



43rd Everyone Reading Conference on Dyslexia and Related Learning Differences

February 29 and March 1, 2015
CUNY Graduate Center
365 Fifth Avenue, New York, NY 10016

Monday, February 29, 2016

8:00 – 9:00am Check-in and Late Registration

9:00 – 10:00 am

**Keynote Address – Educating, Advocating, Legislating: Partnering for Literacy
JoAnne Simon, New York State Assemblywoman**

Jo Anne Simon was elected to the NYS Assembly (52nd AD) in November 2014 and serves on its Consumer Affairs, Higher Education, Judiciary, Labor and Transportation committees. She is the sponsor of Assembly bill A.4330A (S.05439) which provides for (a) the use of the word “Dyslexia’ in IEPs and 504 plans, (b) the early screening of young children for signs of dyslexia and (c) a requirement that graduate education students be required to take 6 credits in methods of teaching reading that must include research based effective methods of instruction. She welcomes your input and activism in securing the passage of this bill.

A 1990 graduate of Fordham Law, Ms. Simon tried the landmark case of Bartlett v. New York State Board of Law Examiners, and has represented individuals with disabilities in connection with standardized testing and higher education for over 20 years. In July 2008, Ms. Simon testified before the U.S. Senate in support of the proposed amendments to the ADA. She was instrumental in the passage of California’s AB2122 and DFEH v. LSAC. The consent decree and subsequent Best Practices report in DFEH v. LSAC formed the basis of recent guidance issued by the US Dep’t of Justice for access to standardized exams. Ms. Simon has been an adjunct Associate Professor at Fordham University School of Law for many years.

Before entering the law, Ms. Simon was a teacher of the deaf, a postsecondary disability services provider (Gallaudet University) and was a certified sign language interpreter for over 20 years. She holds a

Master's degree in the Education of the Deaf from Gallaudet University and was a founding member of the Association on Higher Education and Disability (AHEAD), later serving as its general counsel.

Ms. Simon served on the board of directors of Everyone Reading from 1998 through 2014, serving as its president for over five years before her election to the Assembly.

10:00 – 10:30 AM Coffee, Exhibits and Networking

Please visit our sponsors and exhibitors in the lobby. THE EXHIBITIONS AND COFFEE WILL BE AVAILABLE ALL DAY.
VISIT ANYTIME!

10:30 – 11:40 AM

M01 – Equity and Excellence: Promises for All Students (Plenary Session)

Carmen Fariña, Chancellor - New York City Department of Education

M02 – Best Practices in Vocabulary Instruction (Product Presentation)

Ashley Kohn, Development Coordinator/Education Consultant – Center for the Collaborative Classroom

An interactive session designed to support participants' thinking, reflections, and understandings of the latest research and applications for best practices in vocabulary instruction.

M03 – Understanding and Identifying Language-Based Learning Disabilities in Bilingual Children

Gregory Witkin, Postdoctoral Fellow; Marsha Vasserman, Clinical Neuropsychologist – The Child Study Center at NYU Langone Medical Center

This talk will review language development in bilingual children and discuss how to best identify and address learning differences in these children.

M04 - A Picture is Worth a Thousand Words: Visual Pathways into Phonics Instruction

Carolyn H. Strom, Visiting Assistant Professor – New York University Steinhardt

This session will highlight how to tap into students' visual memory pathways during phonics instruction and address research and strategies related to integrated picture mnemonics, which work well for students who have trouble with sound-symbol correspondence.

M05 - Common Core Sentence Writing Programs Grades 4-12 (Product Presentation)

Russell Van Brocklen, Editor – Dyslexiaconsultants.com

Learn how to quickly teach simple, compound, complex, and compound-complex sentences. This program was created in partnership with the Disability Resource Center, SUNY Albany.

M06 - Reading Success and Assistive Technology: A Panel Discussion

Mike Marotta, RESNA Certified Assistive Technology Professional; Manager, Learning Ally Professional Development, Education Solutions

Panelists – user, evaluator, teacher, trainer – will address AT as a powerful reading accommodation, including identification of appropriate tools, training & support for effective implementation.

