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Dyslexia & Other Reading/Language Disorders

"This was EXCELLENT and WELL WORTH the time! I wish it was a 3-day workshop!"

Lori LaBrecque, Reading Specialist, Mashpee, MA

"GREAT presenter-totally ENJOYED & LEARNED a lot from her!"

Nancy Guerrero, MS, CCC-SLP

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SHREVEPORT, LOUISIANA
FEBRUARY 2, 2012

LITTLE ROCK, ARKANSAS
FEBRUARY 3, 2012

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Presented by: **GLEND A THORNE, PhD**

Dyslexia & Other Reading/Language Disorders

Characteristics & Research-Based Instruction

- National Reading Panel Report
- Reading and the broader context of language
- International Dyslexia Association's definition of dyslexia
- Types of reading disorders
- Researched-based instruction for teaching phonological awareness, fluency, vocabulary and comprehension

SHREVEPORT, LOUISIANA
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FEBRUARY 3, 2012



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Agenda

Dyslexia & Other Reading/Language Disorders

7:30 Registration, Sign-In, & Course Materials

8:00 Course begins (a.m. & p.m. breaks determined by Dr. Thorne.)

Findings of the National Reading Panel Regarding Areas of Critical Instruction for Reading Reading & Language Disorders

- Continuum of Reading Ability
- Reading Within the Context of Language
- Regions of the Brain Involved in Reading

Definition & Characteristics of Reading Disorders

- Dyslexia
- Word Callers
- Garden Variety Poor Reader

11:30 Lunch (on your own)

12:30 Research-based Intervention for Phonological Awareness, Fluency, Vocabulary, & Comprehension

- Phonological Awareness Strategies
- Teaching of Phonics – Big Picture
- Vocabulary Instruction
- Text Comprehension Instruction
- Fluency Instruction
- Text Comprehension Instruction
- Written Language Strategies
- Oral Language Strategies

Important Cognitive Processes that are Relevant to both Assessment & Teaching of Reading & Language Skills

3:30 Evaluations, Adjournment, & Certificates

Comprehensive Program Manual Included with Your Registration!
Dyslexia & Other Reading/Language Disorders, designed specifically for this program by Dr. Thorne, will be provided to each registrant.

Learner Objectives

At the conclusion of this program, you will have the knowledge required to:

- Identify the essential components of reading instruction addressed by the National Reading Panel Report.
- Describe language systems, components, and manifestations.
- Describe the characteristics of dyslexics, word callers, and garden variety poor readers.
- Identify a typical assessment battery for evaluating reading skills.
- Identify appropriate research-based methods for treating reading.

Location

FEBRUARY 2, 2012
SHREVEPORT, LOUISIANA

HILTON SHREVEPORT
104 Market Street | Shreveport, LA 71101
318-698-0900

**Complimentary parking provided. Key cards for validation can be received at Front Desk.*

For additional hotel information, including driving directions and parking, please contact hotel directly or view hotel website at health-ed.com.

CANCELLATIONS/TRANSFERS

To make registration changes, please email sfnazzo@health-ed.com prior to the program for transfers or credit coupons which can be applied toward a future program. A refund, minus a \$30 administrative fee, is available for cancellations received no later than seven (7) business days prior to the start of the program. **No refunds will be granted after that date.** Purchase orders are considered the same as a check or credit card and the same policy will apply. In the unlikely event HEALTH ED has to cancel or postpone a program for an unforeseen reason, you will be notified immediately to discuss options.

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CONTINUING EDUCATION HOURS:

Sponsor: HEALTH Education Network, LLC

To receive verification of successful completion of the following credit hours, participants must sign-in, attend the entire program, and complete an evaluation. The certificate verifying attendance will be available at the end of the program day. **For continuing education inquiries, including updates to submitted CE applications, please go to this program's page at www.health-ed.com or contact ssell@health-ed.com.**

COUNSELORS: 6.0 Hours.

