakis, SLPD, CCC-SLP, will break down how EF skills present in autistic students and why they are essential for making progress toward the

CCSS. You will learn how to review and analyze specific CCSS to identify which EF skills are needed for success, then apply a 5-Step Intervention Continuum that includes interviewing caregivers and teachers, observing students in action, collaborating with the team, planning targeted supports, and working directly with the student. Along the way, you will gain practical OT and SLP strategies for strengthening task initiation, organization, working memory, emotional regulation, and other EF skills. Through real-life case studies across elementary, middle, and high school, Panagiota will illustrate how to embed EF interventions into academic and social routines, align them with IEP and CCSS goals, and collaborate effectively across disciplines. Leave this course with evidence-based strategies, ready-to-use tools, and a clear framework you can implement immediately to help autistic students strengthen executive functioning skills and achieve success in school and beyond.

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

1. Identify 3 ways executive functioning (EF) skills may present in autistic students
2. Determine how EF challenges in autistic students can impact progress toward common core standards
3. Apply 3 EF strategies that OT and SLP practitioners can use collaboratively with the team to target common core standards in a given case study of an autistic student

**9:50 am - 10:10 am: Break**

**10:10 am - 11:40 am: Seminar 6: Select One**

**6.1 Track 1 (Recommended for OT/As and PT/As): 7 Motor Learning Principles for Autistic Children & Youth: Evidence-based Strategies to ACHIEVE Function and Participation** | Karen E. Tartick, PT

Do you ever struggle to get autistic children to engage in the therapeutic motor activities you plan for them? Or find yourself repeating the same movement tasks again and again, only to see minimal progress—or skills that don't carry over to other settings? You're not alone. Many OT and PT practitioners face the challenge of helping autistic children learn motor skills in ways that are motivating, meaningful, and lasting. Understanding how they learn best is key to unlocking their success. In this seminar, Karen will walk you through 7 key motor learning principles (MLPs) that have been shown in various research to enhance engagement, retention, and generalization of motor skills for autistic children. You will learn how to embed these principles into your current interventions—whether you're teaching ADL, play, mobility, or other motor skills. Karen will bring these principles to life through video and photo case studies of three autistic children—each representing a different support level. You'll see how the 7 motor learning principles apply across Level 1 (a child Requiring Support), Level 2 (a child Requiring Substantial Support), and Level 3 (a child Requiring Very Substantial Support).

Leave this course with a clear understanding of motor learning science, concrete strategies for implementation, and a flexible framework you can use immediately to help autistic children move, participate, and thrive.

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

1. Identify areas of fine and gross motor challenges common in autistic children
2. Determine 3 evidence-informed strategies to promote motor skills in autistic children and youth
3. Apply 3 motor learning principles to support function and participation in school, at home, or in the community on given case studies of autistic children and/or youth

**6.2 Track 2 (Recommended for PT/As; also suitable for OT/As): Caring for Wheelchair and Other Seating Devices in the School: The Who's Who and How-to of Maintain, Adjust, Replace, and Repair**

| Joanne Bundonis, PT, ATP/SMS, C/NDT, ABPTS Board Certified PCS

Seating and mobility equipment are more than just devices—they are a student's access to learning, safety, and participation. Yet for many school-based practitioners, knowing when and how to maintain, adjust, or repair equipment can be challenging. Delays in repair or poor fit can quickly lead to discomfort,

safety risks, and missed learning opportunities. OT and PT practitioners play a vital role in keeping these essential tools functional and ready for everyday use. In this seminar, Joanne Bundonis, PT, PCS, ATP/SMS, C/NDT will demystify the “who’s who and how-to” of equipment care in the school setting. She will guide you through her Traffic Light Decision-Making Framework to determine when it’s appropriate to maintain, adjust, replace, or refer for repair—and how to stay within your professional scope. You will learn practical strategies for applying the 3 Keys to Equipment Readiness—Safety, Comfort, and Function— to wheelchairs and other adaptive seating, standing, and mobility devices. Through detailed video demonstrations and real-world case studies, Joanne will show how proactive maintenance, simple adjustments, and effective collaboration with families, vendors, and ATPs can prevent downtime and keep students moving safely and comfortably. She will also share tips on ethical and liability considerations, and when to call in specialized support. Leave this course with a clear decision-making framework, practical tools, and confidence to ensure every piece of equipment under your care supports safety, access, and participation in school and beyond.

