

## Purpose

The goal of this 2-day seminar is to help special educators and service providers integrate the iPad® into the curriculum for developmentally appropriate, multi-sensory, practical, and fun “teachable moments”.

**Day One** provides an overview of iPad® basics for the busy educator, including how to set up your iPad®, browsing, building and managing your virtual tool box to facilitate self-regulation, language development and play skills in the children you serve.

**Day Two** is devoted to play skill development via the iPad®, multimedia Apps, various tools for intervention, clinical implications, and suggested “hands on” tutorials for implementing Apps in the iPad® for a positive educational experience for young children with Autism and special needs (Pre-K - 4th grade), who exhibit challenging behaviors.

### Benefits to Using the iPad® and Apps in Early Childhood Special Education

- You can facilitate, design & simplify documentation for lesson plans & IEP goals
- You will have better time management
- It will help facilitate language development in a more structured manner
- The Apps emphasize the visual modality for the visual learner
- You can provide intrinsic reinforcement and practice trials for students in every tier of RTI
- The iPad® provides access to specific Apps to teach specific lessons in a more practical, creative, and FUN manner

## Presenter

**PENINA RYBAK, MA, CCC-SLP**, earned her degree from New York University in speech-language pathology two decades ago. She has provided services to young children with special needs in home-based early intervention, center-based preschool intervention, self-contained school-age classrooms, and private practice. Ms. Rybak participated in the 1995-2000 New York State TRAIID Project, which worked to improve communication options in special education by integrating Computer Assisted Instruction (CAI) and Assistive Technology(AT) using Apple™ computers in the classroom.

Ms. Rybak is the founder/CEO of Socially Speaking, LLC and she just created the **Socially Speaking™ Social Skills Building App for iPad** to help young children with Autism and special needs. She recently spearheaded The *Boardmaker Initiative* for Mayer-Johnson™ at a charter school in New York and has been published in ADVANCE magazine several times. She is a national speaker who provides educational seminars on “iPad Uses in Early Childhood Special Education: Which Apps to Use When” and her “Socially Speaking™ Social Skills Curriculum”. She regularly uses the Apple™ platform, including the iPad® and iPhone®, to facilitate thematic learning, improve behavior, and motivate young children with special needs to improve their social skills.

HEALTH ED and Penina Rybak indicate that the content being presented is without bias of any commercial product or drug. Ms Rybak discloses that she received intellectual property rights and royalties from sales of her Socially Speaking™ App for iPad® to Apple™ Inc. This App will be mentioned among many other educational Apps. HEALTH ED and Ms. Rybak have no relevant nonfinancial relationship to disclose.

## Asperger's, HFA, & NLD Assessment & Intervention Toolbox

Over 500 pages of comprehensive, practical and strength-based guidelines designed by John M. Ortiz, PhD that can be used as a blueprint for achieving both short and long-term success for children, teens and adults with AS, HFA & NLD. Each book title contains printer-friendly forms, charts, checklists & diagrams designed to be a supplement on CD-ROM.

*Asperger's, Autism & Non-verbal Learning Disorders: Screening, Assessing & Diagnosing* (2008) (book) consists of early identification and formal screening, assessment, and diagnosis of AS, HFA, & NLD.

*The Five Umbrellas: A Strength-Based Framework for Persons with Asperger's, High-Functioning Autism, & Non-Verbal Learning Disorder* (2011) (book) introduces a system of flexible strategies based on over twenty years of research and practice with these unique populations (AS, HFA & NLD).

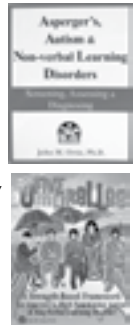
Based on Dr. Ortiz's technique of Pulse Entrainment™, *Turning Daydreams into Dreams* (CD) combines soothing soundscapes with a gentle voice that ushers children to a restful night's sleep. Designed for children ages six through twelve.

Buy this toolbox and receive Dr. Ortiz's *Turning Daydreams into Dreams* (CD) for FREE!