M07 – It Takes a Village: A Holistic Approach to Advocating for Your Child within the New York City Department of Education – A Legal Discussion

Jennifer M. Frankola Crawford, Esq., Attorney – Lewis Johs Avallone Aviles, LLP; Eileen Libutti, Esq., Managing Partner – Lewis Johs Avallone Aviles, LLP

Two attorneys: one a NYC mom of twins and one a former NYC public school literacy teacher come together in an informative, insightful and interesting workshop regarding the rights of students and their parents as they navigate the NYC Department of Education. Participants will walk away with tips and a better understanding of their legal options, rights and responsibilities.

M08 – Classroom Management Techniques

Matthew Rouse, Clinical Psychologist – Child Mind Institute

This workshop will explore ways to maintain a calm and productive classroom environment and bring out the best in students. We will discuss techniques to handle disruptive, difficult, and unmotivated behavior, including daily report cards (DRCs), positive attention to desired behaviors, and disciplinary techniques for undesired behaviors.

11:40 am – 12:10 pm Coffee, Exhibits and Networking

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12:10 – 1:20 pm

M09 – Integrate and Differentiate to Enhance Instructional Effectiveness

Vicky Gibson, Chairman and CEO – Gibson Hasbrouck & Associates

This interactive session includes practical suggestions for enhancing instructional effectiveness by integrating and differentiating teaching, monitoring students' response to instruction, and providing collaborative student practice.

M10 – Implementing KhanAcademy.org into Your Classroom

Eric Bray, Mathematics Teacher – The Gow School

Khan Academy is a free online resource for teachers and students. Learn how Eric Bray uses the website with his students and tour its various features.

M11– From Awareness to Action: The Parent's Journey

Deborah Lynam, Director of Partnerships & Engagement – AIM Institute for Learning & Research

Journey through the first-person experiences of a parent – guidance, insights, and inspiration on personal advocacy skills, including tips on systemic dyslexia advocacy efforts.

M12 – Language-Based Learning Disabilities and the Neuropsychological Evaluation

Melody O'Neil, Associate Director of Admission, Special Education Teacher – Landmark School

This presentation focuses on identifying students with language-based learning disabilities (LBLD); understanding the differences between LBLD and a non-verbal learning disability (NVLD); and understanding/interpreting the evaluation process, including neuropsychological, educational, and speech-language testing. Topics will also include how to interpret the scores (what it all means and what the specific tests measure), services available, and remediation vs. accommodation.

*NOTE: this presentation is geared towards the regular/special education teacher who may have limited previous exposure to neuropsychological evaluations.

M13 – Correcting Cognitive Dysfunctions: Clearing the Roadblocks to Reading

Rivka Schechter-Abadi, Program Coordinator – Ohr HaLimud–The Multisensory Learning Center

Reading is a system of cognitive processes. When any one of these processes fails to perform efficiently, reading suffers. By correcting such dysfunctions as blurred or sweeping perception, poor organization of space, and/or trial and error behavior, reading fluency and comprehension improve.

M14 – Making Note-Taking Accessible for Students using Sonocet Audio Notetaker

Mark Surabian, Assistive Technology Consultant – AT Help for Anyone (ATHelp.org)

Note-taking at lectures is essential to students' academic success but can be challenging for all students. Students typically record on 11-70% of the key information presented. This session will explore why Sonocet Audio Notetaker is increasingly being embraced by students and assistive technology administrators alike for note taking.

M15 – Phonics for Teens (finally)! (Product Presentation)

Jill Haney, Author and Consultant

Learn about a supplemental phonics program featuring research-based strategies and decodable fiction and nonfiction books for emergent teen readers.

M16- Tailoring Teaching Strategies for Children with Dyslexia

Mike Marotta, RESNA Certified Assistive Technology Professional; Manager – Learning Ally Professional Development, Education Solutions

Examples of simple tailoring of classroom techniques, use of accommodations and AT will show teachers how to level the playing field so dyslexic students can achieve classroom success.

M17 – The Imagery-Language Connection to Dyslexia: Related Research Findings

Cara Nemchek, Center Director – Lindamood-Bell Learning Processes

Neurological and behavioral research validating the imagery-language connection to dyslexia will be discussed, including changes in word reading, comprehension, and areas of brain function.

