

Everyone Reading Conference

Monday, March 13, 2017

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

9:00 – 10:00AM

Keynote Address – Dyalekt – Literacy Begins with the SPOKEN WORD!

Dyalekt is an MC, educator, playwright, actor, and radio host from St. Croix, USVI. He has promoted and celebrated the power of the spoken word in schools and on stages around the world. He uses his unique brand of Hip Hop education to empower students from grades K-Grad school, and provides training for teachers, writers, performers and professionals. He's the co-host of Brunch & Budget on Bondfire Radio, and has recently been using that platform to teach Hip Hop and finance workshops to high school and college students. His curricula are rap albums/are plays, and he is a member of the Public Theater's Emerging Writer's group as well as a Hip Hop artist with several records and tours under his belt.

10:00 – 10:30AM 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 – 11:40AM

M01 – Understood: Learning and Attention Issues through Your Students' Eyes

Sheldon H. Horowitz, Ed.D., Director, LD Resources, National Center for Learning Disabilities (NCLD)

Learn about ***Understood.org***, a new, online resource about learning and attention issues that will help support children and their families with a wide range of resources, access to experts and much more.

M02 –Is the Multi-Tier System of Supports (MTSS) the old Response to Intervention (RtI)

Concetta Russo, E.D., Crossroads for Educational Services

The acronyms RtI and MTSS are often used interchangeably. They are similar and different. RtI means providing effective instruction and intervention across three tiers to all students. MTSS is more comprehensive, because it addresses academic, social, emotional and behavioral development of children across three tiers.

M03 – The Importance of the Sentence: A Foundation of the Common Core

Betsy MacDermott-Duffy, MS. Ed., Director of Language Arts, The Windward School

The ability to write effective sentences forms the foundation of both expository and argumentative essays. The goals of the Common Core Standards can be reached if important sentence and organizational skills are taught at each grade level.

M04 – Conversations around Teaching Culturally and Linguistically Diverse Students

Xuchilt Pérez, Ph.D., Assistant Professor of Adolescent Special Education, Hunter College; Kristen L. Hodnett, M.S., Clinical Professor of Special Education, Hunter College; Maria Peña, Ph.D. Candidate in Urban Education at the Graduate Center; and Moderator Jennifer Samson, Ed.D. Associate Professor, Special Education, Hunter College.

This panel will discuss, race, culture, and language in the classroom, by focusing on building academic language, cultivating multi-cultural literacy, and connecting to content instruction.

M05 – The Amazing Reading Brain and Effective Teaching Strategies for Struggling Readers

JoAnn Lense, LCSW/MSLE Teacher and Teacher Trainer

In this fast-paced, hands on presentation, participants will learn how the brain acquires reading skills and why some students struggle to acquire phonemic and phonics-based skills. We will discuss research validated teaching methodologies to ensure that all students learn how to connect letter patterns with sounds, syllables, and meaningful word parts (prefixes, base words, roots, and suffixes).

M06 – Choosing the Right Assistive Technology for Your Students

Zahavit Paz, Graduate Disability Study Program, CUNY, CEO and Co-Founder, LD Resources Foundation; Shannon Stringer, Chairperson of Technology Integration at the Churchill School and Center

Overview of the different types of critical assistive technologies needed in order to address difficulties and provide support for students' success in all academic settings.

M07 –Dyslexia and the Imagery-Language Connection: Theory, Research, Practice

Cara Nemchek, Executive Center Director, Lindamood-Bell Learning Processes

This session explores neurological and behavioral research validating the imagery-language connection and its importance for reading and comprehension in all students, including those with dyslexia.

M08 – Putting the Pieces Together: An in-depth look at the levels of interpretation available with the WJIV

Lauren DeFrancesco, M.S., Clinical Account Executive, HMM Assessments.

This workshop is appropriate for professionals who are using the WJIV for their assessments and want to learn more about how to interpret the various levels of scores gleaned from the assessment.

M09 – Dyslexia: Making It Personal – A Simulation and Presentation (Part I)

Mark Brugger, Sr. Program Manager, Learning Ally

Several interactive, hands-on simulations expose participants to Specific Learning Disabilities. The presentation focuses on the characteristics of the condition and teaching and accommodation needs. It will end with an inspiring personal story.

