



The Neuropsychology of Reading and Written Language Disorders

Facilitator(s):	Steven Feifer
Date:	December 05, 2019
Time:	9:00 am – 3:00 pm
Cost:	\$175.00 (includes lunch, which is not prepared in a nut/gluten-free environment)
Location:	Edmonton (Executive Royal Hotel) 10010 178 St NW, Edmonton, AB T5S 1T3
Session Code:	20-LI-093

Target Audience

Teachers (Grades K to 12); Instructional Coaches; Inclusive Learning Teachers; District Leaders/Consultants

Also Recommended For

School-based Administrators; Specialists who work directly with students

About this Learning Opportunity

***Note:** The following session is part of a Neuroscience for Literacy series designed to deepen understanding of the application of research about how the brain works and literacy learning. By exploring how knowledge transfer, new skill development, and behavioral change occurs in the brain, this can clarify existing assumptions of how students read, write and numerate.

This workshop will examine reading and written language disorders from a brain-based educational perspective, and classify both dyslexia and dysgraphia into distinct subtypes. There will be a detailed discussion linking each learning disorder's subtype with scores of evidence-based interventions. Four universal truths when teaching reading will be shared, in addition to five essential steps for effective written language instruction. The role of phonological processing, orthographic processing, working memory, language and motor skill development, and executive functioning will be discussed as being crucial for effective literacy skills to emerge. Lastly, the Feifer Assessment of Reading (Far) battery will be introduced as a more effective

About the Facilitator(s)

Steven G. Feifer, D. Ed., NCSP, ABSNP is an internationally renowned speaker and author in the field of learning disabilities, and has authored seven books on learning and emotional disorders in children. He has nearly 20 years of experience as a school psychologist, and was voted the Maryland School Psychologist of the Year in 2008, and awarded the 2009 National School Psychologist of the Year. He was the recipient of the 2018 Outstanding Contribution to the Education and Training of Psychologists award by the Maryland Psychological Association. Dr. Feifer serves as a consultant to a variety of school districts, and is a popular presenter at state and national conferences. He has authored two tests on diagnosing learning disabilities in children; the FAR and FAM, both published by PAR.



means to both identify and remediate language-based learning disabilities in children. The expected learner outcomes are:

- Examine current literacy rates in Canada and trends in reading achievement.
- Differentiate “developmental dyslexia” from other learning disorders, and discuss how schools can best screen for early reading pitfalls in children.
- Discuss four universal truths with respect to teaching reading based upon brain- behavioral principles.
- Introduce a brain-based educational model of reading and written language disorders by classifying each disability into basic subtypes, with specific remediation strategies linked to each subtype.
- Introduce the Feifer Assessment of Reading (FAR) as a more viable means to both diagnose and remediate subtypes of learning disorders using a process oriented approach to assessment.
Discuss five essential steps for effective written language instruction.

You might also be interested in:

- [The Neuropsychology of Reading and Written Language Disorders](#)
- [The Neuropsychology of Mathematics](#)
- [Neuropsychology of Reading: Differentiating Literacy Instruction](#)

This session addresses the LQS competencies

- #2: Modeling Commitment to Professional Learning
- #6: Providing Instructional Leadership

This session addresses the TQS competencies

- #2: Engaging in Career-Long Learning
- #3: Demonstrating a Professional Body of Knowledge
- #4: Establishing Inclusive Learning Environments

This learning opportunity is being subsidized through funding from Alberta Education.