

The 7<sup>th</sup> Online



# School-based OT & PT Symposium

with Susan Bazyk, PhD, OTR/L, FAOTA, Carly Matichak Stock, PT, DPT, Adiaha Spinks-Franklin, MD, MPH, FAAP, Karen Tartick, PT, Lara Collins Barros, OTD, OTR/L, Amy M. Schlessman, PT, DPT, DHSc, Erika Hanson, PT, Peggy Morris, OTD, OTR/L, BCP, Matthew Barker, M.Ed. APE Specialist, and Carlo Vialu, PT, MBA

March 27-28, 2025, 8:20 am–3:30 pm ET

Online via Zoom

Plus access to on-demand versions thru August 31, 2025

Full \$449 Early Bird \$399 Early Bird Group \$349

Early bird savings end February 21, 2025

*Elevate your therapy practice!*



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 practitioner – whether you're new to the practice, or you're an experienced therapist seeking more ideas! The 7<sup>th</sup> Symposium consists of multiple seminar topics including fading adult assistance, dysgraphia, recess & leisure, adapting PE activities, strengths-based application of sensory assessment tools, embedding movement & motor skills in ELA, ADHD, transportation for students with wheeled mobility, using CO-OP's Goal-Plan-Do-Check framework, integrating power mobility in schools, and navigating discontinuation of school-based OT and PT services. 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!

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

**Educational Level:** Intermediate

**Your Mentors:**

**Susan Bazyk, PhD, OTR/L, FAOTA** has devoted her career to addressing child & youth participation and mental health in schools, home, and community. She is Professor Emerita of the OT Program at Cleveland State University, and project director of Every Moment Counts.

**Carlo Vialu, PT, MBA** is the co-author and co-publisher of [www.SeekFreaks.com](http://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.

**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.

**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.

**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.

**Amy M. Schlessman, PT, DPT, DHSc** works for over 20 years primarily in the school-based setting, promoting physical activity and interdisciplinary collaboration. She is an assistant professor in the DPT program at Tufts University and presents regionally and nationally.

**Peggy Morris, OTD, OTR/L, BCP** has 30+ years of experience in pediatric practice: EI, private practice, and out-patient services, but most of her experience & passion is in school-based practice. She currently teaches OT graduate students at Tufts University.

**Carly Matichak Stock, PT, DPT** works at the Harford County Public Schools in Bel Air, Maryland. Carly was a faculty mentor in the pediatric residency program at Kennedy Krieger Institute responsible for the school-based and muscular dystrophy components

**Matt Barker, M.Ed.** is a passionate Adapted PE Teacher. He is the creative mind behind [JustAdaptIt.com](http://JustAdaptIt.com) and [NetflixKids.com](http://NetflixKids.com) where he shares ideas for promoting physical activities via adaptations and video modeling. He presents nationally on inclusive PE practices.

**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. She currently practices as a physical therapy consultant for autistic adults.

Disclosures: Erika, Peggy, Carlo, Karen, Adiaha, Lara, Susan, Matt, Carly, and Amy receive speaking fees from Apply EBP, LLC. They have no relevant nonfinancial relationships to disclose. Carlo is the co-owner of Apply EBP, LLC.

The 7<sup>th</sup> Biannual School-based OT & PT Symposium | March 27-28, 2025 | Live Online + On-demand Access  
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## Registration

For more info and to register

[Click here!](#)

Or contact Carlo at

[carlo@applyebp.com](mailto:carlo@applyebp.com)

646-269-9039

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## Agenda

The times below are **Eastern Time**. Note that you may be in a different time zone. Unable to attend all sessions? Don't worry! All registrants will also have access to the on-demand versions of each session through August 31, 2025.

