

Outline

Introduction
Dyslexia, Dysgraphia and Dyscalculia
Anxiety and stress: physical and emotional
IEPs and 504's
Accommodations and supports

Evaluate and Assess for:
Executive Function
Auditory Processing
Visual Processing
Phonemic Awareness

TREATMENT STRATEGIES

Executive Function
Typical Development

Sensory Development – Auditory Processing
Typical Development
Impact on Reading and Writing
Auditory attention
Focused listening
Sound discrimination

Sensory Development – Vision
Typical Development
Impact on reading, writing and math
Behavioral Optometry
Visual attention
Visual sequential memory
Visual form constancy
Using colored overlays

Phonemic/Phonological Awareness
Typical Development
Impact on reading and writing
Effect on comprehension
Sound/symbol correspondence
Auditory bombardment
Chunking and blending
Whole-classroom activities

Objectives

1. Formulate and implement plans for comprehensive evaluation to identify diagnostic criteria and underlying deficits present in students with reading, written expression, or math learning difficulties.
2. Develop IEPs or 504 plans that provide students with the instruction and support they need to be successful in reading, writing, math, listening comprehension, and oral expression.
3. Choose student-centered accommodations based on recommendations of the International Dyslexia Association and Americans with Disabilities Act.
4. Design effective strategies to treat underlying deficits in the areas of executive function visual processing, auditory processing, phonemic/phonological awareness, memory, and anxiety to improve reading, writing and math skills.
5. Teach students self-advocacy and anxiety management skills related to classroom performance, meeting deadlines, and project completion.
6. Utilize low-tech and high-tech assistive technology supports to help students access information through text, improve study skills, complete written assignments and help with math calculation.

Anxiety
Ability vs. Performance
How to recognize anxiety in the classroom
Planning and organizing to reduce anxiousness
Creating opportunities for success in the classroom
Peer support
Self-advocacy

More Treatment Strategies for...
Reading
Written Expression
Math Concepts and Calculation

Dyslexia, Dysgraphia and Dyscalculia in the Classroom
When, why, and how to introduce Assistive Technology
Hands-on activities

Case Studies/Experiential Group Activity
Create an intervention plan for LD students

"A few of my teachers attended your session and came back raving."
- New Jersey administrator

Live Seminar & Webcast Schedule
(Times listed in Mountain)

7:30 Registration/Morning Coffee & Tea
8:00 Program begins
11:50-1:00 Lunch (*on your own*)
4:00 Program ends

There will be two 15-min breaks (mid-morning & mid-afternoon).
Actual lunch and break start times are at the discretion of the speaker.
A more detailed schedule is available upon request.

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Dyscalculia
& Dysgraphia**

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"I would highly recommend this course for Speech-Language Pathologists. This class was eye-opening; it has broadened my understanding on the subject and given me tools I can use for faster results with my clients."

- Rachel B., SLP

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Thursday, December 6, 2018

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Strategies for...

- Increasing sequencing and memory
- Reading ability including instant improvement
- Handwriting
- Increasing words written
- Math skills
- Improving processing speed
- Reducing anxiety, including test anxiety
- Stopping reversals

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Dyslexia, Dyscalculia & Dysgraphia

Dyslexia, Dysgraphia or Dyscalculia are among the most complicated learning disorders seen in education today. Many of these students struggle to complete academic tasks, maintain social relationships with peers and adults, and are constantly under stress.

In this seminar, you will learn how underlying deficits related to executive function, visual-perceptual and visual-motor skills, and auditory processing skills affect a student's ability to read and write at grade and age appropriate levels. Participants will explore the impact visual processing, cognitive development and organization have on acquiring mathematic ability, and understand how to support and teach struggling math learners.

This presentation shows you how to identify underlying deficits and develop IEPs or 504 plans that effectively address individual student needs. You will develop a plan that includes game-based learning, assistive technology, phonemic and phonological awareness practice, focused auditory interventions and simple techniques to help with visual processing ability.

Upon completion of this program, you will be able to provide strategies to address your student's/client's:

- Visual perceptual skills
- Visual motor integration
- Auditory and visual memory
- Reading rate, accuracy, fluency, comprehension
- Phonetic awareness and memory
- Spelling and handwriting struggles

Speaker

MARY B. ASPER, MS, CCC-SLP, has over 40 years experience working with children, adults, families and educators from all walks of life in many different capacities. For the last 10 years, Mary's focus has been on developing and implementing effective techniques and strategies to help students with language learning disabilities succeed in school. She is involved in all areas of treatment for dyslexia, including diagnosis, program development and implementation, therapeutic intervention and professional development for SLPs and educators. Mary has developed strategies to address linguistic, cognitive and social concerns based on best-practice recommendations and current neuro-scientific findings, through her work with students from the early grades through high school. Mary is the president and speech-language pathologist for her company, Coddling Hollow Associates, Inc. and coordinates a team of related professionals who serve students with severe language learning disabilities and communication disorders. She holds certification from the American Speech-Language Association, is a former board member for the Vermont Speech-Language Association and an instructor in Special Topics: Language Disorders for Lyndon State College in Vermont.