M18 – Powerful Intervention for Struggling Readers (Product Presentation)

Ashley Kohn, Development Coordinator, Education Consultant – Center for the Collaborative Classroom

Systematic instruction in phonological awareness, phonics, and sight words (SIPPS®) is a powerful intervention focused on foundational skill development for students in grades K-12.

M19 – Interpreting and Leveraging Evaluations to improve your Child’s IEP

Norma Francullo, Esq. Special Education Attorney, Parles Rekem, LLP; Jeanne Tighe, Speech-Language Pathologist

Participants will learn how to read their child’s evaluation, interpret data, and advocate how to bring that information to the school to negotiate programming possibilities.

M20 – Using Structural Analysis to Improve Vocabulary Development

JoAnn Lense, LCSW, Director of Professional Development, Literacy Now

Participants will actively participate in learning to incorporate Orton-Gillingham-based teaching methods across content-based curriculum, using structural analysis to improve students’ decoding and vocabulary.

1:20 – 1:50 PM Coffee, Exhibits and Networking

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1:50 – 3:00 PM

M21– Demystifying Common Core Standards and their Impact on Teaching and Practicing

Vicky Gibson, Chairman and CEO – Gibson Hasbrouck & Associates

This session includes an easy way to understand the learning progressions and outcomes in the CCSS and their impact on teaching, student practice and assessment.

M22 – Promoting Future Success of Students with Learning Disabilities

Elizabeth Mendelsohn, Chief Operating Officer, Director of Research – Winston Preparatory School

Learn about the factors that lead to the future success of learning disabled students, and how educators can promote these characteristics throughout students’ educational careers.

M23 – Combining Reading and Writing Interventions for Struggling High School Students

Susan Garni Masullo, Ph.D, Teachers College, Rachel Kent and Addis Rojas Marin, The Heritage School; Amanda Rhea; The United Nations International School; Tricia Finn, Stephen Gaynor School

This session will demonstrate how we combined a research-based reading program and a writing strategy to improve the engagement and performance of high school students not meeting grade level standards.

M24 – KINEMS: Kinetic and Multi-Sensory Learning Games for Classroom and Therapy (Product Presentation)
Mark Surabian, Assistive Technology Consultant – AT Help for Anyone (ATHelp.org)

A demonstration of KINEMS' computerized kinesthetic-learning games for children which help them effectively integrate both thinking and motor skills to achieve both educational and therapeutic goals.

M25– Access to Informational Text for Students with Disabilities

Jason Borges, Senior Director of Literacy Interventions and Access – New York City Department of Education Special Education Office; Raizy Blau, Director of Literacy & Social Studies K-12 – New York City Department of Education District 75/Citywide Programs

How do we create access and promote engagement for students with disabilities using informational text and incorporating the principles of Universal Design for Learning? A closer look at the gradient of text complexity across populations will be reviewed.

M26 – Goodbye, Disability Model: Welcome to the Talent Model

Kevin Pendergast, J.D., Head of School – The Kildonan School and Teacher-Training Institute

This presentation will challenge participants to rethink conventional wisdom on the dyslexic brain and to reconsider how best to take advantage of its unique resources.

M27 – Bilingual Language Acquisition vs. Language or Learning Disability

Angel Tapia, MA, CCC-SLP; Juanita Dunbar, MA, CCC-SLP; Edward Sweeney, MA, CCC-SLP, Speech and Language Pathologists – the New York City Department of Education and The United Federation of Teachers

Participants will learn the key distinctions between the bilingual language acquisition of a typically developing child and a speech and language disorder or a learning disability.

M28– Effective Strategies for Early Intervention for Struggling Readers

Kelley Perkins, Executive Director – Read Alliance; Maris Goodstein, Executive Director – Reading Partners

Read Alliance and Reading Partners train high school students and adult volunteers to provide effective intervention in foundational reading skills to struggling elementary school students. Learn about the curriculum and methodology, training procedures and ongoing assessment that ensure student success.

M29 – Parent's Rights: Supports for Students with Print Disabilities

Maggie Moroff – Advocates for Children, ARISE Coalition

We will discuss parents' rights in special education, paying special attention to the needs of students with print disabilities. Emphasis will be on New York City, but we will also look at federal mandates.