Texas - HEALTH ED is a pre-approved continuing education provider by the Texas Board of Examiners of Professional Counselors. Provider #673.

NBCC - HEALTH ED, (provider #5655), is recognized by the National Board for Certified Counselors to offer continuing education for National Certified Counselors. We adhere to NBCC Continuing Education Guidelines.



OCCUPATIONAL THERAPY PRACTITIONERS/OCCUPATIONAL THERAPY ASSISTANTS: 6.0 Hours.

AOTA - .6 CEUs (6.0 Contact Hours). HEALTH ED is an Approved Provider of Continuing Education for occupational therapists and occupational therapy assistants by the American Occupational Therapy Association. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.



PSYCHOLOGISTS: 6.0 Hours.

APA - HEALTH ED is approved by the American Psychological Association to sponsor continuing education for psychologists. HEALTH ED maintains responsibility for this program and its content. Full attendance is required. No partial credit will be offered for partial attendance.

SOCIAL WORKERS: 6.0 Hours.

Texas - HEALTH ED is an approved Social Work Continuing Education Provider by the Texas Board of Social Work Examiners. Sponsor #3810.

ASWB - This organization (HEALTH ED, provider #1033) is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB) www.aswb.org Approved Continuing Education Program (ACE). Approval Period: December 15, 2009 through December 15, 2012. HEALTH ED maintains responsibility for the program. Social workers should contact their regulatory board to determine course approval. Social workers will receive 6.0 continuing education (6.0 clinical) clock hours.



SPEECH-LANGUAGE PATHOLOGISTS: 6.0 Hours.



HEALTH ED 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.

ASHA - This course is offered for 0.6 ASHA CEUs (*Intermediate level, Professional area*).

ASHA account number required for ASHA Registry.

Texas - This program has been submitted to the Texas Speech-Language-Hearing Association (TSHA). Please bring your TX SLP license number.

TEACHERS/SCHOOL-BASED PERSONNEL: 6.0 Hours.

This program has been designed to offer six professional development hours. It is recommended that you check with your Professional Development Committee/Coordinator or the school district contact for recognition of this program.

Arkansas - This program has been filed with the Arkansas Department of Education.

Texas - HEALTH ED is an approved SBEC Provider #500768.

✓ **OTHERS:** If your profession is not listed, please contact your board to determine how to receive credit. This program is designed to offer six contact hours. Many boards accept reciprocal approval via the organizations listed above.

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FREE SHIPPING WHEN PURCHASING THIS BOOK WITH SEMINAR REGISTRATION!

Teaching Kids with Mental Health & Learning Disorders in the Regular Classroom

by Myles L. Cooley, PhD

In our age of mainstreaming, many students have Generalized Anxiety Disorder (GAD), Depression, Asperger's Syndrome, ADHD, and other mental health issues and learning problems. How can educators recognize the symptoms, respond appropriately, and meet students' learning needs while preventing or addressing disruptive behaviors? Written by a clinical psychologist, this user-friendly, jargon-free guide describes mental health and learning disorders often observed in school children, explains how each might be exhibited in the classroom, and offers expert suggestions on what to do (and sometimes what not to do). This book is an essential tool for teachers, special education professionals, school counselors and psychologists, administrators, and teacher aides.

HEALTH Education Network, LLC | 304 Gray Street Suite 201 | Eau Claire, WI 54701

Purpose

According to the American Federation of Teachers, reading is the gateway to all other knowledge and if children do not learn to read, they are doomed to repeated cycles of frustration and failure. During this seminar, Dr. Thorne will present information regarding:

- The components of reading identified by the National Reading Panel that must be taught if 95 percent of the children in our country are going to learn to read;
- The continuum of reading disorders identified by Haskins Laboratory (dyslexia, word callers, and garden variety poor readers), and the characteristics of each disorder;
- The areas of reading and written and oral language that need to be addressed in the identification of reading disorders;
- A typical assessment battery; and;
- Research-based instruction strategies for phonological awareness, fluency, vocabulary, and comprehension.