### **Day 1**

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

**8:20 am – 9:50 am: Seminar 1:** *6 Effective Strategies for Fading Adult Assistance: Increasing Responsibility, Decreasing Reliance* | Erika Buckhouse Hanson, PT

Are your students overly dependent on paraeducators and other adults? Do you want to empower your students to participate more independently with their peers in school activities? Join Erika to revolutionize your team's approach to student support. She will provide you with concrete tools and strategies that you can turnkey to your team effortlessly. This seminar begins by exploring the trend and impact of excessive paraeducator reliance on a student's academic progress, inclusion, and peer interactions. Erika will stress the importance of explicitly training school teams in strategies aimed at reversing this trend. She will share 6 main categories of strategies: presuming competence, inclusion in general education, more wait time, voice through choice, prompt fading, and participation in chores and ADLs. She will demonstrate through case vignettes and videos a variety of actions that every adult on your team can implement within each of the 6 categories. You will learn to establish a common language for fading assistance using a hierarchy table of levels of support. As a participant, you will receive a concise Fading Adult Assistance Slide Deck for immediate use during your school in-services. Leave this seminar equipped with practical tools and concrete strategies to support student autonomy and success the very next day!

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

1. Select 3 strategies to promote a student's inclusion in general education
2. Determine 3 opportunities for fading adult assistance in the school environment
3. Apply 3 strategies for fading adult assistance in a case scenario of a student with disabilities

**9:50 am – 10:10 am: Break****10:10 am – 11:40 am: Seminar 2: *Making Recess and Leisure Matter! Concrete Strategies to Enhance Play Skills, Social Participation, and Carryover* | Susan Bazyk, PhD, OTR/L, FAOTA**

Are you looking for an organized, effective way to support recreational skills and peer interaction during recess? Struggling with poor carryover of home exercise programs and seeking a more engaging alternative? In this seminar, Sue will introduce 2 initiatives from Every Moment Counts, offering practical strategies, tools, and resources that you can download and immediately implement to promote your students' motor skills, social development, and better carryover of home programs. Sue will guide you through Refreshing Recess, a 6–12-week program designed to make recess more interactive and less passive. She will provide you with weekly lesson plans and activity resources to support your students' fitness, recreational skills, teamwork, and friendships. You'll also learn how to modify the program to meet the diverse needs of your students and collaborate with other school staff to amplify its impact. In addition, Sue will share the Making Leisure Matter initiative, which helps you identify your students' leisure interests and coach them toward success. By replacing traditional home exercise routines with meaningful leisure activities, you can enhance skill development and improve carryover. Sue will also explain how to integrate this initiative into your interventions or deliver it as part of Multi-Tiered System of Supports (MTSS). By the end of the seminar, you'll leave with a comprehensive toolkit of easy-to-use strategies and resources that will enhance your students' motor and social skills during recess—and beyond!

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

1. Determine 3 benefits of promoting recess and leisure on a students' motor skills, fitness, social participation, and well-being
2. Apply 3 strategies for effective implementation of the Refreshing Recess program in a given case scenario
3. Identify 3 strategies to promote leisure skills in students with and without disabilities

**11:40 am – 12:10 pm: Lunch** (on your own)**12:10 pm – 1:40 pm: Seminar 3: Select One****3.1 Track 1 (Recommended for OT/As): *Using Calm Moments Cards: A Program to Reduce Stress, Enhance Emotional Well-being, and Support School Function* | Susan Bazyk, PhD, OTR/L, FAOTA**

Are stress and anxiety during the school day hindering your students from participating? Are you seeking effective ways to support them in managing situations or activities they find too demanding? Why reinvent the wheel? Join Sue in this seminar to explore the Calm Moments Cards (CMC) program—a ready-made, evidence-informed toolkit that empowers you, other school personnel, and students recognize stress signals, apply calming strategies, and foster a positive classroom culture. The CMC program includes 17 cards, each tailored to address a specific school-related stressor, such as transitioning between classes, participating in PE or recess, taking tests, emergency situations, writing, and more. Sue will guide you through the situation-specific, research-backed, and practical Thinking, Calming & Focusing, and Sensory Strategies contained in each card. You'll learn to embed such techniques as positive affirmations, movement exercises, deep breathing, coloring, and other activities throughout the school day to help students manage stress and stay engaged. Sue will discuss how to use this flexible program for individual students, a whole class, or even the entire school as part of the Multi-Tiered System of Supports (MTSS). Leave the seminar equipped with a comprehensive toolkit of easy-to-use cards and strategies that will help you support your students' success in school! Learning Objectives: At the completion of this course, the learner will be able to