M30 – Building Fluency in Struggling Readers in Grades K-5: Achieving the Pace, Accuracy and Prosody that Lead to Successful Comprehension of Text

Esther Klein Friedman, Ph.D., Executive Director, Office of Literacy and Academic Intervention – New York City Department of Education

This presentation addresses the research base for fluency, its relationship to proficient reading as well as engaging and interactive strategies for building fluency in the classroom.

3:00 – 3:30 pm Coffee, Exhibits and Networking

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3:30 – 4:40 pm

M31– Demystifying Response to Intervention (RtI)

Kira Bonn, Director of Academic Intervention Services – New York City Department of Education C

This presentation will provide a brief introduction to Response to Intervention (RtI) including definition and purpose, regulations and guidelines, protocols, systems and structures, assessments, instructional treatment protocols, and implications for practice. Participants will leave with a clear understanding of what RtI is and what the implications for practice are.

M32 – The Benefits of an LD Summer Program

Matthew A. Fisher, Associate Director of Admissions, Director – The Summer Program at The Gow School

Parents, educators and advocates will learn about the benefits of a summer program specifically designed for students with SLD and ADHD.

M33 – Effective Strategies for Teaching Phonics

Amy Barnett, Learning Support Teacher/Wilson Trainer - Wilson Language Training; Jamisen Shrut, Speech Language Pathologist – Lower Merion School District

This workshop is designed to give classroom teachers, grades K-2, an understanding of terms, multisensory strategies and techniques for teaching phonics.

M34– Free and Affordable Technology Supports for Struggling Learners

Mark Surabian, Assistive Technology Consultant – AT Help for Anyone (ATHelp.org)

This assistive technology session will provide information and demonstrations of the most current computer, Cloud-based, and iPad solutions for writing, reading, organization, note-taking, and math.

M35– Advising on School Placement for Students with Learning Differences

Sharon Thomas, MSc, MEd, Director of MAIA Education Resource Center

This presentation will feature K-12 case studies on why and how school fit matters and how to effectively advise families on school placement.

M36– Dyslexic Adults Share their Experiences and Coping Mechanisms

Sandy Gubar; Elizabeth Williams Auricchio - Clinical Psychologist; Jessica Frederick, Alexandria Dropp, Kevin Moore, Nyakya Brown, Zenaida Lorenzo and Dwight Premiano

Adults with learning disabilities share their challenges, feelings, and coping mechanisms and reflect on the definition of “success.” Audience questions and comments are welcome.

M37- How Can English Language Learners Master Both Language and Content

Melissa Katz, ELL Specialist, New York City Charter School Center

Participants will learn how New York State and New York City charter schools have tackled and scaffolded the Common Core for their ELLs. Participants will work with the state’s New Language Arts Progressions, sample CCLS-aligned units with separate ELL components, and examples of best practices for developing listening, reading, speaking and writing. Work time will allow for participants to develop a plan for immediate, actionable next steps.

M38– Understood: Learning & Attention Issues through a Child’s Eyes

Dr. Sheldon H. Horowitz, Senior Director, Learning Resources & Research, National Center for Learning Disabilities (NCLD) and Expert Advisor to Understood.

Wondering what it feels like to struggle with learning or attention issues? This session increases understanding and dispels misconceptions using one-of-a-kind simulations and followed by a round-table discussion.

Reception in Honor of Michael Mulgrew, President of the United Federation of Teachers

Monday, February 29, 2016 – 5:30 – 7:00 pm
Recital Hall

We are delighted to announce that United Federation of Teachers President Michael Mulgrew will receive Everyone Reading's Priscilla T. Vail Literacy Award. The award will be presented by New York City Council Member Daniel Dromm, Chair of the Council's Education Committee. Mr. Dromm was the 2015 Everyone Reading honoree.

Michael Mulgrew is the fifth president of the United Federation of Teachers, UFT, which represents 200,000 teachers, paraprofessionals, school secretaries and other professional staff in New York City public schools as well as home day-care providers, nurses, adult education instructors and retired members.

Mr. Mulgrew spent 12 years as a classroom teacher at William E. Grady High School in Brooklyn, where he also served as chapter leader before becoming the union's vice president for career and technical education high schools and later its chief operating officer.