M10 – Critically Examining Word Lists and Word Walls

Katharine Pace Miles, Assistant Professor, Brooklyn College; Selenid Gonzalez Frey, Ph.D. Student, CUNY Graduate Center

This session will present the findings of an investigation into whether words on high frequency lists contain reliable grapheme-phoneme relationships. Words on classroom word walls were also analyzed for their orthographic regularity.

M11– An Exceptional Reading Disorder: Hyperlexia's Orthography to Phonology

John J. McGinley, Ph.D., Assistant Professor, Department of Neurology, Montefiore Medical Center/Albert Einstein College of Medicine; Jane M. Healey, Ph.D., Adjunct Professor, Department of Psychology, Fairleigh Dickinson University

The neuroscience of hyperlexia: implications of a disconnection between an orthography-phonology route and semantic meaning in the temporal-parietal cortex, and what this means for intervention.

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

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12:10 – 1:20PM

M12 – A Picture is Worth a Thousand Words: Visual Pathways to Phonics Instruction

Carolyn Strom, Ph.D., Visiting Assistant Professor, New York University Steinhardt

This session will highlight how to tap into students' visual memory pathways during phonics instruction. It will address research and strategies related to integrated picture mnemonics (PictoLetters), which work well with students having difficulty with sound-symbol correspondence.

M13 – “Recipe for Reading:” A MTSS and Rtl Program (Product Presentation)

Concetta Russo, Ed.D., Crossroads for Educational Services

Recipe for Reading is a comprehensive, multi-sensory, phonics-based reading program designed for Tier 1, 2, and 3 interventions. It may be used as a core phonics program or a focused, supplemental phonics program for struggling readers.

M14 – Should I Get an Independent Evaluation?

Valerie M. Raymond, Ph. D.

What is the difference between a Department of Education evaluation and an independent evaluation? What will you learn and what practical use will it be?

M15 – Multi-Sensory Structured Language Strategies

Judith R. Birsh, Ed.D.

Multi-sensory structured language strategies will be defined and demonstrated with activities for effective, everyday instruction of language skills. The carefully sequenced teaching of sounds, syllables, words, sentences, and written discourse linking eye, ear, voice, and hand will be presented.

M16 – “It’s Cheating!” The Case against Reading Accommodations

Ruth Ziolkowski, President, Don Johnston Incorporated

As accommodations go mainstream and even become embedded in assessments, it's time to change the old mindset that students are cheating. For some students, a simple accommodation can mean the difference between accessing the general education curriculum and being pulled out with modifications. Participants will learn to identify students who can be included with accommodations and see examples of students who have used them to find success in school and in life.

M17 – Grow Your Foundational Skills Toolbox!

Katie Shuman, M.A., Program Manager, Literacy Trust, Inc.

Learn practical teaching tools and techniques to develop phonological awareness, alphabet knowledge and phonics with grade K-2 students. The rationale and hands-on practice will be provided for all strategies.

M18 – Pre-referral Meetings: Possible Reading Disabilities and English Learners

Maria Campanario, CAGS, Learning Specialist, Mc Graw Hill

An overview of influences affecting second-language reading development and a discussion of how second-language proficiency may affect reading, especially for academic purposes.

M19 – The WIIP: The Key to Building Effective Educational Plans Using the WJIV Data

Lauren DeFrancesco, M.S., Clinical Account Executive, HMM Assessments.

This presentation will feature an overview of the WIIP, the comprehensive reporting option for the WJIV and ECAD. The WIIP, or WJIV *Interpretation & Instructional Interventions* Program, allows convenient, web-based data entry that eliminates cumbersome paper resources and allows examiners to devote more time to interpretation. It identifies and individual's psycho-educational strengths and weaknesses using contemporary, research-based measures.

M20 – Dyslexia: Making It Personal – A Simulation and Presentation (Part II)

Mark Brugger, Sr. Program Manager, Learning Ally

Several interactive, hands-on simulations expose participants to Specific Learning Disabilities. The presentation focuses on the characteristics of the condition and teaching and accommodation needs. It will end with an inspiring personal story.

M21- Teaching to Expectations: Classroom Management Strategies and Techniques

Lionel Ouellette, M.A., Director of Programs, Literacy Partners

Exhausted and frustrated with never-ending classroom behavior problems? Get back your enthusiasm with proven strategies and techniques for classroom management that really work.

