

LEARNER OBJECTIVES:

Following this program, attendees will be able to:

1. Methodically describe how to sequentially integrate iPad® Apps into IEP goals and lesson plans.
2. List ways to use the iPad® to foster language and social communication skills in a practical and developmental manner.
3. Describe specific iPad® Apps used for improving cognitive, language, and social communication skills.
4. Explain readiness indicators for iPad® use for intervention with special needs students.



Socially Speaking™ Seminars

- Protocol for ASHA CEUs for SLPs: Attendees must complete the required documentation in order to receive credits for this conference.

- Target Audience: Speech/Language Specialists are all invited to attend.

- Disclaimer: If this conference gets cancelled/rescheduled due to weather/unforeseen circumstances, registrants will be notified via Email.

Email Planner:

Catherine.Swayze@edison.k12.nj.us

Phone: (732) 232-0682

Speaker: Penina Rybak

penina.sociallyspeaking@gmail.com

SPEAKER:

Penina Rybak, MA/CCC-SLP, TSHH is a practicing, pediatric speech- language pathologist and educational technology consultant, who earned her master's degree from New York University. She has been practicing for two decades, and has specialized in the treatment of young children with Autism/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 *NY TRAITD Project*, in conjunction with the Westchester Institute of Human Development, which worked to integrate Apple™ technology into special education classrooms. She also spearheaded *The Boardmaker™ Initiative*, from 2008-2010, which worked on customizing curriculum needs and implementing behavior management strategies at a charter school in New York. It resulted in her launch of her *Socially Speaking™ Social Skills Curriculum*, seminars, iPad® App, and book. Penina lectures nationally and internationally, about customizing social communication strategies, the developmental integration of iPad Apps into treatment of Autism/Special Needs, and Early Childhood play based assessment and intervention. She advocates the use of an eclectic, multi-sensory treatment approach, using customized lesson plans involving toys and tech. For more information visit her website: www.sociallyspeakingLLC.com.

Relevant Financial Relationships:

Penina Rybak receives both intellectual property rights and royalties from Apple™ Inc. for the sale of the Socially Speaking™ iPad® App in iTunes.

Relevant Non-Financial Relationships:

Penina Rybak has been a stateside advisor to the CLASP International Autism Clinic in Zambia, Africa, for which she consults pro-bono.



Edison Board of Education

Presents



Autism Intervention in the iEra: Which App When?

Developmental Guidelines for Speech/Language Specialists

Presenter:

Penina Rybak MA/CCC-SLP

Friday, May 13, 2016

Time 8:30 AM to 4:30 PM

Location:

**Education Center
312 Pierson Avenue
Edison, NJ 08837**

.7 ASHA CEUs Offered

*It is recommended to
bring a lunch due to
parking*

PROGRAM:



The New Jersey Speech-Language-Hearing Association 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.

This course is offered for 0.7 ASHA CEUs (Intermediate Level, Professional Area)

Digital citizenship is a foregone conclusion for the twenty first century where educational technology is routinely included into educational curricula. eLearning has become a viable, even preferable option for many special educators and service providers working with children with special needs, especially those with language and social communication deficits. The methodical, repetitive, and customizable nature of apps allow for more creative, intuitive, and appealing teachable moments to facilitate retention and carryover of learned vocabulary and skills. Research shows that children with special needs, especially Autism, appear to be visual learners. They greatly benefit from technology enhanced lesson plans to facilitate self-regulation and language development, involving “whole body” learning, emphasizing the visual modality. Parents, children, and special educators are all increasingly lauding and using the iPad® as a creative, customized, intuitive, and fun educational tool to implement lesson plans addressing IEP goals, and utilize behavioral strategies to foster self-regulation. How can special education service providers actually integrate the iPad® into IEP goals, class, and therapy, for developmentally appropriate, multi-sensory, practical, and fun lessons? This conference was designed with you in mind. You will receive a “hands on” tutorial on assessing readiness indicators and implementing specific apps at specific junctures in treatment. You will also learn practical and developmental guidelines and strategies for providing a positive educational experience for young children with Autism and special needs, particularly those who exhibit challenging behaviors. This program is based on the *Socially Speaking™ Social Communication Curriculum* which incorporates behavior management, play development, and social communication proficiency into all IEP goals, using toys and tech together i.e. iOS apps for better learning outcomes and performance.

AGENDA:

8:30 Sign In for Manuals

8:45- 10:30

• **Introduction: Meet the iPad® User: Profile and Pitfalls**

- ❖ The Roots of Problematic Behaviors; Cognitive Symptomology
- ❖ Determining Baseline Data and Starting Points for Remediation
- ❖ Evaluation of Play Skills Development: *The Socially Speaking™ Play Stages Assessment Formula*
- ❖ Clinical Implications re: Readiness Indicators to Use iOS Apps

• **iPad® Use for Intervention: Developmental Guidelines to Consider**

- ❖ Evaluation of Play Skills Development: *The Socially Speaking™ Assessment Formula*
- ❖ The *Socially Speaking™ Preschool Pre-Reading Readiness Hierarchy of Skills*
- ❖ The RTI Model & Ramifications for eLearning

10:30-10:40 Ten Minute Break

10:40-12:00

• **The iPad® In Action: The Socially Speaking™ Developmental Framework**

- ❖ Building Self- Esteem and Providing Behavioral Reinforcement with iOS Apps
- ❖ Fostering Orientation to *Person*: Drawing and Farm/Animal Apps
- ❖ Fostering Orientation to *Place*: Social Story and Photo Sharing Apps to Export/Email Photos for Time on Task (TOT), Homework, Carryover, and Episodic Memory
- ❖ Clinical Implications re: Readiness Indicators to Address Executive Functioning and Social Communication Skills

AGENDA:

12:00 Lunch (on your own)

12:40-2:40

• **The iPad® In Action: The Socially Speaking™ Developmental Framework cont'd**

- ❖ Fostering Orientation to *Time*: Language and Social Skills Apps
- ❖ Overview of Bloom's Taxonomy and Clinical Implications
- ❖ Review: Best Practices for Finding New/Noteworthy Apps in iTunes
- ❖ A Word About *The Socially Speaking™ App Rubric* and Other Rubrics

2:40-2:50 Ten Minute Break

2:50-4:05

• **iPads® for All: Scaffolding & Brainstorming**

- ❖ Live Demos and Further Tips and Tricks
- ❖ Overview of *The Socially Speaking™ Management Plan Template* © 2010 by Penina Rybak MA/CCC-SLP
- ❖ Group Collaboration Activity to Internalize the Subject Matter

4:05-4:30

• **Conclusion**

- ❖ Quick Look at Suggested Reading List, Links and Apps, and Reproducible Forms
- ❖ Q & A Session