

Dyslexia and Dysgraphia:

Effective Classroom Strategies to Build Students' Reading and Writing Skills

Students CAN expand their basic reading and writing skills, even when diagnosed with Dyslexia and/or Dysgraphia.

This presentation is filled with abundant child-centered, classroom-proven strategies and materials for building skills in the seven foundational areas for reading: phonemic and phonological awareness, vocabulary and word knowledge, changes in word meaning, sentence structure, narrative composition and spelling.

Even more strategies and materials are provided for underlying characteristics that affect students' performance such as anxiety, executive function, auditory processing and visual processing.

Take away strategies designed to accelerate your students' progress in reading and written expression through innovative and successful field-tested methods and practical tips.

Objectives

1. Assess and discuss misunderstandings and inaccurate perceptions about the characteristics of Specific Learning Disorder diagnosis and its' impact on student performance.
2. Use music and physical movement to prepare the brain for learning and to enhance retention and recall.
3. Choose appropriate interventions for letter formation, spacing, capitalization, punctuation to improve treatment outcomes.
4. Implement techniques to boost reading comprehension and enhance critical thinking skills.
5. Apply strategies related to the seven foundational skills of reading to inform choice of treatment interventions.
6. Create effective methods to support students' written language abilities and to reduce anxiety about written expression.
7. Formulate plans to improve student outcomes in reading and written language through applying learned strategies and resources.

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

Live Webcast Schedule

(Times listed in Central)

8:00 Program begins

12:00-12:40 Lunch Break

3:30 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 and Dysgraphia

Effective Classroom Strategies to Build Students' Reading and Writing Skills

LIVE Interactive Webcast
Friday, October 23, 2020

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Dyslexia and Dysgraphia

Effective Classroom Strategies to Build Students' Reading and Writing Skills

Join us for a day packed with **STRATEGIES, STRATEGIES, STRATEGIES** for the classroom and online learning!

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Outline

Dispelling Myths about Dyslexia and Dysgraphia

- Dyslexia/Dysgraphia can be diagnosed
- Students will not just “get over it” or grow out of it
- Students won’t do better if they just “try harder”

Preparing the Brain For Learning

- The benefits of music and movement for the reading/writing brain
- Engaging positive self-talk
- Resources for implementing movement in the classroom

Foundational skills for proficient readers

- Phonemic Awareness
- Phonological Awareness
- Visual Tracking
- Blending
- Segmenting
- Multi-syllable Words
- Fluency

Boosting Comprehension

- Identifying unknown words
- Thinking and remembering in categories
- Creating meaningful, memorable definitions
- Inference and prediction, Idioms, Multiple-Meaning Words
- Literal vs. Figurative language
- Fact vs. Opinion

Strategies for Written Expression

- Improving letter formation, spacing, capitalization, punctuation
- Overcoming spelling difficulties
- Choosing words to write with
- Building Sentences
- Writing from Pictures
- Collecting and using ideas for writing

Assistive Technology, Accommodations and Supports

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.

Visit our FAQ page at www.pesirehab.com/faq or contact us at www.pesirehab.com/info



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Psychologists – AZ, CT, DE, FL, HI, IA, ID, IL, IN, KS, KY, ME, MI, MO, MT, NC (Category B), NY, OH, OR, PA, SC (Category B), SD, TN, TX, UT, VA, WA, WV

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To inquire about credit in other states or home study credit, please contact cepesi@pesi.com or 800-844-8260 before the event.

National Approvals

Credits listed are for full attendance at the live webcast only. The CE certificate can be downloaded/printed after completing the webcast and passing the online post-test evaluation (80% passing score). Additional participants can receive a CE certificate by adding a post-test evaluation to their account for \$49.99 USD. Please see schedule for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch.



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This course is offered for .6 ASHA CEUs (Intermediate level, Professional area).

**** Please note that Speech-Language Pathologists must complete the post-test and evaluation within two weeks of attending the live event if they would like their participation submitted to the ASHA CE Registry. Detailed instructions will be provided the day of the program under the Handouts section of the online program.**



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DYSLEXIA AND DYSGRAPHIA: EFFECTIVE CLASSROOM STRATEGIES TO BUILD STUDENTS' READING AND WRITING SKILLS

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