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

1. Determine 3 considerations when deciding whether it is appropriate to address an equipment issue or not
2. Identify the 3 keys to equipment readiness for use when participating in school or in the community
3. Apply 3 strategies for caring for the equipment on given case studies of children or adults with disabilities

### **6.3 Track 3 (Recommended for SLP/As; also suitable for OT/As and PT/As): 4 Steps of Embedding Augmentative and Alternative Communication in Daily Routines: Supporting Early Language Learners** | Beth Gardner, MA, CCC-SLP

Seeking an organized approach to assessing and addressing AAC needs? Want to ensure AAC is utilized, and not abandoned? This course is for you! Beth Gardner, MA, CCC-SLP starts by delving into AAC's historical evolution, from a "last resort" to a universal communication right, where AAC is implemented as early as possible for the biggest impact on function. You will explore examples of the 2 types of AAC (unaided and aided). Beth will explain an interprofessional collaboration approach to AAC implementation, highlighting the role of the teacher, related service providers (SLP, OT, PT, etc.), and the family. Through case studies, Beth will guide you through the 4 Steps for Embedding AAC in Daily Routines. Step 1 offers guiding questions to determine the possibility of AAC use. In Step 2, Beth will share a practical assessment process and worksheet to examine the child and their daily routines, assisting you in trial and selection of the best AAC solution. In Step 3, Beth will share her 6 Tips for Implementing AAC, illustrated via a video case study. This includes strategies for motivating the child’s AAC use and exploration, as well as, for coaching the adults on application and progression of AAC use. Finally, step 4 focuses on follow-up considerations with the family in mind and with the school in mind to ensure that the AAC is utilized by the child and the team, and not abandoned. Leave the course with an organized approach, worksheet, and strategies for the successful determination and implementation of AAC!

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

1. Identify 3 principles for embedding the use of AAC in daily routines in the child’s education, at home, and in the community
2. Determine 3 considerations for assessing appropriate AAC options for children with disabilities
3. Apply 3 strategies for successful implementation of AAC on a given case study of a child with disabilities

**11:40 am - 12:10 pm: Lunch (on your own)**

**12:10 pm - 1:40 pm: Seminar 7: Understanding Cortical Visual Impairment (CVI): Integrating Vision-**

**Informed Strategies into OT, PT, and SLP Practice** | Daniella Rutner, OD, MS, MBA, FAAO

Cortical Visual Impairment (CVI) is the leading cause of visual impairment in children in developed countries—yet it is frequently underrecognized in school settings. Unlike ocular vision loss, CVI stems from the brain's difficulty processing visual information, resulting in inconsistent visual attention, recognition, and response. These challenges often co-occur with conditions such as cerebral palsy, developmental delay, seizure disorders, or traumatic brain injury, making identification and intervention complex. In this seminar, Dr. Rutner will demystify CVI for school-based OT, PT, and SLP practitioners. You will learn to distinguish CVI from ocular impairments, and its impact on communication, motor planning, learning, and sensory processing. Dr. Rutner will then equip you with essential knowledge of identifying red flags, interventions recommended based on current literature, and strategies for effective collaboration with allied doctors and professionals to support functional vision in daily activities. Using case studies, visual examples, and practical strategies, you will learn how to integrate CVI-informed practices into therapy sessions to improve access, participation, and outcomes for students with CVI. Leave this course with a clear understanding of CVI, practical strategies for identification and intervention, and confidence to help students with CVI participate fully & achieve their educational goals.