During Mr. Mulgrew's tenure, the UFT has sought to improve schools in New York City by advocating for smaller classes, increased funding from both the city and state, greater parental involvement, reduced reliance on standardized testing, and other initiatives.

Mr. Mulgrew was one of the leading advocates of the city's Community Learning Schools Initiative, which brings social, medical and psychological services to school buildings for students and their families. Also as part of the UFT's drive to boost innovation and academic achievement in the city's classrooms, he advocated for the PROSE (Progressive Redesign Opportunity Schools for Excellence) initiative, which gives teachers and other school staff the opportunity to design innovative new approaches at the school level.

On both the local and national fronts, Mr. Mulgrew is active on promoting a range of issues that include economic fairness, immigration reform, equality and social justice.

Mr. Mulgrew serves as a vice president of the American Federation of Teachers; an executive board member of New York State United Teachers; a member of both the executive council of the New York State AFL-CIO and the executive board of the New York City Central Labor Council; and executive vice chairman of the city's Municipal Labor Committee.

Tuesday, March 1, 2016

8:00 – 9:00 Check-in and Late Registration

9:00 -10:00 AM

Keynote Address – *Advancing Thinking through Writing*

Judith C. Hochman, EdD.

Dr. Hochman is the founder of The Writing Revolution, a national not-for-profit organization dedicated to bringing evidence based strategies for writing instruction to underserved schools. The Writing Revolution presents courses for educators and has partnerships with schools in New York and Washington DC.

Dr. Hochman is the former Superintendent of the Greenburgh Graham Union Free School District in Hastings on Hudson and a former Head of The Windward School. She is also the founder and senior faculty member of The Windward Teacher Training Institute. Dr. Hochman lectures, presents workshops and gives courses for educational organizations, colleges and universities, as well as public and independent schools throughout the United States. She is the author of *Teaching Basic Writing Skills*, numerous articles and a

chapter, "Composition: Expressive Language and Writing," in the publication *Multisensory Teaching of Basic Language Skills*.

10:00 – 10:30AM Coffee, Exhibits, Networking

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VISIT ANYTIME!

10:30- 11:40 AM

T01 – How Cognitive Profiles of Reading Can Inform Instruction (Product Presentation)

Connie Steigerwald, Senior Literacy Advisor and Director of Literacy Practice – Wilson Language Training

This session explores how a student's cognitive profile related to reading acquisition and how this informs differentiated, diagnostic instruction with Wilson Reading System® or other OG-based approaches.

T02 – Incorporating Interactive Whiteboards in a Systematic Approach to Teaching Phonics (Product Presentation)

Tasha Otto, Educational Consultant; Ohilda Holguin, M.Ed., Solution Sales Executive, Promethean

This session will demonstrate ways to incorporate adaptive teaching using interactive boards, visual tools and other technology into phonics curriculum and instruction to engage all students.

T03– Building Fluency in Struggling Readers in Grades 6-12: Achieving the Pace, Accuracy and Prosody that Lead to Successful Comprehension of Text

Esther Klein Friedman, Ph.D., Executive Director

Office of Literacy and Academic Intervention, New York City Department of Education

This presentation addresses the research base for fluency, its relationship to proficient reading as well as engaging and interactive strategies for building fluency in the classroom.

T04 – Understanding and Planning for Students with Learning Disorders

Marc Gladstone, Education Specialist – Child Mind Institute

The focus of this talk will include a description of the various learning disorders students possess the challenges they face during their school years, and a plan for schools and parents to incorporate to help provide an effective trajectory for our students to reach their learning goals.

T05 – Developing Language through Multiple Learning Modalities

Jennifer Ifil-Ryan, Associate Director – Education & Community Engagement, Sugar Hill Children's Museum of Art and Storytelling

Participants will experience how tactile tools, body movement, and visual thinking strategies (VTS) at the Museum are used to introduce new vocabulary and investigate language.

T06 – Executive Functioning and Metacognitive Strategies for Students with Learning Disabilities

William Presutti, Florham Campus Director – Regional Center for Learning Disabilities, Fairleigh Dickinson University; Barbara Byrnes, Metropolitan Campus Director – Regional Center for Learning Disabilities, Fairleigh Dickinson University

The goal of this presentation is to assist college students in their academic work. Executive functioning skills such as working memory, organization, and time management will be discussed along with reading, note-taking and studying strategies.

