

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*)

3:30 Program ends

For locations and maps, go to www.pesirehab.com, find your event, and click on the seminar title.

Questions? Call customer service at **800-844-8260**

Objectives

1. Analyze the 3 types of dyslexia and treatment strategies for each specific type such as chunking for recital, chunking, and association for visual and auditory memory.
2. Breakdown the executive cognitive functions that impact processing speed and reading comprehension.
3. Choose treatment strategies to address visual perceptual, visual motor integration, auditory and visual memory deficits.
4. Communicate how to turn everyday games and routines into the perfect treatment activities.
5. Design two ICD-10 treatment diagnostic codes and CPT billing codes to properly bill for reimbursement of provided services.
6. Establish 3 strategies to improve client's ability to recall multi-step instructions and letter sequence for spelling.

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.

Target Audience:

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



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DYSLEXIA

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- 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:

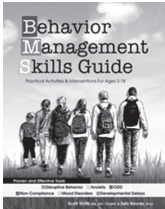
Financial: Penny Stack is in private practice. She is the OTA program chair for Indian Capital Technology Center. Dr. Stack receives a speaking honorarium from PESI, Inc.

Nonfinancial: Penny Stack is a member of the American Occupational Therapy Association; Oklahoma Occupational Therapy Association; and the Association of Career and Technology Education.

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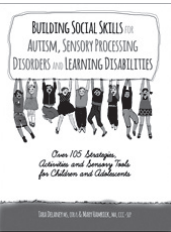
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Credits listed below are for full attendance at the live event only. Certificates of Completion are distributed at the conclusion of the live seminar for those who register prior to the event date and attend the full day. A letter of attendance will 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 cepsi@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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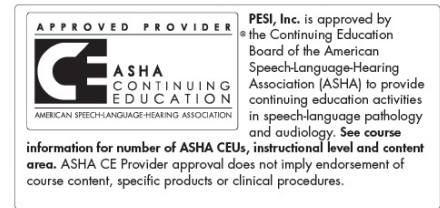
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This activity qualifies for 6.25 contact hours.

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.

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