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

1. Identify 3 key visual behaviors indicative of cortical visual impairment (CVI) in school-aged children.
2. Determine 3 ways CVI influences motor, sensory, communication, and learning outcomes.
3. Apply 3 CVI-adapted strategies OT, PT, or SLP practitioners can integrate into their interventions to given case studies of children with CVI to improve participation and access in the schools.

**1:40 pm - 2:00 pm: Break****2:00 pm - 3:30 pm: Seminar 8: Puberty and Sexual Development in People with Intellectual and Developmental Disabilities: Strategies for Body Awareness, Hygiene, and Healthy Boundaries** |

Adiaha Spinks-Franklin, MD, MPH, FAAP

Have you ever felt uncertain about how to support children and youth with intellectual and developmental disabilities (IDD) as they move through puberty? Or wondered how to respond when a student engages in self-stimulatory behaviors or struggles with personal boundaries? While their non-disabled peers often receive clear guidance on body changes, hygiene, and social rules, students with IDD are frequently left without the information and strategies they need—placing them at greater risk for poor self-care, social misunderstandings, and even abuse. In this seminar, Dr. Spinks-Franklin will walk you through the key differences in how puberty and sexual development present in children with IDD compared to their peers. She will provide concrete, developmentally appropriate strategies to build body awareness, autonomy, and understanding of public vs. private behaviors. You will also gain tools to guide hygiene routines, support menstrual management, and address sensitive issues such as masturbation and boundary-setting. Through case studies, Dr. Spinks-Franklin will show how OTs, PTs, and SLPs can collaborate with teachers and families to embed these lessons into everyday routines. She will highlight accessible resources—including visual schedules, social stories, and toolkits—that you can adapt for your learners. Leave this course with evidence-based strategies and ready-to-use tools to help your students navigate puberty, self-awareness, and social boundaries with safety, dignity, & confidence.

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

1. Identify 3 differences in sexual development of youth with intellectual and developmental disabilities (IDD) versus peers without IDD
2. Apply 2 strategies for teaching body awareness and healthy boundaries on a given case study of a child with IDD
3. Apply 2 strategies for addressing puberty-related situations (e.g., menstruation, hygiene, self-stimulation) on a given case study of a youth with IDD

## Instructors

**Adiaha Spinks-Franklin, MD, MPH, FAAP** is the President of the Society of Developmental and Behavioral Pediatrics, with 20+ years' experience. She presents nationally on such topics as specific learning disabilities (dyslexia, dysgraphia, dyscalculia), ADHD, and more.

**Beth Gardner, MA, CCC-SLP** has over 10 years of experience working in preschool, early intervention, and outpatient settings. She serves as an early intervention team lead, mentor for graduate students, and is a past President of the Ohio Division for Early Childhood.

**Cathy Ripmaster, MSPT** is a school-based PT working with students with complex disabilities in Kent County, MI. Cathy is a certified Mobility Opportunities Via Education (MOVE™) International Trainer since 2001, providing trainings to empower other therapists promote students' movement throughout their school day.

**Daniella Rutner, OD, MS, MBA, FFAO** is the Chief of Vision Rehabilitation at the University Eye Center and an Associate Clinical Professor at the SUNY College of Optometry. Daniella loves improving the visual function of her clients to impact their lives in a meaningful way, such as via helping children to read and learn, and participate in ADLs.

**Dawn Merth-Johnson, M.A., CCC-SLP** is an Education Consultant for the Wisconsin Department of Public Instruction with a focus on SLP and AT. She has 30 years of clinical and supervisory experience in the schools, long-term rehabilitation, and at the university level.

**Elizabeth Cleveland, PhD, CCC-SLP** is the CEO and Clinic Director of Fusion Center Network, and the Director of Training for the Arkansas Leadership Education in Neurodevelopmental Disabilities (LEND) program. She regularly trains professionals and families across sectors, like education, health care, and child welfare.

