OVERVIEW
Universal screening for dyslexia is an important first step in identifying and helping students with dyslexia and other language-based reading and writing problems. It’s what happens after the screening that determines if identified students receive the intervention they need to achieve the outcomes all stakeholders want to see. In this webinar, you’ll learn how to precisely match diagnostic assessment data with specific multi-linguistic lessons and activities that target the individual student’s underlying linguistic deficits and remediate reading and writing deficits using structured literacy intervention. You’ll become familiar with how to use this multi-linguistic intervention program to monitor student progress and how to use the collected data for informed decision-making.

LEARNER OUTCOMES
As a result of this activity, the participants will be able to:

1. State the goal of each of four steps in the process of identifying and remediating students with dyslexia and name at least one tool that may be used to accomplish each stated goal.

2. Explain a general limitation of standardized diagnostic tests for planning targeted intervention and provide one specific example.

3. Describe one prescriptive assessment tool that precisely matches intervention with a student’s underlying linguistic deficits; explain how to use that tool to deliver targeted multi-linguistic intervention.

4. Describe the recommended progression through a targeted, multi-linguistic intervention program, including collection of progress monitoring data, and describe the expected outcomes when implementing this approach.

TIME-ORDERED AGENDA (EASTERN TIME ZONE)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>12:00 to 12:10 pm</td>
<td>Introduction; Overview of the multistep process of identifying and remediating students with dyslexia and other language-based reading and writing problems</td>
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<tr>
<td>12:10 to 12:20 pm</td>
<td>Review a sample summary of dyslexia assessment data and discuss limitations for planning targeted intervention</td>
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<tr>
<td>12:20 to 12:55 pm</td>
<td>Examine a multi-linguistic intervention program; discuss how each linguistic component is targeted, as needed, to meet the individual student’s instructional needs, how progress is monitored while using the program, and what outcomes can be expected.</td>
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<tr>
<td>12:55 to 1:00 pm</td>
<td>Questions and Answers</td>
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About the Presenter

Dr. Jan Wasowicz CCC-SLP has more than 35 years of experience as a language, literacy, and learning specialist. She has worked with students who have language-based reading, writing, and spelling problems in public schools, Head Start programs, and private practice. Dr. Wasowicz has held faculty positions at Northwestern University, Elmhurst College, Rush–Presbyterian–St. Luke’s Medical Center, and Governors State University, and has authored articles appearing in scholarly journals. She regularly presents on best practices in literacy assessment and instruction at national, state, and local meetings. In addition to being the inventor of the original Earobics® software, Dr. Wasowicz is the founder, president and CEO of Learning By Design, Inc., the publisher of the SPELL-2 assessment software and the SPELL-Links to Reading & Writing, a word study curriculum that she co-authors. Dr. Wasowicz maintains a private practice in Evanston, IL.

Disclosure

Financial: Dr. Wasowicz is the founder, president and CEO of Learning By Design, Inc., the publisher of the SPELL-2 assessment software and the SPELL-Links to Reading & Writing. She receives a royalty from the sales of these products.

Non-Financial: The presenters have no nonfinancial relationships to disclose.

The Pearson Assessment Division, the sponsor of this webinar, develops and distributes assessments and intervention tools for speech-language pathologists. Course information will cover information that pertains to the effective and appropriate use of products published by Learning By Design, Inc., including the SPELL-2, SPELL-Links to Reading & Writing, and SPELL-Links Class Links for Classrooms. The presenter may also present information about Shaywitz DyslexiaScreen and/or other products published by Pearson Assessment.

ASHA CEUs and Eligibility

ASHA CEUs are awarded through the ASHA CE Registry to SLPs, audiologists, or speech/language/hearing scientists. To receive ASHA CEUs, eligible persons must join the ASHA CE Registry, which functions like a college registrar. In addition to maintaining a permanent, cumulative record of courses and ASHA CEUs (taken from ASHA Professional Development as well as other providers), you may also request official transcripts from the CE Registry. Learn about the CE Registry.

Joining the Registry is optional. If you are eligible to earn ASHA CEUs, but choose not to join the Registry, you may track your own professional development hours.

Who is eligible to earn ASHA CEUs?

Effective July 1, 2011, individuals must meet at least one of the following conditions in order to be eligible to earn ASHA CEUs.

- ASHA Member (includes Life member and International affiliates)
- ASHA Certificate of Clinical Competence (CCC) Holder
- Licensed by a state or provincial regulatory agency to practice speech-language pathology (SLP) or audiology
- Credentialed by a state regulatory agency to practice SLP or audiology
- Credentialed by a national regulatory agency to practice SLP or audiology
- Engaged in a Clinical Fellowship under the supervision of an individual with their ASHA CCC
- Currently enrolled in a masters or doctoral program in SLP or audiology
What does the ASHA CE Registry do to determine eligibility?
If we receive participant information for an attendee who is not in our database as an "eligible" Registry user, we will send an e-mail requesting the individual provide documentation of eligibility prior to awarding ASHA CEUs. An individual must have at least one eligibility criteria at the time they complete a course to be eligible to earn ASHA CEUs.

As of January 1, 2017, the CEB will no longer accept requests from participants asking that ASHA CEUs be granted for a course with an end date more than 12 months ago.

The ASHA Continuing Education Board (CEB) encourages course participants to review their ASHA CE Registry transcripts regularly. If you find that your ASHA CE transcript doesn't include a course or courses, first contact the ASHA Approved CE Provider who offered the course. Ask the Provider if your information for the course was submitted to the ASHA CE Registry.

If you qualified for and requested ASHA CEUs at the time of the course but the Provider didn't submit your information to the ASHA CE Registry, the Provider will work with the ASHA CE Registry to add the course to your ASHA CE Registry Transcript. If the Provider does not have record of your completion of the course or documentation of your request to earn ASHA CEUs (e.g., completion of an ASHA CEU Participant form or submission of the documentation requested by the Provider in order to earn ASHA CEUs), you'll need to contact the ASHA CE Registry directly to appeal to earn the ASHA CEUs and have the course added to your ASHA CE Registry Transcript.

Appealing to have ASHA CEUs awarded and the course added to your ASHA CE Registry Transcript: Complete and mail the participant appeal form along with a certificate of attendance or other course completion verification. Your appeal will be adjudicated and, if approved, ASHA CEUs will be awarded. Remember, individuals who want to earn ASHA CEUs must complete the ASHA CEU Participant form at the end of the course. Alternatively, when completing an online course you must carefully follow the ASHA Approved CE Provider's instructions in order to be awarded ASHA CEUs. ASHA CEUs cannot be awarded retroactively.

How soon will a course be on my transcript?
ASHA CE Providers have up to 45 days from the course's end date to send your CEU Participant Form to us. Once here, processing time usually takes one week. During periods of heavy volume, processing time may be longer.

The ASHA CE Registry:
- is a low cost, convenient way to document ASHA CEUs
- is nationally recognized
- ensures security and confidentiality
- provides permanent, cumulative official transcripts
- helps you locate quality CE offerings
- is accessible online in seconds

Three easy ways to sign up!
For questions about the ASHA CE Registry, call an Action Center representative Monday through Friday from 8:30 a.m. – 5:00 p.m. ET at 800-498-2071 or e-mail continuinged@asha.org.