

Experts Series: The IEP Process, Documentation, and Conflict Resolution



with Jen Wissinger, PT, DPT, Beth Gardner, MA, CCC-SLP,
Carlo Vialu, PT, MBA, and Sue Cecere, PT, MHS

November 9, 2026, 8:30 am–3:30 pm ET

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

Full \$279 Early Bird \$239 Early Bird Group \$199

Early bird savings end October 16, 2026

Elevate your therapy practice!

Overwhelmed by the IEP process? Unsure how to clearly define your role in the school setting? Apply EBP's Experts Series is here to help. This four-part course offers practical, real-world guidance from 4 experts on the Individualized Education Program (IEP) process, documentation, and conflict resolution.

In Seminar 1, Jen starts the day by explaining the OT, PT, and SLP perspectives on the development of a



student's IEP. You'll receive guidance and examples on completing parts of the IEP document, such as the Present Level of Performance, Annual Goals, and Progress Reporting, via a case study of a student receiving OT, PT

and Speech services. Level up your collaboration skills in Seminar 2, where Beth will guide you through the 5 Steps of a Collaborative Goal Writing Process. You will get a list of guiding questions and tips for each step, as well as, best practices to ensure each team member can articulate their expertise and feels valued throughout the process. In Seminar 3, Carlo will empower and equip you with effective language and strategies clearly articulating your roles in school-based practice versus in a medical setting. You will receive valuable resources for crafting elevator speeches, developing newsletters for educators, creating parent introduction letters, delivering internal presentations during professional development days, enhancing your evaluation reports, and actively advocating for your role in the student's educational success during IEP meetings. In Seminar 4, Sue will provide you a positive view and approach to conflict as an opportunity to clarify diverse perspectives, and engage the team in productive problem-solving. You will learn a practical 5-Step Conflict Resolution. You will learn to frame decisions using IDEA, state practice acts, and your professional association's Code of Ethics.

Leave this course with evidence-informed tools and strategies to help you contribute to the IEP process and document with confidence!

Audience: OTs, OTAs, PTs, PTAs, SLPs & Educators

Educational Level: Intermediate

Registration:

For more info and registration

[Click here!](#)

Or contact Carlo at

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646-269-9039

Your Mentors:

Jennifer Wissinger, PT, DPT served early intervention and preschool children in Columbus, Ohio. She is a Board-Certified Clinical Specialist in Pediatric Physical Therapy with over 15 years of experience practicing in public school districts (preschool through high school), county board of developmental disability programs for adults, home health care, and early intervention.

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.

Carlo Vialu, PT, MBA is the co-author and co-publisher of www.SeekFreaks.com, an evidence-based online resource for pediatric PTs, OTs, and SLPs. He served as Director of PT for the NYC Department of Education for 9 years, where he oversaw a program with over 700 PTs.

Sue Cecere, PT, MHS is the owner of Sequoia School Based Therapy Solutions, LLC, a consulting company that supports districts, agencies and therapists in the practice of school-based therapy services. Her career spans 25 years as provider and administrator in school and early intervention settings.

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

Agenda

The times below are in **Eastern Time** (Note that you may be in a different time zone. Contact Carlo at carlo@applyebp.com if you have any questions or need assistance).

8:30:00 am – 10:00 am: Seminar 1: OT, PT, Speech and Other Related Services' Role in the IEP Process: The IEP and Me | Jen Wissinger, PT, DPT

This seminar is focused on the development of the Individualized Education Program (IEP) document, the IEP meeting process and the implementation of the IEP, and your contribution in each of these as a related service provider. Jen will provide guidance and examples on completing various parts of the IEP document, such as the Present Level of Performance, Annual Goals and Progress Reporting, via a case study of a student receiving OT, PT and Speech services. Jen will also discuss other aids and services that may be included in the IEP, such as assistive technology, accommodations and modifications. Finally, she will present on the implementation of the IEP by discussing the plan of care, supervising therapy assistants, workload versus caseload, scheduling considerations, direct interventions and services on behalf of the student.