M22 – Master Notebook Goes Digital

Linda Hecker, M. Ed., Lead Education Specialist, Landmark College Institute for Research and Training

This session explains how to scaffold pedagogically sound approaches to teaching note-taking with tech tools that truly support learning, such as “Notability” and “One Note.”

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

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1:50 – 3:00PM

M23 – The Future of Reading Accommodations: uPAR with Snap&Read (Product Presentation)

Ruth Ziolkowski, President, Don Johnston Incorporated

See how uPAR and Snap&Read work together to help you make smarter decisions about reading accommodations and to give access to the curriculum through Read Aloud, Dynamic Text Leveling and Translation.

M24 – What’s Important in Narrative Texts?

Esther Hellmann, M. Phil., Research Analyst at Métis Associates and Doctoral Student at the Graduate Center;

Nicholas Ullrich, M.A., Doctoral Student at the Graduate Center

This presentation will share findings on the ability of typically developing readers diagnosed with ASD (Autism Spectrum Disorder) to identify important aspects of narrative texts.

M25- Language-Based Learning Disabilities and the Neuropsychological Evaluation

Melody O’Neil, M.S. Ed., Associate Director of Admission/ Special Education Teacher, Landmark School

This presentation focuses on indentifying students with language-based learning disabilities (LBLD), understanding the differences between LBLD and a non-verbal learning disability (NVLD), and understanding 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 specific tests measure) services available, and remediation vs. accommodation.

This presentation is geared towards general/special education teachers who would like to increase their knowledge and understanding of those tests and test results.

M26 – Purposeful, Playful, Practice through Games for Struggling Readers (Product Presentation)

Linda Bress Silbert, Ph.D.; Alvin Silbert, Ed. D., Co-owners of Strong Learning, Inc.

Learn about inexpensive, classic card games that implement the Orton-Gillingham, multi-sensory approach to foundational reading skills’ instruction. Students don’t realize they are learning. They just want to win and have fun. Grades K-8!

M27 - WORDS WITH SPELLING CONNECTIONS HAVE MEANING CONNECTIONS:

PHONOLOGY+PHONICS+MORPHOLOGY+ETYMOLOGY=ORTHOGRAPHY

Nancy Cushen White, Ed.D., BCET, CALT-QI, LDT

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.

M28 - Teaching Inferencing to Adults with Low Literacy Skills

Dolores Perin, Ph., Professor of Psychology and Education, Teachers College, Columbia University; Timothy Ruffin, M.A., M.S. Ed., High School Equivalency Curriculum Developer and Lead Teacher, Literacy Partners; Lionel Ouellette, M.A., Director of Programs, Literacy Partners

This presentation discusses successful approaches to teaching differencing skills to students in an adult literacy program who are preparing for the high school equivalency examination.

M29 – Leveled Readers, Common Core and Hess Matrix Thinking (Product Presentation)

Maria Campanario, CAGS, Learning Specialist, McGraw Hill

This presentation will address the use of McGraw Hill leveled reading and the Hess Matrix as scaffolding to grade level standards for students with reading disabilities.

M30 – Integrating “Higher Level” and “Lower Level” Writing Instruction

Jennifer Klein, M.A., Full-time Lecturer, Graduate Program in Learning Disabilities, Hunter College; Kathryn Furlong Silverio, Clinical Professor and Field Consultant, Graduate Program in Learning Disabilities, Hunter College.

Presenters will explore best practices related to genre immersion, the writing process approach, and individualized skill instruction in order to lift the quality of student writing.

M31 – Data-Based Individualization: Process to Support School Teams in Making Data-Based Decisions for Students in Need of Intensive Reading Interventions

Jason Borges, Senior Director of Literacy Intervention; Sarah Schauben-Fuerst, Senior Literacy Intervention Specialist, New York City Department of Education

DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. This session will provide an overview of the five steps of the DBI process, protocols to support it, and findings from pilot schools in the New York City Department of Education

M32– The Neuropsychology of Developmental Reading Disorders

Meghan Jorgenson, Psy. D. and Helen Tam, Ph.D., Clinical Neuropsychology Postdoctoral Fellows at the Child Study Center at New York University Langone Medical Center; Daniela Montalto, Ph.D. and Marsha Vasserman, Psy.D., Clinical Neuropsychologists at the Child Study Center.

This presentation will cover the neuropsychology of developmental reading disorders, including associated cognitive and neuroanatomical findings. Assessment and implications for intervention also will be discussed.