**Erika Buckhouse Hanson, PT** has worked in the schools for 20+ years. She is a clinical instructor, mentor therapist and special education teachers and course-captain. She is a co-author of North Dakota's Guidelines for Occupational and Physical Therapy in Educational Settings.

**Joanne Bundonis, PT, ATP/SMS, C/NDT, ABPTS Board Certified PCS** is head of PT at 1st Cerebral Palsy of New Jersey. She is certified as a pediatric specialist from ABPTS since 2001, as Assistive Technology Practitioner from RESNA since 2003, and as a Seating and Mobility Specialist in 2024.

**Karen Tartick, PT** has been practicing for over 30 years in a variety of settings including outpatient orthopedics, early intervention, acute care, NICU, and school-based physical therapy. Karen has served as a member of the Autism subcommittee of the School Based Physical Therapy Special Interest Group.

**Lara Collins Barros, OTD, OTR/L** has been a school-based OT for over 25 years. She developed "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.

**Lou Ann Hintz, PhD, OTR** is an Assistant Professor at Texas Woman's University and PhD Program Co-Coordinator with over 15 years of school-based OT experience, including 10 years as an OT Team Lead in Plano ISD. She has presented widely at the state and national levels.

**Michelle Silverman, OTD, OTR, ATP** is an Education Consultant for the Wisconsin Department of Public Instruction with a focus on OT, PT, and AT. She has 30 years of clinical and supervisory experience in schools, pediatric clinics, and at the university level.

**Pamela Cummings, M.Ed., PT** has over 30 years of experience in various areas of pediatric PT: school-based, home-based, perinatal care, NICU, PICU, inpatient, and clinic-based. She is the Director and PT Consultant for the I-Team Early Intervention Project and the 24-Hour Postural Care Project.

**Panagiota Tampakis, SLPD, CCC-SLP** is an Assistant Professor of Teaching and the Program Advisor in the Communication Sciences and Disorders Program at Teachers College, Columbia University. She has worked as a speech-language pathologist in NYC schools.

**Rebecca AA Wilson, PT, MS, C/NDT, ABPTS Board Certified PCS** has over 20 years' experience providing EI and school-based services in Iowa and Illinois. She is a clinical instructor for several DPT programs, guest lecturer, and author of concurrent validity study on the School Outcomes Measure (SOM) and the PEDI.

Disclosures: The instructors receive speaking fees from Apply EBP, LLC. They have no relevant nonfinancial relationships to disclose. See course page for full disclosures.

## CEUs

Attendees will receive a certificate for 12 hours of CE training after attending the course in full and submitting a course evaluation which includes a self-reflection on achievement of learning objectives. *More CE hours are available for completion of additional on-demand webinars (see CE approvals below).*

### For OTs and OTAs

- Apply EBP, LLC is an AOTA-approved provider of CEUs. Attendees will receive 0.15 AOTA CEUs for each seminar completed, for a total of 1.2 AOTA CEUs.
- Note that you may receive up to a total of 1.95 AOTA CEUs if you complete the 13 seminars that are recommended or suitable for OT/As, via any combination of live and/or on-demand format. See the course web page for seminar-specific AOTA imprimaturs.