T07 – Executive Functioning: The "How" and "Why" of Many Academic Challenges

Edward Petrosky, Clinical Neuropsychologist

This presentation will explain the role of executive functioning in learning disabilities, autism, and twice exceptional students and practical intervention strategies in order to differentiate instruction.

T08 – Technology & Teenagers: Research, Instruction, Acceleration

Helen Long – Voyager Sopris Learning

Technology is constantly changing the way students learn. This workshop will demonstrate a blended learning solution of online personalized instruction, social media platform, and teacher-led instruction.

T09 – Addressing Functional Impairments in ADHD: Organizational Skills Training

Richard Gallagher, Associate Professor of Child and Adolescent Psychiatry – NYU School of Medicine

Gain from our years of research on understanding and successfully treating organizational problems in ADHD. Practical suggestions for teachers and support professionals will be provided.

T10 – Math Makes Everyone COUNT!

Robert Gyles, Professor of Mathematics Education – Hunter College, City University of New York (CUNY)

This hands-on workshop focuses on bridging the gap between concrete and abstract learning. Special attention will be given to creating a differentiated math classroom.

T11 – Self-Regulated Strategy Development (SRSD) in Action!

Pooja Patel, Learning Specialist – United Nations International School and Consultant, ThinkSRSD; Middle School Students from the United Nations International School

Experience SRSD by watching model lessons and listening to students' insights on their experiences, successes, and concerns about using this writing intervention or approach.

11:40 AM– 12:10 PM Coffee, Exhibits, Networking

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12:10 – 1:20 PM

T12 – Assistive Technology Supports in the Cloud (Product Presentation)

Jason Carroll, Global Product Manager – Text help

Millions of students are using cloud-based applications like Google Apps every day. Join this session to learn more about technology to support struggling learners in these environments.

T13 – MyloWrites Hosts Dr. Alice Mangan - Hard Conversations: How to talk with parents about their child's learning disability

One of the most weighty and delicate conversations educators have with parents is when they must deliver the news that a student is struggling with some aspect of learning. The manner in which the conversation is carried out influences parents' thoughts and feelings about themselves and their child. We will discuss effective ways of engaging parents in these difficult discussions while being attuned to the effect this news has on the parent.

T14 – How Writing Enhances Reading (and How Technology Can Help)

Jules Csillag, Speech Language Pathologist – Jules Teaches & The Gateway School of New York

Learn technology tools that you can immediately use to scaffold common difficulties with writing e.g. encoding, writing fluency, writing structure, and writing mechanisms.

T15 – Developing an Effective Learning Support Model in Schools

Marc Gladstone, Educational Specialist – Child Mind Institute

This presentation will focus on effective models of learning support within K-12 schools for students with learning disorders, attention and executive function deficits, and academic challenges. We will explore the strengths and weaknesses of commonly used models and discuss best practice approaches.

T16– Teaching Our Youngest Readers: Laying a Foundation for Success

Sue Wilder, Regional Director – Center for the Collaborative Classroom

All students need to build a foundation for success as readers, writers, critical thinkers and communicators. This interactive session will offer strategies for effective literacy development for our youngest students.

T17 – Adults and Adolescents with Dyslexia: Reading and Writing

Dolores Perin, Professor, Psychology and Education – Teachers College, Columbia University

Approaches to customizing reading and writing strategies to promote better professional, educational, and everyday functioning of adults and older adolescents with dyslexia will be presented.

T18 – The Role of Neuropsychological Assessments in Understanding Learning Disorders

Shahal Rozenblatt, and Hilary Gomes, Members of the Pediatric Committee New York State Association of Neuropsychology (NYSAN)

This presentation highlights the importance of neuropsychological evaluations in diagnosis and the development, implementation, and monitoring of treatment and intervention services for individuals with learning disorders.