Participants will also engage in active learning experiences that include 1) completing an informal survey that identifies specific areas of phonics that need instruction, 2) use of a vocabulary activity that addresses Isabel Beck's three-tier method, and 3) use of a research-based reading comprehension strategy.

Presenter

GLENDA THORNE, PhD, is currently in private practice after 14 years of serving as the V. P. of Clinical Services at the Center for Development and Learning. She has also been employed by the public school system, where she conducted evaluations, consultations, and teacher in-services. Dr. Thorne is a licensed psychologist in the State of Louisiana and has conducted psychoeducational, psychological, and neurodevelopmental evaluations of children and young adults for over 20 years. She specializes in learning disorders, especially dyslexia, and Attention-Deficit Disorders and their associated social, emotional and behavioral problems. A national presenter, Dr. Thorne has conducted numerous continuing education seminars on neurodevelopment, dyslexia and other reading disorders, and Attention-Deficit Disorders for mental health professionals, educators, speech-language pathologists, and parents. She has taught undergraduate and graduate courses at two Louisiana universities. Dr. Thorne is the lead author of the *Behavioral, Academic and Neurodevelopmental Survey*, a clinical data gathering system for teachers, parents, and students. She is the co-creator of the *Learning Profiles* professional development program; the co-author of the *Right from Birth* parent training curriculum; and the author of many articles on learning and teaching. Dr. Thorne earned a doctoral degree in psychology from Louisiana State University, and in 1991 completed a fellowship at the University of North Carolina Medical School, Chapel Hill. She completed training in *Language Essentials for Teachers of Reading and Spelling* and is a 2005 graduate of the National Staff Development Academy.

A Message from Your Presenter

While dyslexia is a real disorder that can be clinically diagnosed, this disorder is often poorly understood by both lay individuals and professionals. Many professionals are so overloaded by their day-to-day practices that they have little time to read research journals; furthermore, many of us are so specialized that we must read only research that is relevant to our daily demands. There are times when we attend seminars for continuing education credits, however, that we are able to venture out and learn about an area of interest regardless of its relevance to our professional roles.

In the morning, I will discuss the types of reading disorders outlined by Haskins Laboratory. However, most of this time will be spent on the characteristics of dyslexia and neurodevelopmental processes that impact reading, specifically, attention and memory. It is my desire to begin assessment as well. During the afternoon I will continue discussion of the areas of reading and written language that must be assessed to identify dyslexia and other reading disorders, and what a typical battery of tests looks like. While the time I allot to assessment will not be long, I have included a list of assessment tools for each area of reading and writing in my handout. I will, instead, address research-based instruction in phonological awareness, fluency, vocabulary, and comprehension. It is my intent that you walk away from this seminar with information that has met your expectations whether they are about learning new information that may or may not be relevant to your current professional role and/or gaining reinforcement of your current knowledge.

I look forward to seeing you at the program!

Glenda

Program Planning Team

Glenda Thorne, PhD • David Steinweg, PhD • Linda R. Schreiber, MS, CCC-SLP
Judith Kay Nelson, MSW, PhD • Louise Armstrong, OTR

Dyslexia & Other Reading/Language Disorders

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Registration Policy:

A completed registration form, payment, or purchase order hard copy is required at time of registration for **each** attendee. Use only one registration form per person. Please copy this form for multiple registrations. **Pre-Registration** rates apply only to individuals and groups registering with payment in full before 12:00 noon CT the day before the program. **Groups must register at the same time.**

ADA: Contact us a minimum of 3 weeks prior to the program for accommodations.

Receipt/Confirmation: Receipts are sent via email upon registration. To request a receipt, please email sfnazzo@health-ed.com.

1 To expedite the processing of your registration, please complete form in its entirety.

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3 Tuition

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