



Joyce Pederson, PhD

Providing services to meet unique learner needs since 1992

PROSPECTIVE CLIENT INFORMATION

Through my private practice, Pederson Literacy, LLC, I provide private instruction and diagnostic services to children and adults in the St. Croix Valley and Twin Cities areas. My work is centered on addressing the specific learning needs primarily within the areas of learner reading and writing delays or disorders that cause them to experience difficulty and frustration in their academic work. I specialize in the diagnosis and interventions for dyslexia for individuals of all ages. Unlike typical learning centers, I consider my approach to be more clinical as the tutorials are closely tied to the specific learning deficits that are identified through testing which is usually done by me, but in some cases by schools or other professionals and agencies. My extensive professional training (PhD and post-doctoral training) and experience (over 20 years teaching at the university level and 25 years in private practice) provides the foundation needed to explore and address the unique learning difficulties experienced by my clients. Almost all clients seek my services through referrals from their physicians, psychologists, ophthalmologists, school administrators, and parents who have used my services.

Services

The services I provide are designed to strengthen reading and writing abilities of learners who have learning disabilities in these areas or other individuals who realize a need to strengthen these skills without having more serious reading difficulties. Assessment and instructional services are provided in the academic areas of reading and written language skills. Study skills assessment and coaching is also available. All instruction is individualized. Most tutorials are multi-componential with attention given to multiple skills areas in need of support.

Kindergarten, elementary, middle/junior, and secondary levels

Individualized skills assessment and tutorials are available in the following areas:

- Phonics and basic decoding
- Reading flexibility and fluency
- Reading comprehension

Written language skills including spelling, basic writing skills, and essay writing

Study reading skills with an emphasis on organizational patterns of expository text

Learning and organizational skills (Organizing studying, time management, planning, memory)

Test-taking Skills

ACT preparation in the areas of reading, English, and essay writing

Study skills at the elementary, middle, and secondary levels.

Pre-college study skills for secondary students

- Diagnostic assessment in the above areas
- Summer intensive programs in reading, writing, and learning skills
- Advocacy and support for parents in the development of their children's literacy skills
- Tutorials to support WI educational students as they complete the Wisconsin Reading Foundations Test

Literacy Services for College and Adult Learners

- Assessment designed to document current achievement levels and disabilities in the areas of reading and writing
- Tutorials to support organizational/learning skills, college level literacy, and academic performance
- Private and confidential reading development services for working professionals

School District/Community Outreach/Parent Training

- Consultations including assessment services at the request of schools, agencies, and other professionals.

- Parent Literacy Primer Consultations - Short courses on reading fundamentals and strategies you can use in supporting your children's growth as successful readers. Initial topics include: Phonics as a Key to Decoding, Boosting Vocabulary Building, and Comprehension Strategies.
- Support for homeschooling families in the areas of testing, tutorials, and parent coaching.

Testing Services – A range of testing services are available depending on the specific needs of the client. Pre-testing is completed by the majority of learners who enter tutorial programs. Diagnostic testing may involve from eight to twelve hours of testing. If current testing from the learner's school is available, the amount of pre-testing may be reduced depending upon the tests given and the scores supplied for consideration.

Diagnostic testing is used to determine both the current reading achievement levels and also underlying factors which may be related to the difficulty being experienced. This is an extensive process which involves both formal and informal testing, examination of prior records, review of questionnaires and other related checklists that are completed by the student, parents, and school. Parents of children who are experiencing delays in school often request the full diagnostic testing option. This option is designed to explore the possibility of dyslexia, or a significant reading disorder. Along with a detailed summary and discussion of the learner's strengths and deficits, specific suggestions are given that are designed to be used by parents and schools.

Testing is available for students in grades PreK-12 as well as university students and adults. For graduating high school students with an IEP or 504 Plan, this testing provides the current re-evaluation that is requested in the qualification process used by university learning disability programs as students move into higher ed. In some cases, students with reading disorders who have not earlier received IEP or 504 services in K-12 now realize the need for learning support and begin the program eligibility process which requires comprehensive, diagnostic testing.

Tutorial Services - Based on assessment results, an individualized learning plan is developed that will enhance and strengthen basic skills. Tutorials vary in length: 40, 60, or 80 minutes in length. Initially, I recommend that students meet at least twice weekly which can then be reduced to once weekly when appropriate. The meeting schedule is discussed and planned on an individual basis depending upon student needs and space availability. Instructional lessons are based on the specific needs of the learner. Beginning readers often require more intensive, direct instruction which may use multi-sensory approaches in developing phonemic segmentation and other phonemic awareness skills, basic decoding and spelling skills. Vocabulary and reading comprehension instruction is available to learners of all ages. Spelling and decoding skills instruction is also provided to all learners from kindergarten through adult levels. As mentioned earlier, study skills instruction is also provided. Individualized study skills tutorials are available.

Occasionally, parents request sessions in which the student and one or more parents meet for the study skills tutorials. With this option, parents can guide the study skills within the home using the techniques and strategies learned in the sessions. Study skills coaching has been especially helpful for learners at critical points such as the fourth, seventh, ninth, and pre-college levels. Study skills assessment clarifies specific needs along with past academic records and anecdotal input from parents and child. For further information related to available services and suggestions for what might be most appropriate for your child, please contact me directly.