**\$110 VALUE for only \$95 plus FREE SHIPPING!**

## Program Planning Team

Penina Rybak, MA, CCC-SLP • Carol Duffy, OTR/L  
Linda R. Schreiber, MS, CCC-SLP • Susan Larson Kidd, Ed.D, Ed.S



## NASHVILLE, TENNESSEE

**DAY 1: APRIL 9, 2013**

## iPad® Essentials for the Busy Educator

**DAY 2: APRIL 10, 2013**

## Using iPad® Apps for Play Skills, Intervention, & Lesson Plans In Early Childhood Special Education (Pre-K – 4th Grade)

**EARN YOUR CONTINUING EDUCATION CREDIT AT THIS SEMINAR!**

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Assessing the Mental Health Status of Older Adults - 2/8/2013  
Depression, Anxiety, & Mood Disorders in Late-Life - 2/28/2013

Webcasts are added to our **OnDemand library** following the webcast date.

### OnDemand Library

A Strength-Based Approach to AS, NLD, & HFA  
Advanced Clinical Supervision

Aging & Cognition

Aging with Dementia: Effective Interventions to Reduce Challenging Behaviors

Asperger's & the Challenges of Social Vulnerability

Asperger's & Sexuality: Enhance Understanding & Create Strategies

Cognitive Therapy for Dementia

Complicated Grief

Foundations of Processing: Executive Function & the Classroom

Parkinson's & Movement Disorders

Pediatric Abusive Head Trauma "Shaken Baby Syndrome"

Sensory Integration for Children & Teens with ASD

Solution-Focused Therapy: Treating Anxiety, B-Polar Disorder, and Trauma in Individuals 7-23

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Linking Knowledge, Practice and Values since 1994



Presented by: Penina Rybak, MA, CCC-SLP

Register now to learn how special educators and service providers can integrate the iPad® into the curriculum, for developmentally appropriate, multi-sensory, practical, effective and fun teachable moments!

**DAY 1: APRIL 9, 2013**

## iPad® Essentials for the Busy Educator

- Computer Assisted Intervention to Facilitate Language Development
- Designing & Simplifying Documentation for Goal/Lesson Plans
- Apps for Behavioral Strategies to Foster Self-Regulation
- Building Your Virtual Toolbox to Facilitate “Whole Body Learning”

**DAY 2: APRIL 10, 2013**

## Using iPad® Apps for Play Skills, Intervention, & Lesson Plans In Early Childhood Special Education (Pre-K – 4th Grade)

- Review of the Rubric: After I Browse, What Should I Buy?
- Multimedia Apps for Incoming Data: Streamlining the iPad® Experience
- iPads® for Intervention: Clinical Implications Revisited
- Group Activity: Building a Lesson Plan with iPad® Integration

FOR YOUR  
CONVENIENCE  
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ONLINE!**

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## DAY ONE AGENDA: April 9, 2013

### iPad® Essentials for the Busy Educator

#### Setting Up & Using Apps

Charging, Syncing, Settings, & Protecting Your iPad®  
Must Have iPad® Accessories

#### Apps & Folders: Organization & Backup

Categorizing & Renaming Folders for Apps

Syncing/Storing Apps in iTunes® on Your Computer  
and/or iCloud Online

Browsing/Buying/Downloading Apps from the iTunes® Store

An App Rubric – After I Browse, What Should I Buy?

#### Email Set Up: Guidelines & Suggestions

Add Multiple Accounts to Stream to 1 Location: Your iPad®

Safeguards Are a Must

You Send It App for Emailing Larger Files

#### Web Browsing on the iPad®

Designing & Simplifying Documentation for  
Goal/Lesson Plans

#### Apps to Help Complete Paperwork

To Do Notes

PDF Related Apps

Word Processing Apps

Mind Mapping Flow Chart Apps

#### Utility Apps: Building Your Virtual Toolbox

Printer, Scanner, Storage Apps

Digital Timers for Time Management

& Behavior Management

Miscellaneous Apps for a Toolbox Folder

## Objectives

At the conclusion of this seminar, you will have the knowledge required to:

- Utilize an app rubric to determine which apps are suitable for specific therapy interventions
- Customize the iPad®'s "user interface" for individualized presentation and learning
- Design, simplify, and plan documentation for goal/lesson plans
- Facilitate better intervention with students with special needs by utilizing the virtual tool box

## DAY TWO AGENDA: April 10, 2013

### Using iPad® Apps for Play Skills, Intervention, Lesson Plans, in Early Childhood Special Education (Pre-K – 4th Grade)