M33 – Collaborating with Schools: Be Confident, Firm AND Nice!

Sandy Mislow, M.Ed., Special Education Consultant, Sandy Mislow, LLC

Learn helpful strategies and tips for working with schools to make sure your child’s educational needs are met.

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

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3:30 – 4:40PM

M34 – Dyslexia is Real and Must Be Really Addressed

Hon. JoAnne Simon, Esq., Member, New York State Assembly

With the support of many colleagues in the New York State Legislature, Assembly Member Simon has sponsored Bill No. **A.1480/S.5439** to require aspiring teachers to have explicit pre-service coursework in methods of teaching reading, which must include structured multisensory approaches; to recognize the diagnosis of dyslexia in IEPs; and

to provide timely and appropriate intervention and resources to students with print-based learning disabilities. Learn more about the bill and how you can help support its passage.

M35 – Learn the 44 Speech Sounds and their 90 Grapheme Representations to Greatly Enhance Success in the Classroom (Product Presentation)

JoAnne Gross, President/Founder/Clinical Developer for Oversight of Remediation Plus Tier 2-3 Reading Intervention Gold Standard Study

Lack of phonological awareness is at the root of 90 percent of reading, spelling, and writing problems (i.e. orthographic processing). Knowledge of phonological awareness is essential for literacy instruction. Learn how phonological awareness differs from phonics and is an essential precursor to that focus of instruction.

M36 – How Creative People Conquer their Learning Differences

Elizabeth Williams Auricchio, Ph.D., Clinical Psychologist; Sandy Gubar, Adult with Dyslexia

Panelists: Dwight Premiano, Alexandra Dropp, Commissioner Helen Diane Foster, Kelsey Lisle, Harvey Hubble, Ptahra Jeppe, Kevin Moore

A panel of successful adults with learning differences will discuss their challenges, feelings, and coping mechanisms. They will welcome questions and shared experiences.

M37 – Struggling Writers: Simple Sentence through Five-Paragraph Essay

Russell Van Brocklen, CEO, Dyslexia Consultants.com; Summer Lynn Dillon, Early Elementary School Directory, dyslexiaconsultants.com

A step-by-step approach to take your students from a simple sentence through a well thought out five-paragraph essay, using Norman Rockwell's *The Runway*, as an example.

M38– Math, TECH and More!

Jane Lefante, M.S. d., RS, ATACP, CAPS, Assistive Technology Specialist, N.E.A.T. (New England Assistive Technology Training and Resource Center, Oak Hill; Nicole Feeney, M.S.Ed., Director of AT Services, N.E.A.T.

Discover the wide range of technology tools that will help teachers match alternative, assistive, and educational technologies to national math standards. These supports will address struggles with concept understanding, calculation, computation, organization, aligning, and copying math problems onto paper.

M39 – Facilitating Vocabulary Growth via Orthographic Exposure

Susan Chambre, M.S.Ed., Ph.D. Candidate at Fordham University.

This session will review research on the facilitative effect exposure to orthography has on vocabulary learning and provide strategies for instructional changes to existing curricula and programs.

M40 - Effective Instruction for Developing the Academic Vocabulary of English Language Learners and Students with Interrupted Formal Education (SIFE)

Viviane Verstandig, P.D., Instructional Specialist, Inspiring Literacy, LLC; Rosemary Cabán, P.D. Instructional Specialist, Caban Consulting

The presenters will model and discuss the effective instructional strategies of the free **Word Generation** curriculum that supported the development of the academic vocabulary of refugee students.

M41 - The Merits of a Partial Read-Aloud Accommodation

Michelle Giusto, Ph.D., Teacher, PS221Q, Adjunct Lecturer, Queens College

This session presents the results of a 2015 dissertation that illustrates the merits of a partial read-aloud accommodation, found to uniquely benefit students classified as poor decoders. Dr. Linnea Ehri is the co-author of this study.

M42– 10 Tips (and more) for De-escalating Challenging Behavior

Megan Davis-Hitchens, Director, NYC Special Education Collaborative

Supporting students with behavioral challenges requires developing strategies for de-escalation and prevention including nonverbal behavior, teacher voice, relationship building, stress management, school-wide systems, etc.