1. Determine 3 occupational, physical, and speech therapy interventions that have also been shown to be effective in reducing stress and enhancing emotional well-being
2. Identify 3 evidence-based mental health promotion strategies for Tier 1 of the Multi-tiered System of Supports (MTSS)
3. Apply 3 strategies from the Calm Moments Cards program to enhance emotional well-being and support school function of students in a given case example

### 3.2 Track 2 (Recommended for PT/As): Adapting PE Activities for Students with Diverse Abilities: Ideas to Promote Participation from an APE Specialist | Matthew J. Barker, M.Ed. and Carlo Vialu, PT, MBA

Are your students with disabilities actively participating in physical education (PE)? Do you need creative adaptation ideas to help them engage with their peers in PE exercises and games? Join Matt, an APE Specialist, in this practical course designed for OT, PT, and Speech Practitioners, as well as A/PE teachers. Gain easy-to-implement strategies to ensure students with diverse abilities are included in PE activities. Carlo begins with an overview of the CDC's physical activity (PA) guidelines for children and youth, highlighting how collaboration among A/PE teachers and OT, PT, and Speech practitioners opens opportunities for all students to meet the PA guidelines and participate meaningfully in PE. Matt will then discuss the legislative background that supports inclusive PE and APE practices. To jumpstart your collaborative efforts, Matt will equip you and your team with details on activity setup and implementation of his many ideas for adapting fitness exercises, ball control activities, games and sports. He'll also cover activities for older students and the use of do-it-yourself assistive technology. Throughout the course, Matt will use videos for easy replication of the adaptations. He will also share multiple online resources to inspire further ideas. Walk away from this course with a toolkit of practical strategies, tips, and resources ready for immediate use to support your students' active participation in PE!

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

1. Identify 2 recommendations from the physical activity guidelines for children and youth
2. Determine the 3 benefits of interprofessional collaboration for students with disabilities, for educators, and/or for related service providers
3. Apply 3 strategies for adapting PE activities to promote participation of a student with disabilities in a given case scenario

**1:40 pm – 2:00 pm: Break**

**2:00 pm – 3:30 pm: Seminar 4: Select One**

### 4.1: Track 1 (Recommended for OT/As): Why Calling Dysgraphia "SLD in Written Expression" Matters! Addressing the Complexities of Writing Challenges | Adiaha Spinks-Franklin, MD, MPH, FAAP

Do you frequently get called in to support students with dysgraphia? Are your efforts to improve their handwriting not meeting academic expectations? Writing is complex—it extends far beyond the motor act of handwriting. As such, Dr. Spinks-Franklin, a distinguished Developmental-Behavioral Pediatrician, will start this course by highlighting the practical implications of using the more accurate term *Specific Learning Disorder (SLD) in Written Expression* (as defined in the DSM-V), instead of "dysgraphia." Dr. Spinks-Franklin will unpack the multifaceted nature of SLD in Written Expression, examining how deficits in executive function (e.g., organization, planning, working memory), language skills (e.g., grammar, spelling, punctuation), and handwriting (e.g., legibility, speed) all play a role in a student's writing challenges. With this enhanced understanding, you will be able to advocate for a team approach in supporting students with these difficulties. She will discuss a variety of evidence-informed interventions that your team can collaborate on and implement, including concrete executive functions strategies to support writing, language interventions, and assistive technology, in addition to handwriting remediation. She will also share a case study to demonstrate how a coordinated team approach can lead

to improved school participation and academic achievement for a student with SLD in Written Expression. Leave the course equipped with a concrete understanding of SLD in Written Expression, and how you and your school team can effectively support student success!

