



Socially Speaking™ For Young Children With Autism and Special Needs: A Practical Social Skills Resource

FRIDAY, OCTOBER 26, 2012

PENINA PEARL RYBAK M.A./C.C.C.-S.L.P.

CHILDREN'S HEALTHCARE OF ATLANTA
OFFICE PARK
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www.choa.org/therapistevents



Children'sSM
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Registration

Socially Speaking™ For Young Children With Autism and Special Needs: A Practical Social Skills Resource

FRIDAY, OCTOBER 26

Registration Fee \$175

Available discounts (choose only one if applicable)

- \$50 discount for Children's Healthcare of Atlanta employee/PRN
- \$25 discount for each participant with two or more employees from the same facility
- \$18 discount for Georgia Speech-Language-Hearing Association (GSHA)
Member ID# _____
- \$100 discount for parents

Refund policy: *If you must cancel your registration, notify us at least seven days before the course and we will issue a refund (minus a \$25 administration fee). No-shows or cancellations received fewer than seven days prior to the course are ineligible for a refund.*

Register Online

Visit www.choa.org/therapistevents
to register.

Call 1-800-785-6809 if you are not able to register online.

Agenda

Friday, October 26

8:00 a.m.

Registration and Continental Breakfast

8:30 a.m. - 12:00 p.m.

Course Content (includes 15 minute break)

Behavioral Triggers and Self-Regulation Issues in Children with ASD and Special Needs

- The Roots of Problematic Behaviors and Implications for Later Language Learning
- Preventive Measures to Consider to Counteract "Crisis Intervention"
- Proactive Attention Based on Comprehension of Child's "Inner Landscape"
- The Power of a *Sensory* Diet
- The Importance of Sanitizing the Learning Environment

Behavior Management: Indirect Clinical Intervention Using Functional Behavioral Analysis

- Crisis Intervention: The Four Questions to Ask About Child's Problematic Behavior
- An Overview of *The ABC Chart* and Clinical Implications
- Psycho-Social Considerations for Learning Social Skills
- The Five Senses and Implications for Later Body Awareness
- Orientation to Person/Place/Time and Implications for Later Environmental Awareness
- Development of Play Skills and Implications for Self-Regulation Skills
- Clinical Considerations for Teaching Social Skills
- Understanding the Components of Communication
- Understanding the Components of Emotional Engagement

Behavior Management: Direct Clinical Intervention Techniques Using Visual Supports

- Visual Strategies™
- Social Stories™
- REPLAYS™

12:00 p.m.

Lunch (on your own)

1:00 p.m. - 4:00 p.m.

Course Content (includes 15 minute break)

The Socially Speaking™ Social Skills Curriculum: An Introduction

- Clinical Prerequisites When Building Social Skills

Agenda

- Behavior Management Revisited
- Overview of Executive Functioning and Implications
- Readiness Indicators When Building Social Skills
- The Importance of the Five Senses and Implications
- The Development of Play Skills and Implications for achieving the Pre-reading Readiness Hierarchy of Skills
- *Theory of Mind* (TOM) and Implications
- The “If...Then Contingent” (Causality) and Implications for Problem Solving
- The Development of Early Humor (Physical and Linguistic)
- Social Skills to Target for Remediation
- Body Awareness and a Quick Word About Toilet Training
- Expression of Feelings
- Problem Solving: Readiness Indicators and Implications

The Socially Speaking™ Social Skills Curriculum: Protocols to Promote Learning

- *The Social Skills Checklist Assessment Tool*
- *The Social Skills Management Plan Template*
- The Social Skills Kit: Suggested Toys/Lesson Plans

Group Collaboration Activity to Internalize the Subject Matter

- Quick Look at Suggested Reading List, Websites and Reproducible Forms
- Q & A Session, Case Studies

4:00 p.m.

Adjourn

Course Information

Objectives:

At the conclusion of the workshop, participants will be able to:

- List the developmental prerequisite skills children need before developing better social skills.
- Explain the role of causality and humor in facilitating later problem-solving skills.
- Describe indirect and direct clinical intervention methods to foster compliance in bridging the gap between readiness to learn and actual performance.
- Describe treatment strategies to promote targeted social skills, through use of specific social skills kits and specific toys.