#### What I Should Know About the iPad®: Penina's Top 10 List

#### Review of the Rubric: After I Browse, What Should I Buy?

Interactive Play-Based Apps for "Whole Body Learning"

Apps to Build Vocabulary & Auditory Processing Skills

Apps to Build Language, Executive Functioning, & Pragmatic Skills

Apps for Building Self-Esteem and Providing Behavioral Reinforcement

Social Skills Apps for Children with Autism

Apps Which Act As a "Holding Pen"

Free Downloadable Audio/Voice Recorder Apps for Productivity & Learning

#### Free Music & Video Apps to Start/End Your "Teachable Moment"

#### Multimedia Apps for Incoming Data: Streamlining the iPad® Experience

Camera/Photography Apps to Facilitate Time on Task (TOT) & Later Recall

Photo Sharing Apps to Export/Email Photos for Homework & Carryover

Breakout Session-Collaboration: Group Brain-storming

#### iPads® for Intervention: Clinical Implications Revisited

The Preschool Pre-Reading Readiness Hierarchy of Skills

The RTI Model & Ramifications for ELearning

Executive Functioning Skills & Ramifications for Building Episodic Memory

Evaluation of Play Stages & Ramifications for Later iPad® Use

#### Group Activity: Building a Lesson Plan with iPad® Integration

Guidelines: The Socially Speaking™ Management Plan Template

Breakout Session-Collaboration: Group Brain-storming

## Objectives

At the conclusion of this seminar, you will have the knowledge required to:

- Methodically and sequentially integrate iPad® use into lesson plans involving both behavioral and academic components
- Utilize the iPad® to foster language and play skills in a practical and developmental manner
- Describe specific iPad® Apps for cognition, language, auditory processing, social skills, and executive functioning
- Explain the clinical implications of iPad® use for intervention with students who have language, executive functioning, and visuo-spatial delays

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## Location

APRIL 9 & 10, 2013  
NASHVILLE, TENNESSEE  
MILLENNIUM MAXWELL HOUSE—NASHVILLE  
2025 Rosa L. Parks Boulevard  
Nashville, TN 37228  
615-259-4343

For additional hotel information, including driving directions and parking, please contact hotel directly or go to this seminar's page at [www.health-ed.com](http://www.health-ed.com) for link to hotel website.

### SEMINAR SCHEDULE (BOTH DAYS)

7:30 Registration, Sign-In, & Course Materials

8:00 Course Begins (*a.m. & p.m. breaks determined by Ms. Rybak.*)

11:30-12:30 Lunch (*on your own*)

3:30 Evaluations, Adjournment, & Certificates

### CONTINUING EDUCATION HOURS PER PROGRAM:

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To receive verification of successful completion of the following credit hours, participants must sign-in, attend the entire seminar, and complete an evaluation. The certificate verifying attendance will be available at the end of the seminar day. **For continuing education inquiries, including updates to submitted CE applications, please go to this seminar's page at [www.health-ed.com](http://www.health-ed.com) or contact Shirley at [ssell@health-ed.com](mailto:ssell@health-ed.com) or 715-552-9517.**

#### OCCUPATIONAL THERAPY PRACTITIONERS/OCCUPATIONAL THERAPY ASSISTANTS: 6.0 Hours.

**AOTA - .6 CEUs (6.0 Contact Hours).** HEALTH ED is an Approved Provider of Continuing Education for occupational therapists and occupational therapy assistants by the American Occupational Therapy Association. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.



#### SPEECH-LANGUAGE PATHOLOGISTS: 6.0 Hours.



HEALTH ED is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

**ASHA** - This course is offered for 0.6 ASHA CEUs (*Intermediate level, Professional area*).

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#### TEACHER/SCHOOL-BASED PERSONNEL: 6.0 Hours.

This seminar has been designed to offer six professional development hours. It is recommended that you check with your Professional Development Committee/Coordinator or the school district contact for recognition of this seminar.

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#### Extensive Resource Manual Included with Your Registration!

Ms. Rybak has prepared manuals specifically for each seminar to serve as an excellent reference source including websites and reading lists that you will use again and again!

#### CANCELLATIONS/TRANSFERS

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**†\$229** per person **pre-registering, attending ONE DAY**

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