Consultations - Consultations with schools and other agencies are conducted upon request. Assessment services have been provided for many area schools at their request including independent education evaluations, diagnostic teaching, and diagnostic briefings with special education teams. Communication with schools also takes place during assessments when teachers are asked to participate in the process by completing checklists and questionnaires detailing learning characteristics of the learner. Telephone communications also occur. I meet with IEP teams upon request. Parent authorization for the exchange of information is completed prior to discussions with the school. Advocacy and second opinion assessment services are available for parents who are working with special education placement in the K-12 schools.

Fees - Contact me for current fee information.

Tutorial Session Information - Sessions start at the appointment time. Because of the tight schedule, sessions must stop at the end of the scheduled time period. There is no makeup for late appointments. A twenty-four hour cancellation notice is requested. A \$45.00 fee may be charged for a same-day appointment cancellation. I am prepared for each session and have reserved that time exclusively for the student. Students with a pattern of missing class or making last minute cancellations may be dropped from the schedule. Also, tutorials may be discontinued for continual noncompletion of assigned work.

No long-term contracts are required of families using my services although parents are required to sign an informed consent agreement which states that they understand and agree to the fees. Parents also acknowledge that services can be discontinued by either parent or myself at any time for any reason.

Assessment Fees - While most parents pay the total amount on the first testing date, payments for testing services should include one-half of the payment on the first day of testing and the remaining amount on the day of the test interpretation conference. Other arrangements can be discussed if necessary. Services are not covered by third party payment arrangements such as through insurance plans. Parents should discuss with their tax professional whether any tax credits may be available for the use of the tutorial services.

To schedule an appointment, simply call me at 715-629-8035, 715-381-7323, or 651-351-7323. If you receive the voice mail, please leave a message and your call will be returned as soon as possible.

Location and Parking - My Hudson office is located at 403 Red Brick Road. There is plenty of parking.

My Professional Background

I am a private practice reading specialist and learning disabilities instructor and am licensed by the State of Wisconsin Department of Public Instruction through June 2022 with both administrator and instructor licenses. I am licensed as a Reading Specialist PreK-12, Reading Teacher PreK-12, English Teacher 7-12, Social Studies Teacher 7-9, Learning Disabilities Instructor PreK-12. My academic preparation includes a B.S. in English/Social Studies, a M.S. E. in Remedial Reading, and a PhD in College and Adult Reading. Some of the areas completed during the doctoral studies included: Clinical Learning Differences (college student level) with counseling clinicals; Counseling Procedures. Adult Reading Programs; Psychological Analysis: Verbal Learning; Psychology – History and Theories; Psychology - Clinical Testing. Special Education – Diagnosis and Remediation of Learning Disabilities (2 courses); Educational Methods for the Learning Disabled Child; and Children’s Language Development. I completed one year of post-doctoral studies at the University of Minnesota. One significantly important course in my professional development, Psychology: Human Learning - Memory, further developed my knowledge of learning and memory. I continue to read widely the current research in this area and consider its applications for my clients both in assessments and in instruction. During the year of post-doctoral study, I also completed a graduate course in Individual Mental Testing (cognitive testing) at the University of St. Thomas.

Continuing recertification requirements have been met through the completion of credit courses in areas related to current professional work. This coursework has provided a direct review of current trends and research. Some of the courses that were completed include Methods of Early Childhood Education, Raising Self-Esteem, Reading Assessment: Kaufman Battery for Children, Teaching Math to Learning Disabled Children, Psychology and Education of Forgiveness, Children’s Literature, The Exceptional Individual, Foundations of Elementary Reading, Diagnosis and Remediation of Reading Difficulties, and Curriculum Development. Diagnosis and Interventions for ADHD and Cognitive-Behavioral Therapy for Children and Adolescents with ADHD were completed as audits only. Recently completed credit courses included Constructive Conflict Resolution, Willa Cather, Ernest Hemingway, and Independent Reading in Wisconsin Native American History.

I hold professional memberships in several organizations including: International Reading Association; International Dyslexia Association; Council for Learning Disabilities; Council of Exceptional Children with related memberships in the Council for Educational Diagnostic Services, Division of Learning Disabilities; National Council of Teachers of English, and Association for Supervision and Curriculum Development.

Professional experience prior to starting my private practice includes over twenty years of university level teaching in the area of reading, both direct support services for university students and graduate courses in reading at several universities within the Midwest. I have presented papers and workshops at many meetings of local, state, and national professional organizations. I have served as a consultant to many local school districts providing instructional support as well as diagnostic services. Specific interest areas include reading diagnosis, learning and memory, comprehension, basic decoding acquisition, metacognition, strategic reading, and e-learning applications. Within the area of learning difficulties, specific interest areas include the effects of semantic retrieval and working memory problems and reading; executive function difficulties; effective accommodations in the areas of reading, writing, and learning; and applications of strategies and accommodations in the current Response to Intervention model.