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

1. Identify 3 features of Specific Learning Disorder (SLD) in Written Expression
2. Determine 3 domains of executive functions that are often impacted in Specific Learning Disorder (SLD) in Written Expression
3. Apply 3 evidence-informed strategies to promote successful school participation of a student with SLD in Written Expression in a given case scenario

#### *4.2: Track 2 (Recommended for PT/As): 3 Steps to Safe Transportation for Students with Wheeled Mobility: Role of Related Services and Practical Solutions | Carly Matichak Stock PT, DPT*

Are you looking for best practices in supporting bus transportation for students who use wheeled mobility? Look no further! Join Carly for practical tools and strategies for decision-making and ensure safe transportation for your students. Carly begins the seminar by emphasizing that transportation is a related service in accordance with the Individuals with Disabilities Education Act (IDEA). You will explore how OT and PT practitioners contribute to the team through direct interventions, consulting, collaborating, and training. You'll gain a clear understanding of current safety standards for wheelchair transportation on buses, empowering you to support your team with confidence. Carly will introduce you to her 3 Steps to Safe Transportation. You will learn to assess and use ready-made transportation forms to document and communicate a student's transportation needs. Carly will teach you how to use her "Ready to Ride?" Decision-Making Guide to identify and problem-solve safety concerns for bus transportation. She will provide tips and resources to address safety challenges, and when to recommend an alternate transportation plan. Finally, she will share strategies for monitoring and adjusting transportation plans. She will illustrate how this decision-making framework applies to a range of case studies featuring students of varying ages, diagnoses, and transportation challenges. Leave this course equipped with a transportation toolkit — complete with an organized process, practical strategies, forms, and resources you can use right away!

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

1. Identify the role of related services in decision-making and implementation of safe transportation for students
2. Determine 3 features of current safety standards for wheelchair transportation on buses
3. Apply 3 strategies when making decisions for safe transportation of a student with wheeled mobility in a given case scenario

## **Day 2**

### **8:20 am – 9:50 am: Seminar 5: Select One**

#### *5.1 Track 1 (Recommended for OT/As): Strengths-based Application of Sensory Processing Assessments: A Positive Lens for Administering, Interpreting, and Intervening Using the SP-2 and SPM-2 | Peggy Morris, OTD, OTR/L, BCP*

Do you find sensory processing assessments frustrating and fall short of helping your clients achieve meaningful outcomes? Are you looking to turn assessment results into impactful, positive interventions? Join Peggy for a strengths-based approach to using sensory processing assessments – and transform your practice! Peggy will start by reframing sensory processing (SP) as a natural, stable characteristic unique to each individual. She will highlight how this positive lens can increase your efficacy in helping your clients succeed at school, at home, and in the community. Guided by this strengths-based lens,



Peggy will walk you through two widely-used assessments — the Sensory Profile – 2 and the Sensory Processing Measure – 2 — and share her 5 essential strategies for using them effectively. You will learn an assessment process that yields your client’s sensory strengths; setting goals centered on participation rather than "fixing" sensory processing; and planning interventions that empowers both your team and, more importantly, your clients, to embrace and build upon their sensory processing strengths. You’ll leave this course equipped with practical strategies to make sensory processing assessments a powerful, positive part of your therapeutic toolkit.

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

1. Identify 2 best practices for a strengths-based administration of sensory assessments
2. Determine 2 strategies for a strengths-based interpretation of sensory assessment results
3. Apply 3 strengths-based strategies for using sensory assessment results to plan interventions that support home, school, and/or community participation on a given case scenario

*5.2 Track 2 (Recommended for PT/As): Embedding Movement and Motor Skills in ELA: Ideas for Teacher-Therapist Collaboration in English Language Arts | Amy M. Schlessman, PT, DPT, DHS*

Do you want to integrate more physical activity and motor skill practice—both gross and fine motor—in the classroom? Want to collaborate more effectively with teachers to support students' development? Integrate movement and motor skills into English Language Arts (ELA) instruction now! Amy kicks off this course by sharing research on the links between physical activity and learning, providing valuable evidence you can use to help teachers get on board. She will introduce key literacy strategies that will help you understand, communicate, and align with ELA teachers for greater impact.

Amy will illustrate multiple creative activities that seamlessly incorporate movement into teaching phonics, phonemic awareness, word recognition, reading fluency, contextual understanding, and more. She will also guide you in designing movement activities based on children's books, making learning more interactive and fun. Leave this course with a toolkit full of practical, easy-to-implement ideas that support physical activity, motor skills, and ELA learning!

