

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

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.

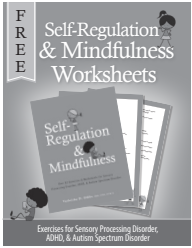
Objectives

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.

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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

ANNAPOLIS, MD  
Wednesday, February 26, 2020

COLUMBIA, MD  
Thursday, February 27, 2020

TOWSON, MD  
Friday, February 28, 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

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A Non-Profit Organization Connecting Knowledge with Need Since 1979



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

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.



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.

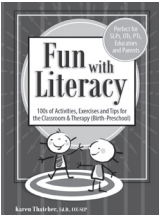
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Hassle-Free Cancellation Policy: If you contact us before the event date, you can exchange for a self-study package on the subject (CE credits may be available), a certificate to attend another seminar, or receive a tuition refund less a \$30 cancel fee. Substitutions are permitted at any time.



The nation's top speakers and authors contact us 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.

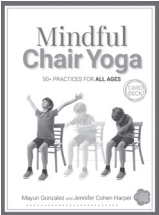
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**Fun with Literacy:**  
*100s of Activities, Exercises and Tips for The Classroom & Therapy (Birth-Preschool)*

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-RCYT 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 who 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 ceps@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.

**MARYLAND COUNSELORS:** This intermediate activity is approved for 6.25 clock hours of continuing education instruction. The Maryland Board of Professional Counselors recognizes courses and providers that are approved by the ASWB. A certificate of attendance will be awarded at the end of the program to counselors who complete the program evaluation, to submit to their state board.

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

**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/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.

**APPROVED PROVIDER**

**ASHA**  
CONTINUING  
EDUCATION  
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

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.

**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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**REGISTRATION FORM**

**DYSLEXIA, DYSCALCULIA AND DYSGRAPHIA**

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**3** Select Tuition

**TUITION** including seminar manual  
**\$219.99** – choose one of the options below:  
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☐ **\$19.99\*** *Mindful Chair Yoga Card Deck* (PUB085920)

\*Attendees add applicable state and local taxes except in AK, DE, MT, NH, OR

**4** Select Payment Method

**All registrations must be prepaid.**

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**ADA NEEDS**

We would be happy to accommodate your ADA needs; please email [info@pesirehab.com](mailto:info@pesirehab.com) or call 1-800-844-8260 at least two weeks prior to the seminar date.

**SAME DAY REGISTRATION**

Walk-ins are welcome but admission cannot be guaranteed. Contact us for space availability if registering within one week of seminar.

**TUITION OPTIONS**

*Advance registration required. Cannot be combined with other discounts.*

- **FREE Military Tuition:** PESI, Inc. is proud to offer this seminar free of charge on live seminar tuition for veterans and active duty military personnel. *Limited seats available; advance online registration required.*
- **\$30 Tuition:** If you are interested in being our registration coordinator for the day, go to: [www.pesirehab.com/coord](http://www.pesirehab.com/coord) for availability and job description, first come, first serve.
- **Discounted Student Rate:** As part of its mission to serve educational needs, PESI, Inc. offers a reduced rate of 50% off standard tuition for students. Enclose a current student schedule with registration form. Go to [www.pesirehab.com/students](http://www.pesirehab.com/students) for details.

**QUESTIONS**

Visit [pesirehab.com/faq](http://pesirehab.com/faq) or contact us at [pesirehab.com/info](mailto:pesirehab.com/info)

**OTHER WAYS TO REGISTER**

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**Dyslexia, Dyscalculia and Dysgraphia**

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