T19 – Reading and the Brain: Understanding and Helping Students with Reading Difficulties

Helen Long – Voyager Sopris Learning

Science has found that reading does not just happen. Human beings were never born to read. This session will give educators a new and clear understanding of what must happen to build and reinforce the neural pathways deep within the brain for skilled reading. The presenter will also discuss key questions from the “Science of Learning” that should be relevant to every educator. All educators will be able to connect to these cognitive principles to their practical implications for the classroom or whenever teaching and learning takes place.

T20– Managing Social-Emotional Difficulties in Children with Language Disorders

Meghan Jorgenson, Clinical Neuropsychology Post-doctoral Fellow – The NYU Child Study Center, and Daniela Montalto, Clinical Director –Institute for Learning and Academic Achievement, NYU Child Study Center

This presentation will help participants identify and learn ways to manage common behavioral and emotional difficulties (e.g. ADHD, oppositionality, anxiety) in children with language disorders.

T21– Early Cognitive and Academic Development Test: A Unique and New Assessment Brought to you by the Authors of the WJ IV! (Product Presentation)

Lauren DeFrancesco, National Clinical Account Executive

This presentation will focus on the brand new early childhood assessment to the WJ IV family. Designed for ages 2.6 – 7.11, the ECAD provides comprehensive testing results for cognitive abilities, academic skills and expressive languages all in just 10 total subtests.

T22-Teacher Feedback for Student Achievement

Alice Stabiner, Senior Director for Education; Bill McConnell, Senior Vice President/Generation Ready

This interactive workshop will focus on the importance of high quality teacher feedback that is time sensitive, specific to the task/learning goal, that includes next steps and monitors for progress to support student growth.

1:20 – 1:50 PM Coffee, Exhibits, Networking

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1:50 – 3:00 PM

T23 – What We Want Teachers to Know about Dyslexia

Susan Scheiner, Jennifer Stampe, YES! NJ Hub Leaders – Learning Ally

A student panel speaks about living with dyslexia – characteristics and myths, accommodations and AT, self-advocacy and practical information to help teachers in the classroom.

M24 – Understanding Me: Dyslexia from a Student’s Perspective

Wendy Ramos, Executive Director – Wishes of Literacy Inc.

A Q&A session with a panel of New York City dyslexic students, who will discuss their educational needs and experiences.

T25 – Remediation Plus: A Validated Approach to Explicit Systematic Literacy Instruction (Product Presentation)

Jo-Anne Gross, President and Founder, Remediation Plus Systems; Dr. Steve Ross, Senior Researcher, Center for Education reform, Johns Hopkins University; Darla Brink, Director of Literacy Center/Title I, CESA 8 in Wisconsin

Remediation Plus Systems, a small-group intervention for students in grades 1-4, is based on explicit, multi-sensory systematic instruction in foundational literacy skills such as phonemic awareness, phonics and handwriting. A randomized study by John Hopkins University found that students in the Remediation Plus program scored as well in comprehension as those in a Leveled Literacy program and outscored those same students in vocabulary, writing and spelling. Dr. Ross will present the study design and findings. Jo-Anne Gross will present the program’s grouping formula and curriculum.

T26 – Managing Young Children with Attention and Behavioral Difficulties

Maria Tsepilovan Edman, Assistant Professor – Icahn School of Medicine at Mount Sinai

This presentation will address strategies in the home and school to manage behavior and enhance self-esteem in young children with attentional and behavioral difficulties.

T27 – Best Practices in Reading Comprehension

Sue Wilder, Regional Director – Center for the Collaborative Classroom

This interactive session is designed to support participants’ thinking, reflections, and understandings of the latest research and applications for best practices in reading comprehension instruction.

T28 – Multi-Sensory Writing Strategies for College Students with Dyslexia

Sharon Fleischer, Learning Specialist – Fairleigh Dickinson University Regional Center for College Students with Learning Disabilities

How do you hook college students with dyslexia into remediating their writing skills? This presentation will present multi-sensory strategies for struggling writers.

T29 –The New Science of Reading

Martha Burns, Joint Appointment Professor – Northwestern University

Learn how the brain processes the written word, the language processes underlying reading, how reading changes the brain and neurological characteristics of individuals with dyslexia.