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

1. Identify at least 2 benefits of physical activity on English Language Arts (ELA) achievement
2. Determine 3 English Language Arts (ELA) concepts where a related service provider can collaborate with a teacher to integrate physical activities that enhance student learning and engagement
3. Apply 3 strategies for embedding physical activity to promote motor skills, learning, and engagement during ELA class on a given case example

**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): Classroom Behavior Management Strategies for Students with ADHD: Promoting School Performance and Productivity | Adiaha Spinks-Franklin, MD, MPH, FAAP*

Are your students with ADHD fully engaged and thriving in the classroom? Can they effectively organize themselves to complete their schoolwork? Search no more! Dr. Spinks-Franklin is here to equip you with evidence-based management strategies aimed at fostering productive classroom behaviors among students with ADHD. This seminar begins by exploring the DSM-V criteria, prevalence, and co-morbidities of attention deficit hyperactivity disorder (ADHD). You will delve into the neurobiology of ADHD and its impact on executive functions (EFs). Dr. Spinks-Franklin will illustrate how core ADHD symptoms — hyperactivity, impulsivity, and distractibility — combined with executive dysfunctions resulting from ADHD, can significantly influence a student's school performance. You will then learn a variety of classroom behavior management strategies designed to empower students in meeting classroom expectations. Gain valuable evidence-based interventions and tools for designing an ADHD-supportive

classroom, managing core ADHD symptoms, organizing school materials and homework, task persistence, completing individual and group projects, and self-care. Finally, Dr. Spinks-Franklin will apply the insights gained from this seminar through a case study.

Leave this seminar with practical strategies that you can use the very next day to help your students succeed in the classroom!

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

1. Identify 3 core symptoms of ADHD
2. Determine 3 evidence-based strategies for managing core ADHD symptoms in the classroom
3. Apply 3 strategies to help a student with ADHD engage in and be productive in various school activities and routines on a given case scenario

#### 6.2 Track 2 (Recommended for PT/As): 5 Strategies for Successful Integration of Powered Mobility in Schools: Promoting Student Independence and Participation | Karen E. Tartick, PT

Mobility is a fundamental human right! For many students this would mean walking, but for others it means the use of powered mobility. In this seminar, Karen will equip you with critical strategies to ensure that a student's use of powered mobility device promotes their independence and participation various school routines and activities. Karen starts by sharing the benefits of powered mobility (PM) for students with physical disabilities. She will describe which children may require early introduction of powered mobility, and which children may require it at a later time. You will learn about common types and features of powered mobility devices (PMDs). This knowledge will help you contribute your insight with the child's medical team in securing the best PMD that supports the child's participation in various school routines. Karen will provide you with 5 key strategies for successful integration of powered mobility use in the school, from assessment and goal writing, to interventions, team training, and self-advocacy. She will demonstrate the application of these 5 strategies in 5 case studies of students of various ages, diagnoses, and levels of physical disability. Leave the course with multiple tools and strategies to maximize the impact of powered mobility use in a student's school participation.

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

1. Distinguish children who may benefit from early introduction of powered mobility from those who may require powered mobility at a later time.
2. Identify 3 types or features of powered mobility devices and their benefits.
3. Apply 3 strategies for successful integration of powered mobility in the school routines and activities of a student in a given case scenario.

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

#### **12:10 pm – 1:40 pm: Seminar 7:** *Using CO-OP's Goal-Plan-Do-Check in the Schools: A Step-by-Step Guide and Real-life Case Studies* Lara Collins Barros, OTD, OTR/L

