

**Continuing Education Units**

Students receive certificate of CEU confirmation upon successful completion of each workshop. In order to receive CEU credits, participants must attend and successfully complete all workshop components. Ten contact hours is the equivalent of 1.0 CEU.

**Registration**

To enroll in a workshop, please be sure to indicate your enrollment selection on the registration form (page 2). Send the form, along with payment, to the Learning Therapy Program at SMU.

Fax to: 972/473-3442

Mail to: SMU, Learning Therapy Program  
5236 Tennyson Pkwy., 4-108  
Plano, TX 75024

**Payment**

Each CEU course is \$350.00.

Please indicate amount and form of payment on the registration form.

Make checks payable to SMU.

**Contact Us**

Email: [Learning@smu.edu](mailto:Learning@smu.edu)

Phone: 214/SMU-READ (214/768-7323)

Fax: 972/473-3442

Web: [smu.edu/LearningTherapy](http://smu.edu/LearningTherapy)



SMU

ANNETTE CALDWELL SIMMONS  
SCHOOL OF EDUCATION  
& HUMAN DEVELOPMENT

## Learning Therapist Program Non-Credit (CEU) Workshops

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Name: \_\_\_\_\_  
Last First Middle Initial

Email: \_\_\_\_\_

Telephone: (H) \_\_\_\_\_ (C) \_\_\_\_\_ (B) \_\_\_\_\_

Address: \_\_\_\_\_  
Number & Street Apt. # City State Zip

AMOUNT: \$ \_\_\_\_\_ (Each CEU Workshop - \$350.00) Check # \_\_\_\_\_  Cash

Visa/MasterCard \_\_\_\_\_ Expiration MM/YY \_\_\_\_\_ Billing Zip \_\_\_\_\_

**Classes meet from 8:00 a.m. until 4:00 p.m. at SMU-in-Plano, Building 4.  
Room assignments are posted in building entryway on class day.**

### Summer 2012 Term

- Automaticity & Rate – June 15 & June 16, 2012**  
Reading and writing success begins with developing proficient decoding (reading) and encoding (spelling) skills. Beyond basic decoding and encoding, students also need an understanding of how different kinds of text are organized, as well as repertoire of strategies for understanding these texts. These strategies must be developed to a level of automaticity that does not require conscious thought or effort. Explicit suggestions for developing automaticity in all of these areas are outlined.
- Survey of Learning Strategies, Study Skills – June 22 & June 23, 2012**  
This course emphasizes learning styles and processes, as well as organizational patterns and cognitive development of the dyslexic student. Surveys study skills and learning strategies used in the classroom and clinical practice.

### Fall 2012 Term

- Characteristics of Dyslexia – September 14 & September 15, 2012**  
Students will engage in an in-depth study of dyslexia in this course. Students will examine current research related to dyslexia and topics pertaining to reading intervention and accommodations.
- Procedures & Measures for Assessing Students for Dyslexia– November 9 & November 10, 2012**  
This course serves as a guide for developing a referral, assessment, and placement process for identifying the student with dyslexia. Time is devoted to analyzing all existing information on the student, including formal test results in order to make an educational identification of dyslexia. In addition, this course focuses on accommodations, modifications, and teaching strategies that may be used for the dyslexic student in the regular classroom.