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

1. Identify two opportunities for collaboration in the IEP development process.
2. Identify examples of related service provider's contribution to two sections in the IEP to support the team and the education of a student with a disability in school.
3. Select two examples of how a related service provider can address participation through service delivery as part of a team in an educational setting.

10:00 am – 10:15 am: Break

10:15 am – 11:45 am: Seminar 2: 5 Steps of Collaborative Goal Writing: Strategies for Related Service Providers and Educators | Beth Gardner, MA, CCC-SLP

Have you heard about the best practice of developing student goals collaboratively, but you are uncertain about where to begin? This course was tailored just for you! Beth starts the seminar by highlighting the advantages of adopting a collaborative approach to goal writing for students, their families, to you as a related service provider, and the entire IEP team. She delves into how setting goals as a team can break down the barriers of working on skills in isolation and how it can enhance consistent implementation of practice and intervention strategies throughout the school day. You will gain insights into the crucial groundwork of preparing the team to work as one unit. BETH will then guide you through the 5 Steps of a Collaborative Goal Writing Process. You will get a list of guiding questions and/or tips for each step. She will provide the best practices to ensure each team member can articulate their expertise clearly and feels valued throughout the process. Numerous examples illustrating opportunities for collaborative goals within various school contexts will be shared. Finally, she will discuss navigating Medicaid concerns. Leave the course with practical ideas and actionable steps for your team to take immediately, so you can begin creating student-centered collaborative IEP goals.

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

1. Identify 2 potential benefits of creating collaborative student goals in school-based practice
2. Apply 3 strategies to facilitate the collaborative development of student-centered goals in a given case study of a student with disabilities
3. Determine 2 opportunities for collaborative goals within various contexts of a student's school function and participation

11:45 am – 12:15 pm: Lunch (on your own)

12:15 pm – 1:45 pm: Seminar 3: Explaining Medical-based vs School-based Services under IDEA: Tips for Sharing Your Expertise in Documentations, Meetings, and PDs | Carlo Vialu, PT, MBA

This course aims to empower and equip OT, PT, and Speech practitioners with effective strategies and valuable resources for clearly articulating their roles in school-based practice. Guided by Carlo, participants will gain insights into the distinctions between medical-based services and school-based services as governed by the Individuals with Disabilities Education Act (IDEA). Carlo will underscore the unique role that school-based practitioners play, setting them apart from their counterparts in homes, clinics, or hospitals. You will explore key strategies for clarifying your role within the school context, including talking up school participation from day 1, describing the ultimate goal of your services, framing discussions in terms of “opportunities for practice” rather than simply the frequency of services, and validating and addressing the concerns of families and educators. Recognizing that change is a gradual process, Carlo will delve into various avenues to effectively communicating your role in school-based practice. This includes crafting elevator speeches, creating parent introduction letters at the beginning of the school year, developing newsletters for educators, delivering internal presentations during professional development days, enhancing your evaluation reports, and actively advocating for your role in the student’s educational success during IEP meetings. Leave this seminar with concrete strategies and tools, such as a slide deck presentation, school newsletters, and templates for evaluation and parent introduction letter that you can use throughout the school year!

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

1. Identify 3 differences between school-based and medical-based OT, PT and Speech services
2. Apply 3 strategies for explaining the role of school-based OT, PT, and Speech services in promoting a student’s access and participation in their education in given case scenarios
3. Determine 3 opportunities for explaining the role of school-based OT, PT and Speech service providers to other IEP team members

1:45 pm – 2:00 pm: Break

2:00 pm – 3:30 pm: Seminar 4: The 5 Practical Steps to Conflict Resolution in IEP Team Decision-Making | Sue Cecere, PT, MHS

In this seminar, you will learn a positive view and approach to conflict as an opportunity to clarify various perspectives and engage the team in productive problem-solving. Sue will walk you through a practical 5-Step Conflict Resolution Model to help you prepare and resolve conflicts in your next IEP meeting. You will explore potential conflicts between IDEA and State Practice Acts. Sue will also discuss the national associations’ (AOTA, APTA and ASHA) Code of Ethics as additional guidance for dealing with conflicts. Multiple familiar case scenarios will be utilized to help you apply what you learned right away.

