

Outline

Dyslexia
Where it originated
Facts verses myths
The public health impact

Assessment for Cognitive Function
Visual and auditory memory
Phonological awareness and memory
Visual perceptual skills
Visual motor skills
Handwriting skills
Reading rate, accuracy, fluency and comprehension

Treatment Strategies for Redeveloping Neuropathways
Visual perception skills to:
 Keep up with note taking in class
 Remember multi-step instructions
 Remember the order of letters when spelling a word
 Remember how to do homework once at home

Memory skills/phonological awareness to:
 Remember more than 1 or 2 instructions at a time
 Interpret words as they were intended: cat verses hat
 Spell aloud

Visual skills to:
 Discriminate different fonts
 Form letters or numbers
 Not write letters or numbers backwards
 Help with mixing up letters/numbers - /d/ from /b/ or /E/ from /3/
 Find their pencil in their desk
 Find matching socks when dressing

Visual motor skills to:
 Copy notes in time to keep up with the class
 Tie shoes
 Ride a bike
 Become more coordinated
Handwriting skills to:
 Help with slow, messy writing or letter formation or letter spacing
 Printing
 Write in cursive
Reading/comprehension skills to:
 Read at age or grade level
 Pseudoword reading to match word reading level

Lab
Experience
 Mock sessions - practice treatment interventions
 Case Studies: review a sample evaluation, discuss a treatment plan and treatment interventions

Documentation and Billing
ICD-10 treatment diagnostic codes and CPT billing codes for reimbursement of provided services

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. Analyze the 3 types of dyslexia and apply compensatory strategies to each specific type, such as recital, chunking, and mnemonics as they apply to visual and auditory memory.
2. Determine the executive cognitive functions and treatment methodologies that impact processing speed and reading comprehension.
3. Choose treatment strategies to address visual perceptual, visual motor integration, auditory and visual memory deficits to increase handwriting legibility, reading comprehension, and ability to follow multi-step directions.
4. Communicate how to integrate electronic and low tech games into treatment activities to increase reading comprehension, ability to follow multi-step directions for increased academic success.
5. Identify ICD-10 treatment diagnostic codes and CPT billing codes to properly bill for reimbursement.
6. Establish 3 strategies to improve client's ability to recall multi-step instructions and letter sequence for spelling.

Questions? Call customer service at 800-844-8260

Target Audience: Occupational Therapists & Occupational Therapy Assistants • Counselors
Social Workers • Speech-Language Pathologists • Teachers • School Psychologists • Other Helping Professionals who Work with Children

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DYSLEXIA

Building NEW Neuropathways to
Master Visual and Auditory Memory,
Visual Perceptual Skills, Visual Motor
Skill Development and More!

DECATUR, GA • Monday, October 15, 2018
MARIETTA, GA • Tuesday, October 16, 2018

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DYSLEXIA

Building NEW Neuropathways to
Master Visual and Auditory Memory,
Visual Perceptual Skills, Visual Motor
Skill Development and More!

- Discover 5 secret signs of dyslexia no one ever told you
- Improve ability to recall multi-step instructions, letter sequence, lists or tasks to complete
- Improve grades, written and verbal expression to align with IQ
- Turn everyday games and routines into the perfect treatment activities



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Dyslexia

Dyslexia - the invisible disability that impacts 1:5 individuals!

It’s not just an issue of trying harder or paying attention.

You know the stories you hear from your clients - hours of studying just to forget it all on a test the following day, constant lack of ability to understand what they read, difficulty remembering lists or instructions beyond three, the overwhelming frustration of knowing what they want to say or do, but not being able to express it on paper or get the words out, socially withdrawn in attempt to hide their struggles.

In this seminar, you will have the opportunity to practice treatment ideas that will incorporate the use of client-centered everyday routines, games, technology, sensory and hands-on approaches to help your client overcome the challenges of life with dyslexia.

Upon completion of this program, you will be able to immediately provide treatment to address your 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

Turn everyday activities into successful treatment!

Speaker

PENNY STACK, OTD, OTR/L, CLT, is the founding owner of Dyslexia Center of Tulsa, Tulsa, Oklahoma. Penny has over 26 years of experience as an occupational therapist that include working with children who have special learning needs. Penny is also a mother of a child with dyslexia who has shown great success in overcoming reading difficulties. Penny is certified in Handwriting Without Tears, received her Master’s in Occupational Therapy at Samuel Merritt College, Oakland California and her Doctorate degree in Occupational Therapy at Loma Linda University. Her research on closed head injuries and cognitive retraining has been published in *Brain Injury Journal*. Penny has dedicated her current research to Dyslexia and Its Impact on Occupation: The lived experience.

Speaker Disclosures:

Financial: Penny Stack is the Tulsa Community College Occupational Therapy Assistant Program Director. Dr. Stack receives a speaking honorarium from PESI, Inc.

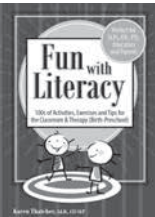
Nonfinancial: Penny Stack is a member of the American Occupational Therapy Association and Oklahoma occupational Therapy Association

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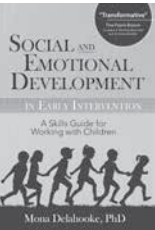


Fun with Literacy:

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.



Social and Emotional Development in Early Intervention

By Mona M. Delahooke, PhD

A groundbreaking resource for the field of early intervention. Illustrated with worksheets, charts and handouts, this reader-friendly book will provide valuable tools to nurture relationships, measure progress, reduce child stress, address challenging behaviors and promote self-regulation.



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. **Advance registration by phone required.**

LIVE SEMINAR CONTINUING EDUCATION CREDIT INFORMATION

Credits listed below are for full attendance at the live event only. Certificates of Completion are distributed at the conclusion of the live seminar for those who register prior to the event date and attend the full day. A letter of attendance will be issued to participants who register at the event, arrive late, or leave early. For those who registered day of (walk-ins), and are in full attendance, a certificate of completion for full CE credit will be sent within 30 days following the event. For those in partial attendance (arrived late or left early), 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.

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GEORGIA COUNSELORS: 6.25 of Core hours, applied for through the Licensed Professional Counselors Association of Georgia, LPCA.

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

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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.

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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 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. 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.

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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We would be happy to accommodate your ADA needs; please call at least two weeks prior to the seminar date.

WALK-INS

Walk-ins are welcome but admission cannot be guaranteed. Call M-F 7:00-6:00 Central Time for space availability if registering within one week of seminar.

TUITION OPTIONS

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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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