Speaker Disclosures:

Financial: Mary B. Asper maintains a private practice. She receives a speaking honorarium from PESI, Inc.

Non-financial: Mary B. Asper serves on the board of the Vermont Speech-Language Hearing Association.



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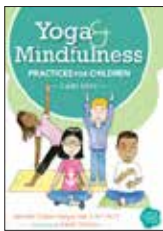
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By Jennifer Cohen Harper, MA, E-RYT, RCYT

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Building Social Skills for Autism, Sensory Processing Disorders and Learning Disabilities

By Tara Delaney, MS, OTR/L and Mary C. Hamrick, MA, CCC-SLP

A revolutionary workbook to help professionals use the sensory system to teach complex social skills – building self-awareness and increasing executive functioning. Includes dozens of reproducible skills, group and therapy sessions, worksheets and activities. A must tool for professionals, teachers and parents.

Target Audience:

Counselors • Social Workers • Psychologists • Speech-Language Pathologists
Teachers • Occupational Therapists & Occupational Therapy Assistants
Other Helping Professionals that Work with Children

Live Webcast Details and Live Webcast Continuing Education Credit Information

Join us on December 7, 2018, for this live, interactive webcast! Invite your entire office and, like a live seminar, "attend" the webcast at its scheduled time. It's easy and convenient! Webcasts provide everything you need for a premier educational experience including real-time video and audio of the speaker. See and hear the speaker, ask questions via email and have them answered during the webcast, and watch the slides all on your computer screen. Seminar materials are available for download. One CE Certificate is included. Certificates of Completion can be printed after completing and passing the on-line post-test evaluation. Additional certificates are available for \$29.99 USD per participant. Please see "live seminar schedule" for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch. For CE information for the live webcast, please visit: www.pesirehab.com/webcast/66272.

LIVE SEMINAR CONTINUING EDUCATION CREDIT INFORMATION

Credits listed below are for full attendance at the live event only. After attendance has been verified, pre-registered attendees will receive an email from PESI Customer Service with the subject line, "Evaluation and Certificate" within one week. This email will contain a link to complete the seminar evaluation and allow attendees to print, email or download a certificate of completion if in full attendance. For those in partial attendance (arrived late or left early), a letter of attendance is available through that link and an adjusted certificate of completion reflecting partial credit will be issued within 30 days (if your board allows). Please see "live seminar schedule" for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch.

If your profession is not listed, please contact your licensing board to determine your continuing education requirements and check for reciprocal approval. For other credit inquiries not specified below, or questions on home study credit availability, please contact cepesi@pesi.com or 800-844-8260 before the event.

Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of mental health professionals. As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your professions standards.

PESI, Inc. offers continuing education programs and products under the brand names PESI, PESI Healthcare, PESI Rehab and Psychotherapy Networker.

COUNSELORS: This intermediate activity consists of 6.25 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

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EDUCATORS/TEACHERS: This course is designed to qualify toward your professional development requirement. The program is 6.25 clock hours in length.

ARIZONA TEACHERS: This course is designed to qualify for 6.25 clock hours of Professional Development. This certificate is proof of your attendance. Please retain it in your records or use for submission as proof of completion when required.

OCCUPATIONAL THERAPISTS & OCCUPATIONAL THERAPY ASSISTANTS: PESI, Inc. is an AOTA Approved Provider of continuing education. Provider #: 3322. Full attendance at this course qualifies for 6.0 contact hours or .6 CEUs in the Category of Domain of OT and Occupational Therapy Process. Partial credit will be issued for partial attendance. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. Course Level: Intermediate.

PSYCHOLOGISTS: This live activity consists of 6.25 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline and the certificate of completion you receive from this live activity. Contact us for more information on your state board or organization specific filing requirements. American Psychological Association credits are not available.



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.

PESI, Inc. 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

SPEECH-LANGUAGE PATHOLOGISTS: This course is offered for .6 ASHA CEUs (Intermediate level, Professional area).

** Please note that Speech-Language Pathologists who participate in the live webcast will be required to complete additional steps if they want their participation submitted to the ASHA CE Registry. Detailed instructions will be provided the day of the program under the Handouts Section of the webcast.

SOCIAL WORKERS: PESI, Inc. Provider #:1062, is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB), www.aswb.org through the Approved Continuing Education (ACE) Program. PESI, Inc. maintains responsibility for the program. ASWB Approval Period: January 27, 2017 - January 27, 2020. Social workers should contact their regulatory board to determine course approval for continuing education credits. Social workers participating in this course will receive 6.25 (Clinical) continuing education clock hours for this Intermediate course. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation.

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• **\$30 Tuition:** If you are interested in being our registration coordinator for the day, go to: www.pesirehab.com/coord for availability and job description, or call our Customer Service Dept. at 800-844-8260.

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