Course Description

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Purpose:

As educators, we see the impact of a child's problematic social behaviors on learning and getting along with others. In particular, readiness to learn appropriate social skills can be an area of challenge for toddlers who have special needs, especially those with autism spectrum disorders. This program will introduce participants to the **Socially Speaking™ Social Skills Curriculum**. This curriculum enables the child's team to:

- Collaborate in developing and implementing a *behavior management plan*, including targeting early *social skills* such as verbal rejection and shaping specific play skills such as Cause & Effect and Symbolic Play Schemas.
- Identify the child's actual performance (using parental assessments) and then bridge the gap between performance and the readiness to learn.
- Use assistive technology (AT) and multi-sensory learning experiences to facilitate thematic learning, manage behavior and increase motivation.
- Develop empathy, a sense of humor and resiliency in the children they serve.

Goal:

Problematic behaviors arise from a child's disconnect with his or her environment and those in it. Inappropriate social behaviors serve a purpose for the child, and that purpose needs to be explored. This program will help the learner to explore the purpose of the inappropriate behavior and recognize behavioral triggers. Participants will learn to shift from a crisis intervention paradigm to one that methodically improves the child's self-regulation and communication. This is achieved through *body awareness* and orientation to person/place/time. In addition, this program will address developing communication for social skills, such as expressing feelings and understanding and using humor.

Participants will learn to use data collection, specific goal planning and progress monitoring, and *cognitive based language* lessons (all of which are elements of the **Socially Speaking™ Curriculum**), to reshape behavior. This curriculum focuses on:

- Play skills as a portal to developing causality, empathy, and imitation skills
- The vocabulary of feelings as an introduction to emotional referencing and self-regulation
- *Theory of mind* (i.e. the child's "inner landscape"), which provides perspective taking
- Facilitating humor for later problem solving and resiliency

Who Should Attend

This course is designed for Speech-Language Pathologists, Occupational Therapists, Special Education Teachers, Social Workers, Psychologists, Administrators, parents, and Paraprofessionals.

This educational activity does not necessarily reflect the views, opinions, policies or procedures of Children's Healthcare of Atlanta, its staff or representatives. Children's cannot and does not assume any responsibility for the use, misuse or misapplication of any information provided.

General Information

Continuing Education Units

Continuing Education Units have been applied through **Georgia Occupational Therapy Association (GOTA)** for **6 contact hours** (.6 CEUs) for occupational therapists. These credits may apply toward OT licensure in other states as well as PT licensure.

GSLHA 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. This program is offered for **.6 CEUs** (Intermediate level; Professional area). ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.



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Visit www.choa.org/therapistevents for more information about CME offerings at Children's.

Location

Children's Healthcare of Atlanta Office Park
1680 Tullie Circle NE, Classroom 5
Atlanta, GA 30329-2321

Visit www.choa.org/locations and click "Office Park" for door-to-door directions.

Accommodations

Mention Children's Healthcare of Atlanta for discounted rates.

Doubletree Hotel Atlanta North Druid Hills

2061 North Druid Hills Road
Atlanta, GA 30329-1808
404-321-4174

Courtyard by Marriott Executive Park/Emory

1236 Executive Park Drive NE
Atlanta, GA 30329-2243
404-728-0708

Faculty

Instructor

PENINA RYBAK, M.A./C.C.C.-S.L.P., began her career two decades ago, earning her degree from New York University in speech-language pathology. She began providing services to young children with special needs in home-based early intervention, center-based preschool intervention, self-contained school-age classrooms and private practice. Penina participated in the 1995-2000 New York State TRAIID Project, which worked to improve communication options in special education by integrating assistive technology in the classroom. She recently spearheaded the Boardmaker Initiative for Mayer-Johnson™ at a charter school district in New York. She has been published in *ADVANCE* magazine several times. Penina specializes in social skills development for young children with special needs, particularly those with autism spectrum disorders. She is a national speaker who provides educational seminars on her Socially Speaking™ Social Skills Curriculum using an eclectic, multi-sensory treatment approach. It includes “back to basics” play using vintage play materials and modernized Computer Assisted Instruction (CAI). Penina uses both the PC and Apple™ platforms to facilitate thematic learning, improve behavior and motivate children.

Conference Coordinator

Michelle Moore, M.S., O.T.R/L

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All programs are intended to be accessible to all persons. If you have a disability and require assistance in order to fully participate in the conference activities, call the conference coordinator to discuss your specific needs.



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