

2020-2021 Rovinsky Family Lectureship Series



Dyslexia vs. Specific Learning Disability/Disorder: What's the Difference?

Thursday, November 12, 2020: 6:00-8:00pm: LIVE WEBINAR

Meghan Garrett, PsyD, NCSP
School Psychologist, Abington School District
Clinical Assistant Instructor, School of Professional & Applied Psychology
Philadelphia College of Osteopathic Medicine

School psychology professionals and the public sometimes use different nomenclature in regard to reading disabilities which has implications for understanding, assessing, and designing interventions for these issues. School psychologists, teachers, and administrators utilize terminology that corresponds to educational criteria for specific reading disorders while the term "dyslexia" appears to be used more prevalently among parents, advocates, and in popular culture. As a result, many myths are circulating about dyslexia: what it is, and what interventions are needed to address it. Since dyslexia involves an evaluation to determine its presence, school psychologists are often sought out for their expertise and understanding of psychoeducational assessments. However, many practitioners lack necessary training to fully assess symptoms and link them to IDEA disability criteria. Within the field, many school psychologists find themselves struggling to understand when to "test for dyslexia" and when to use this terminology in addition to Specific Learning Disability (SLD).

In the preliminary portion of the presentation, the presenter will provide participants with an understanding of dyslexia by discussing its many definitions and reviewing the underlying neuropsychological processes of reading. Next, the presenter will review current guidance on how dyslexia is being integrated into the special education laws, regulations, and practices. In the assessment portion of the presentation, the presenter will explain how to organize referral batteries and to inform interventions. In the final portion of the presentation, the presenter will

discuss research-based interventions and strategies that school psychologists can use as recommendations for students with dyslexia in psychoeducational evaluations. The presenter will use the clinical and empirical literature as well as knowledge in this area to inform guidelines for best practice.

EDUCATIONAL OBJECTIVES

Based on the presentation, the participants will be able to:

- Describe the major components of dyslexia and reading disabilities.
- Discuss the recent and upcoming changes in legislation and regulations surrounding dyslexia assessment and intervention in public schools.
- Identify effective assessment tools and research-based interventions to address dyslexia and reading disabilities.
- Compare/contrast the assessment needs of students who differ in native languages, socio-economic statuses, ethnic/racial backgrounds, and/or gender identities.

SUGGESTED READINGS

- Mather, N., & Wendling, B. J. (2012). *Essentials of Dyslexia assessment and intervention*. J. Wiley.
- Proctor, C. M., Mather, N., Stephens-Pisco, T. L., & Jafee, L. E. (2017). Assessment of Dyslexia. *School Psychology Communique*, 46(3), 20-23.
- Farris, E. A., Odegard, T. N., Miller, H. L., Ring, J., Allen, G., & Black, J. (2010). Functional connectivity between the left and right inferior frontal lobes in a small sample of children with and without reading difficulties. *Neurocase*, 17(5), 425-439. <https://doi.org/10.1080/13554794.2010.532141>
- Philips, B. A., & Odegard, T. N. (2017). Evaluating the impact of Dyslexia laws on the identification of specific learning disability and Dyslexia. *Annals of Dyslexia*, 67(3), 356-368.

Target Audience: Doctoral Level Psychologists and Other Mental Health Professionals
Level of Instruction: Intermediate
Number of CE Credits Offered: 2 Credits
Cost: \$30

ABOUT THE PRESENTER

Dr. Garrett is a certified school psychologist and licensed psychologist in Pennsylvania. Her primary focus has been working with children and teens in schools to help improve their executive functions, social skills, emotional self-regulation, and resiliency when facing everyday challenges. Dr. Garrett graduated from Rowan University in Glassboro, NJ with an Education Specialist degree in School Psychology in 2011. She obtained her PsyD in School Psychology from the Philadelphia College of Osteopathic Medicine (PCOM) in 2015 with additional certifications in in Cognitive-Behavioral Therapy (CBT) and school neuropsychology. Dr. Garrett has worked in public schools throughout Pennsylvania and is currently a school psychologist for a public school district in Montgomery County. Dr. Garrett has presented at national, state, and local conferences in the areas of executive functions, dyslexia, suicide prevention, and trauma-informed care. Dr. Garrett is also a Clinical Assistant Professor in the School of Professional and Applied Psychology at the Philadelphia College of Osteopathic Medicine (PCOM).

CRITERIA FOR EARNING CE

Full attendance is required to receive CE credit for each session. No partial credits are available. All participants must sign an attestation regarding attendance and indicate the type of CE credit they require through a link which will be provided following the session. At the conclusion of each session participants will be provided an additional link to complete an evaluation survey; we request that you take a few minutes to anonymously provide feedback.



Psychologists: Philadelphia College of Osteopathic Medicine's School of Professional and Applied Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Philadelphia College of Osteopathic Medicine, School of Professional & Applied Psychology maintains responsibility for this program and its content.



Certified Counselors: Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology has been approved by NBCC as an Approved Continuing Education Provider, ACEP No.5672. Programs that do not qualify for NBCC credit are clearly identified. Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is solely responsible for all aspects of the programs.

Licensed Social Workers: Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. The Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology maintains responsibility for this program and its content. The Pennsylvania Board of Social Work Examiners recognizes and accepts the psychology continuing education hours/credits for social workers. However, all social workers are responsible for checking with their Board. The Board requires a minimum duration of two hours per program. After successfully meeting the criteria for earning CE's, social workers will receive the Certificate of Attendance.

Unless otherwise specified in the program promotional materials, there is no commercial support interest to the sponsor, instructors, content of instruction or any other relationship that could be construed as a conflict of interest. For any program where a fee is charged, there is a Refund/Cancellation Policy.

Refund/Cancellation Policy: For any program that has a fee attached, the School of Professional and Applied Psychology requires that notification of cancellation be made no later than 3 business days before the day of the program. Full refunds are available for notifications for programs with fees that are made within 3 business days prior to the day of the event. For all other cancellations, a credit will be issued for a future PCOM CE program.

Further Information about the Refund/Cancellation Policy and any other questions may be obtained by contacting Katie Garson, M.S.Ed., Coordinator of Continuing Education at katiega@pcom.edu.