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

1. Identify 3 steps that can assist you in resolving conflicts during school team meetings
2. Determine 3 IDEA considerations that can impact a school-based therapist’s contribution to the IEP process.
3. Select 3 ethical principles which may impact a school-based therapist when making IEP service decisions.

CEUs

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

For OTs and OTAs

- Apply EBP, LLC is an AOTA-approved provider of CEUs. You will receive 0.15 CEUs for each seminar in this workshop, for a total of 0.6 AOTA CEUs.

 American Occupational Therapy Association Approved Provider Apply EBP, LLC is an AOTA Approved Provider of Professional Development. Course Approval ID # 424. This Distance Learning-Interactive Course is offered at 0.15 AOTA CEUs. Intermediate, OT Service Delivery. AOTA does not endorse specific course content, products, or clinical procedures.	 American Occupational Therapy Association Approved Provider Apply EBP, LLC is an AOTA Approved Provider of Professional Development. Course Approval ID # 8774. This Distance Learning-Interactive Course is offered at 0.15 AOTA CEUs. Intermediate, OT Service Delivery. AOTA does not endorse specific course content, products, or clinical procedures.
OT, PT, SLP Role in the IEP Process	5 Steps of Collaborative Goals
 American Occupational Therapy Association Approved Provider Apply EBP, LLC is an AOTA Approved Provider of Professional Development. Course Approval ID # 8772. This Distance Learning-Interactive Course is offered at 0.15 AOTA CEUs. Intermediate, OT Service Delivery. AOTA does not endorse specific course content, products, or clinical procedures.	 American Occupational Therapy Association Approved Provider Apply EBP, LLC is an AOTA Approved Provider of Professional Development. Course Approval ID # 3882. This Distance Learning-Interactive Course is offered at 0.15 AOTA CEUs. Intermediate, OT Service Delivery. AOTA does not endorse specific course content, products, or clinical procedures.
Explaining MB vs. SB Services	IEP Conflict Resolution

For PTs and PTAs

- Apply EBP, LLC is an approved provider of CEUs for PTs and PTAs in IL, NY, OK and TX (APS #: 2403055TX)
- This course is approved for PTs and PTAs in AR (APTA-AR 2758), CA, and in MD (#2026-482 thru 8/30/2026).
- The live version is approved in NJ (#2606-02 thru 1/31/28). *Please make sure to attend the live version to receive NJ PT CEUs.*
- These PT state boards accept approval by other states boards or state associations: AK, AZ, DC, DE, FL, HI, IN, KS, KY, MA, MI, MT, NC, ND, OR, PA, RI, SC, SD, UT, VT, VA, WI and WY.
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If you would like to obtain CEUs for another state, please email carlo@applyebp.com.

For ASHA CEUs

- 0.6 ASHA CEUs | Intermediate Level
- Partial ASHA CEUs are provided if not all 4 Seminars are completed. Each completed Seminar counts for 0.15 ASHA CEUs.
- 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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Cancellation policy: Registrants may cancel up to 14 days prior to the course for a refund minus a \$75 administration fee. There is no cancellation less than 14 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; you can use your registration to attend a future presentation of the same course. Email applyebp@gmail.com to request to cancel. Apply EBP reserves the right to cancel a course up to 14 days prior to the course due to insufficient registration, with a full refund to registrants. Please do not arrange non-refundable travel arrangements until 13 days prior to the course, as Apply EBP is not responsible for such expenses.

On-demand access: You will receive access instructions for the on-demand versions on the day of the course. These on-demand versions are pre-recorded to ensure superior quality for a smooth learning experience. Pre-recordings deliver clear content free from distractions or technical issues common in live sessions. Please note that as a result, the pre-recorded and live versions may differ slightly. *For those attending the live course, your privacy is a priority. Feel confident in participating, knowing that no recordings will be made.*

Accommodation: Contact carlo@applyebp.com for any requests for accommodation.