

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 Schedule

7:30 Registration/Morning Coffee & Tea

8:00 Program begins

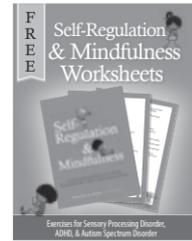
11:50-1:00 Lunch (*on your own*)

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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Dyslexia, Dyscalculia and 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

SHREVEPORT, LA
Monday, February 10, 2020

LAFAYETTE, LA
Tuesday, February 11, 2020

METAIRIE, LA
Wednesday, February 12, 2020

Dyslexia, Dyscalculia and Dysgraphia

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

SHREVEPORT, LA
Monday, February 10, 2020

LAFAYETTE, LA
Tuesday, February 11, 2020

METAIRIE, LA
Wednesday, February 12, 2020



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Dyslexia, Dyscalculia and 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

SHANNON NORRIS, OTR/L, SIPT, is a pediatric occupational therapist and the co-owner of Kids Always Kount Therapy Services, LLC. She has been practicing as a pediatric OT with advanced specializations for 18 years working in the outpatient setting, school and daycare setting, and as a dedicated advocate for the specific learning needs of dyslexic learners. Her multidisciplinary practice specializes in highly comprehensive evaluations and intensive intervention programs designed to meet the developmental and learning needs of every child's specific learning profile.

Shannon is SIPT certified, a Certified Handwriting Specialist, a Dyslexic IEP Advocate, a Certified Irlen Screener, and Advanced Certified ILS Practitioner, Interactive Metronome Certified, and is currently working on her MRNI Reflex Integration Core Specialist Certification. She has also received training from Landmark School, the leading gold standard school specifically designed to meet the unique learning needs of dyslexic students. At Landmark, she has studied math strategies, study skill management, and executive functioning skills needed for parenting a child with dyslexia. She presents to therapists, parents, and educators often on treatment strategies, classroom success, and supports for this neurodiverse population. Shannon and her daughter recently supported legislation in Montgomery that has allowed for state-wide literacy changes in her home state of Alabama.

Shannon graduated from University of South Alabama in 2001 with a BS in Occupational Therapy. She was named 2014 Outstanding Alumni for University of South Alabama and is a member of AOTA, the American Occupational Therapy Association. She has contributed to a series of children books written about differently abled kids for accuracy in dyslexia content and contributed to a chapter in the book titled, *Occupational Therapy in Community-Based Practice Settings*.

Speaker Disclosures:

Financial: Shannon Norris is the owner of Kids Kount Therapy Services. She receives a speaking honorarium from PESI, Inc. Non-financial: Shannon Norris is a member of the American Occupational Therapy Association. She is the parent of a child with dyslexia.

HAVE A SEMINAR IDEA? A MANUSCRIPT TO PUBLISH?

The nation's top speakers and authors contact PESI first. If you are interested in becoming a speaker or have a new topic idea, please contact Meg Mickelson Graf at mgraf@pesi.com or call 715-855-8199.

Hassle-Free Cancellation Policy:

If you contact us before the event date, you can exchange for a DVD or CD/digital manual package on the subject (self-study continuing education credit may be available), a certificate to attend another seminar, or receive a tuition refund less a \$30 cancel fee. Substitutions are permitted at any time.



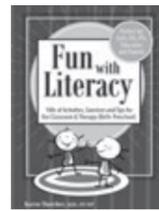
Seminar on DVD or CD Package:

You can purchase a self-study package on the subject. You will receive a set of DVDs or CDs that include a digital copy of the seminar manual and post-test/evaluation. You and your colleagues can receive CE hours for a nominal fee. To determine if homestudy credits are available for your profession go to www.pesi.com or call 800-844-8260. Check with your licensing board to verify acceptance of self-study credits for license renewal.

PESI, Inc. is proud to offer this seminar (at these locations only) free of charge (on live seminar tuition) for veterans and active duty military personnel. **Limited seats available; advance online registration required.**



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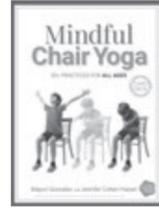


Fun with Literacy:

100s of Activities, Exercises and Tips for The Classroom & Therapy (Birth-Preschool)

By Karen Thatcher, EdD, CCC-SLP

This incredible resource makes adapting therapy to include literacy simple, fun and inexpensive. Whether you're an **OT, SLP, PT, educator or parent**, *Fun with Literacy* gives you hundreds of multi-disciplinary activities to improve literacy skills in children ages birth to preschool.



Mindful Chair Yoga Card Deck

50+ Practices for All Ages

By Jennifer Cohen Harper, MA, E-RCT and Mayuri Breen Gonzalez

Mindful Chair Yoga is a powerful way to harness key benefits of the practice: become stronger, more flexible, navigate challenging situations without becoming overwhelmed, rest when you need it, and much more. Each card includes a reflection question to help engage fully with the activities. This easy-to-use card deck contains 50+ practices that can support everyone - children, teens and adults - in living a happier, healthier life.

Target Audience:

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



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" on this brochure 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 profession's 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.

LOUISIANA COUNSELORS: This course has been submitted to the Louisiana Counseling Association for review.

TEXAS COUNSELORS: This activity consists of 6.0 clock hours of continuing education instruction. Texas State Board of Examiners of Professional Counselors no longer approves programs or providers. PESI activities meet the continuing education requirements as listed in Title 22 Texas Administrative Code, Chapter 681, Subchapter J, Section 681.142 Acceptable Continuing Education. Please retain the certificate of completion that you receive and use as proof of completion when required.

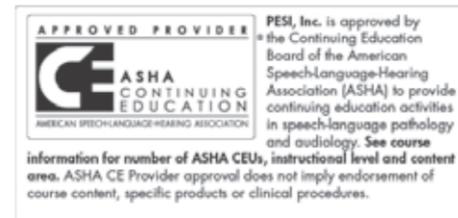
EDUCATORS/TEACHERS: This course is designed to qualify toward your professional development requirement. The program is 6.25 clock hours in length.

TEXAS EDUCATORS: PESI, Inc., has been approved as a CPE Provider #500-981 for Texas Educators by the Texas State Board for Educator Certification (SBED). This course qualifies for 6.0 CPE clock hours.

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.

PSYCHOLOGISTS/SCHOOL PSYCHOLOGISTS: PESI, Inc. is approved by the National Association of School Psychologists to offer professional development for school psychologists. PESI maintains responsibility for the program. Provider #1140. PESI is offering this activity for 6.25 hours of continuing education credit. Full attendance is required; no partial credits will be offered for partial attendance.



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

SOCIAL WORKERS: PESI, Inc., #1062, is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. PESI, Inc. maintains responsibility for this course. ACE provider approval period: January 27, 2017 - January 27, 2020. Social Workers completing this course receive 6.25 Clinical Practice continuing education credits. Course Level: Intermediate. Full attendance is required; no partial credits will be offered for partial attendance. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation.

OTHER PROFESSIONS: This activity qualifies for 380 minutes of instructional content as required by many national, state and local licensing boards and professional organizations. Save your course outline and certificate of completion, and contact your own board or organization for specific requirements.



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4 Select Payment Method

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