Are your students struggling to acquire functional skills? Feeling limited by your current interventions? Try CO-OP's Goal-Plan-Do-Check (GPDC) framework! The Cognitive Orientation to daily Occupational Performance (CO-OP) Approach was created to engage children in solving performance problems and developing new skills. It is ideal for school practitioners who teach functional skills, such as writing, negotiating stairs, self-care, play, and more. Lara will begin by explaining the CO-OP Approach's top-down, metacognitive focus and how it differs from traditional bottom-up methods. She'll also share research supporting CO-OP's effectiveness across various conditions, including developmental coordination disorder, cerebral palsy, intellectual disabilities, and other developmental disabilities. While the comprehensive CO-OP workshop is 2.5 days, this seminar will focus on introducing you to the GPDC framework. In the first step, Goal, you'll learn strategies to help students set and refine goals that are meaningful to their schooling. For Plan, Lara will discuss "guided discovery", a technique that would

enable your students to identify performance breakdowns, explore personalized solutions, and write a plan. For the Do phase, Lara will describe how to support students as they practice their plans in real-life contexts. Finally, in Check, you'll learn to engage students in reviewing the effectiveness of their plan, identifying additional breakdowns, and making necessary adjustments. Lara will present various case studies illustrating individual students learning to use a combination lock, descend stairs reciprocally, and write legibly, as well as a whole class's experience in using GPDC to develop self-regulation strategies after recess. Leave the course with an organized tool that empowers your students as they build new skills!

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

1. Distinguish the CO-OP approach from traditional bottom-up interventions
2. Determine 3 goal areas in the school setting that can be addressed using CO-OP's Goal-Plan-Do-Check framework
3. Apply 3 strategies in implementing CO-OP's Goal-Plan-Do-Check framework on a given case example of a student who is learning a skill in the school setting

### **1:40 pm – 2:00 pm: Break**

### **2:00 pm – 3:30 pm: Seminar 8: *Navigating Discontinuation of School OT, PT, or Speech Services: What to Know, Do and Discuss to Build Buy-In with Parents and Educators* | Carlo Vialu, PT, MBA**

When is it appropriate to discontinue services, and how can you gain support from parents and educators when making that recommendation? Knowledge is key to navigating these challenging conversations with confidence. So, Carlo begins by exploring the research on factors that influence parents' level of satisfaction with the IEP process and meetings, as well as teachers' insight on collaboration with school related service providers. Drawing from these lessons, Carlo will share six essential best practices that will help lay the groundwork for open communication, clarity about your role as a related service provider, and building trust from your first interaction with families and educators. With the foundation of best practices in place, Carlo will address when it's appropriate to discontinue services. He will review the guidance from the law and professional organizations, and then focus on three key scenarios in which discontinuation may be appropriate: when the goal has been met, when the benefits from services have been maximized, and when the student wishes to conclude services. Carlo will offer practical strategies for presenting the necessary data to support your recommendation and provide insights on how to handle the common pushbacks that arise in each of these scenarios. He will also highlight the importance of using the term "graduation" rather than "discontinuation" to frame the conversation more positively and foster an empowering dialogue that ensures the student's best interest is at the heart of every decision. Finally, Carlo will share strategies for those times when you are unable to gain buy-in for your recommendation. Leave this course equipped with practical strategies to approach these, at times, difficult, yet necessary, conversations with clarity and confidence!

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

1. Identify 3 factors that influence parents' level of satisfaction in the IEP process and meeting
2. Determine 3 reasons for recommending graduation from related services for a student with disabilities
3. Apply 3 best practices that can get buy-in from the IEP team when recommending a student's graduation from related services on a case scenario



## CEUs

12 hours of continuing education training are awarded to learners who complete the live course. *More CE hours are available for completion of additional on-demand webinars.*

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### For PTs and PTAs

- PT/As may receive up to a total of 16.5 CE hours of training by completing all 11 seminars targeting 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 2415), **CA, MD** (#1241), and **OH** (OPTA#25S0429 thru 3/27/2026). The live symposium is approved for up to 12 hours in **NJ** (Approval #2412-01); and the on-demand version is approved for up to 10 hours (Approval #2412-02).
- Per [Rule 5601.2400](#), the **MN** PT board automatically grants CE credits for the symposium because it meets the standards of Rule 5601.2500 and it is co-sponsored by APTA Michigan.
- Per Regulation [Part 3103 Rule 5.4 \(1\) \(b\)](#), this course will be accepted by the **MS** State Board of PT.
- 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, TN, 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.**

If you would like to obtain CEUs for another state, please email [carlo@applyebp.com](mailto:carlo@applyebp.com).

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## Please read the policies below carefully!

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