T30 – Words with Spelling Connections Have Meaning Connections

(PHONOLOGY+PHONICS+MORPHOLOGY+MORPHOLOGY+ETYMOLOGY=ORTHOGRAPHY)

Nancy Cushen White, Clinical Professor, Adolescent & Young Adult Medicine, Pediatrics Department and Child and Adolescent Psychiatry Department – University of California San Francisco

While basic knowledge of phoneme-grapheme relationships may be sufficient for spelling, reading, and comprehending one-syllable words, analysis of word structure – including knowledge of morphology and etymology – is needed to learn to spell, read, and comprehend multi-syllable words.

T31 – Listen! Students’ Attentional Focus Shapes Language Expertise in the Brain

Yuliya Yoncheva, Research Scientist –NYU Child Study Center; Hia Datta, Assistant Professor and Undergraduate Director, Communication Sciences and Disorders – Molloy College; Barbara T. Schmidt, Associate Dean Undergraduate Academic Affairs, Associate Dean Speech-Language Pathology & Executive Director – Molloy College Speech Center, Molloy College

This presentation will discuss non-invasive neuroimaging and behavioral evidence for optimal reading instruction approaches, working memory and speech perception, and highlight implications for specific language impairment and dyslexia.

T32 – The Woodcock Johnson IV and the Assessment of Reading Disabilities

Lauren DeFrancesco – National Clinical Account Executive

This informative presentation will review how the three batteries of the WJ IV may be used in a comprehensive evaluation to better understand reading disorders and how to effectively plan interventions to help these students from struggling in the classroom.

T33– How Can Math Have Changed? Computation in the 21st Century (Grades 4 – 8)

Robin Schwartz, Adjunct Professor - College of Mount Saint Vincent; Founder - Math Confidence

Back in BC (Before Calculators), math class was computational with pencil and lots of paper! Common Core Math provides opportunity for students, teachers and parents to learn why and how algorithms work rather than using technology to “get the answer.” Items from www.engageny.org will blend conventional written and mental Math techniques with the “new Math” to engage students and make grade level math accessible to all.

3:00 – 3:30 PM Coffee, Exhibits, Networking

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3:30 – 4:40

T34 – Working towards Inclusion in New York City Charter Schools

Dixon Deutsch, Vice President, New York City Charter School Center; Megan Davis-Hitchens, Director, New York City Special Education Collaborative

Building an inclusive educational environment is an ongoing process. This session will explore the steps of five New York City charter schools in working towards inclusion – a process that has involved strategic planning and reprioritizing of programs, inter-visitations, and mindset work on the part of school leaders and staff.

T35 – Does Your Child Have a Reading Problem?

Henry Ettinger, Developmental Optometrist

This presentation will discuss the vision – reading link. Learn to test for vision problems that interfere with reading and what can be done to resolve these problems.

T36 - Growth Mindset and the Struggling Learner (Product Presentation)

Shannon Eliasson, MA TESOL, Intervention Specialist Houghton Mifflin Harcourt

Learn how to build a growth mindset classroom culture where students and teachers have the language to talk about academic mindsets and behaviors.

T37 – Strategies for Teaching and Empowering Incarcerated Youth

Chrystal Stewart, Alternative Education Special Educator

Many incarcerated youth struggle with learning disabilities and poor academic skills and achievement. This presentation will offer strategies for enabling challenged and challenging students to take ownership of their education and provide structure for improving academic, social and emotional skills.

T38– Executive Functioning Strategies for Elementary and Middle School Students

Emily Levy, Founder and Director – EBL Coaching

Participants will learn concrete research-based executive functioning strategies, including tools for planning, time management, studying, note-taking, and organization.

T39– Have It Your Way: A Study Skills Program

Beth Handler, Language and Learning Disabilities Specialist; Consultant, Private Practitioner

Participants will learn procedures, curriculum, strategies and skills that enable middle school students to understand their learning styles, be more confident and become successful students.

T40 - Addressing Challenging Behavior

Meghan Fitzgerald, Director of Special Education and Brett Barnes, Associate Director of Special Education, Uncommon Schools, NYC

Learn evidence-based strategies to improve student frustration tolerance, flexibility and problem solving. These behavior intervention best practices are effective in general education and inclusion classes and pull-out settings.

**Theater Benefit – The Curious Incident of the Dog in the Night Time
Tuesday, March 1, 2016 - 7:00 PM – Barrymore Theater**

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