**Approved Provider**

### For PTs and PTAs

- PT/As may receive up to a total of 16.5 CE hours of training by completing all 11 seminars recommended or suitable for PT/As via any combination of live and/or on-demand format. Please see your state's approval below for live and on-demand seminars, as some states may have limitations.
- Apply EBP, LLC is an approved provider of CEUs in **IL, NM, NY, OK, and TX** (APS #: 2703055TX).
- The symposium is approved for up to 16.5 CE hours in **AR** (APTA-AR 2806), **CA, MD** (#2025-1230), and in **OH** (OPTA #26S0516); and for up to 15 CE hours in **NV** (CE Broker Tracking #20-1347719).
- The live symposium is approved for up to 12 hours in **LA** and in **NJ** (Approval #2512-96); and the on-demand version is approved for up to 10 hours in **NJ** (Approval #2512-97).
- The symposium is considered approved in states that accept courses co-sponsored by an APTA section/chapter, by virtue of being co-sponsored by APTA Michigan: in **MN** per Rule 5601.2400, in **MS** per regulation Part 3103 Rule 5.4 (1) (b), and in **SC** per C. Code Regs. Ann. § 101-07(3).
- We are applying for approval in other states. Email [carlo@applyebp.com](mailto:carlo@applyebp.com) to obtain CEUs for your state.
- These PT state boards accept approval by other states boards, associations, and AOTA: **AK, AZ, DE, FL, HI, IN, KS, KY, MA, MI, MT, NC, ND, OR, PA, RI, SD, UT, VT, VA, WI, WY, and DC**.
- These states do not require pre-approval of courses or have no CE requirements: **AL, CO, CT, GA, IA, ID, ME, MO, NE, NH, and WA**.

### For ASHA CEUs

- 1.2 ASHA CEUs for the Live Symposium | Intermediate Level



**ASHA CE  
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**Apply EBP, LLC**

Intermediate Level

1.2 ASHA CEUs

- Partial ASHA CEUs are provided if not all 8 seminars are completed. Each completed seminar counts for 0.15 ASHA CEUs.
- You can receive up to a total of 1.35 ASHA CE hours by completing all 9 seminars recommended or suitable for SLP/As via any combination of live and/or on-demand format.
- ASHA CE Provider approval and use of the Brand Block does not imply endorsement of course content, specific products or clinical procedures

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## Policies: Please read carefully!

**Course Materials:** By April 6, 2026, you will receive an email with links to the live course, as well as instructions for accessing handouts, toolkits, and on-demand webinars. **It's very important that you access the course materials as soon as you receive this email. Doing so confirms that you've successfully received our message and allows us to address any potential access issues before the course day.** If the email does not appear in your inbox, please check your spam folder. **To ensure you receive this email, add [vicki@applyebp.com](mailto:vicki@applyebp.com) and [carlo@applyebp.com](mailto:carlo@applyebp.com) to your Address Book or Safe Senders List.**

**On-Demand Webinar Version:** On-demand versions will be available for 1 year starting April 16, 2026. These on-demand versions are pre-recorded to ensure superior quality for a smooth learning experience. Pre-recording allows us to deliver clear content without the distractions or technical issues that can occur during live sessions. *For those attending the live course, your privacy is a priority. The live sessions will not be recorded, allowing all to engage fully and share freely in a secure, interactive environment.* To receive CE hours for an on-demand webinar, you need to watch the full video, pass the post-test (70% or higher), and complete the course evaluation.

**Cancellation:** Registrants may cancel up to 21 days prior to the course for a refund minus a \$75 administration fee. There is no cancellation less than 21 days prior to the course; you can find a substitute or use your registration to attend a future Apply EBP course. There is no cancellation or substitution after you have received any course material. Email [applyebp@gmail.com](mailto:applyebp@gmail.com) to request to cancel. Apply EBP reserves the right to cancel a course up to 21 days prior to the course due to insufficient registration, with a full refund to registrants.

**Accommodation Request:** Email or call at least 2 weeks prior to the course with your request.

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## What Attendees Say!

*"I am used to moving around more during the day, but the information was so abundant and 'salient' that I was engrossed. You are all great presenters."- OT with 17 years experience*

*"Truly the most valuable course ever for SBPTs+ SBOTs. Should be mandatory for all therapists working in schools. So grateful for all of this very relevant info. Please Come Back!" - PT with 20+ years experience*

*"This symposium validated everything I do with my team. Thank you for the additional resources to make our team better." - SLP with 30 years experience*

*"Very, very glad I attended AND to know that this is an annual event! Looking forward to next year." - OTA with 5 years experience*

*"The symposium was very easy to access, provided great handouts and not worry about taking a lot of notes. The speakers were very knowledgeable and shared personal stories which is always a benefit. Great Symposium!!! Thank YOU :)" - PTA with 25 years experience*