Tuesday, March 14, 2017

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

9:00 -10:00AM

Keynote Address – *Human Rights Are Everyone’s Concern*

Hon. Helen Diane Foster, Commissioner, New York State Division of Human Rights

Helen Diane Foster was appointed by Governor Andrew M. Cuomo as Commissioner of the New York State Division of Human Rights in September 2013. She was confirmed by the New York State Senate in June 2014. As Commissioner, Ms. Foster is responsible for the enforcement of New York State’s Human Rights Law, the oldest such law in the country. In this capacity, she is in charge of developing, managing, and executing strategies to prosecute systematic forms of discrimination through investigations and complaints initiated by the Division or by individual complainants, and developing policies and legislation to advance the civil rights of all New Yorkers.

Prior to her appointment, Ms. Foster served in the New York City Council for 11 years representing the 16th District in Bronx County, one of the poorest council districts in the city. As Councilmember, Ms. Foster served as the Chairperson for the New York City Council Committee on State and Federal Legislation, and the Committee on Parks and Recreation, She also served as Co-Chair of the Black, Latino, and Asian Caucus and Co-Chair of the Women’s Caucus. In addition, Ms. Foster served on the Committees on: Aging, Education, Health; Community Development; and Public Safety.

Ms. Foster donates her time to a variety of causes. As a person with dyslexia, she is especially committed to working with children and adults with this condition.

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

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10:30- 11:40AM

T01 – Chancellor Carmen Fariña, New York City Department of Education.

T02 –The Impact of ADHD on Reading

Hilary Gomes, Ph.D., ABPdN, Member, Pediatric Committee New York State Association of Neuropsychology (NYSAN); Linda S. LaMarca, Ph.D., ABPP-CN, Member, Pediatric Committee New York State Association of Neuropsychology (NYSAN)

The presentation describes Attention Deficit/Hyperactivity Disorder (ADHD), Executive Function Deficits (EFD) frequently seen co-occurring with ADHD, and the impacts of ADHD and EFDs on reading.

T03 – Reducing High Frequency Word Errors (Product Presentation)

Kenneth U. Campbell, Author, *Great Leaps*

High-frequency word error rates must be lowered before reading prosody can be achieved. A strategy will be presented that will virtually extinguish these errors.

T04– The Non-Verbally Gifted: Are their Gifts Being Overlooked?

Richard Gallagher, Ph.D., Associate Professor, New York University School of Medicine; than Ehrenberg, Ph.D. Clinical Assistant Professor, NYU School of Medicine

Gifted education and special education programs heavily emphasize language-related skills and achievement. Are non-verbal gifts an area of neglected opportunity and educational planning?

T05 – Does Your Child Have a Reading/Vision Problem?

Dr. Henry Ettinger, Developmental Optometrist

This workshop discusses the vision-reading link. Learn to test for vision problems that interfere with reading and what can be done to resolve these problems.

T06 – Neurobiology in Reading and Writing Disorders

Kenneth Schuster, Psy.D., Clinical Neuropsychologist, Child Mind Institute

This session will review the neurobiological processes underlying the acquisition of literacy skills.

T07 – Building Strong Foundations for Reading through Phonemic Awareness

Karina Audiffred, City-wide Instructional Specialist, New York City Department of Education

Learn the crucial role phonemic awareness plays in learning to read, how to deliver effective and engaging phonemic awareness instruction, and how to measure progress.

T08 – Math Makes Everyone COUNT!

Robert Gyles, Ph.D., Professor of Mathematics Education, Hunter College

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

T09 – How Can SIOP (Sheltered Instruction Observation Protocol) Help Students Master the Common Core Standards?

Melissa Katz, Program Manager of ELL Supports, New York City Charter School Center

SIOP is a research-based approach to instruction that is particularly effective for special populations. Attendees will review all components before deep diving into *Strategies and Interactions*.

T10 – The Reading Habit

Michael Milone, Ph. D., Research Associate, Academic Therapy Publications

Developing the reading habit is a critical element in students' success. This session focuses on how this versatile habit can be nurtured in all learners.

T11– Learning Disabilities Policy and the Educator's Role

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

Recent legislation, research studies, and public policy discussions have brought dyslexia and learning disabilities to the forefront of literacy conversations at the local, state, and federal levels. This session provides a timely review of the most recent findings and explores what educators need to know to best serve students who learn differently.

T12 – Using Technology to Support Reading Fluency

Anna Reeve, Education Consultant, New York City Charter School Center

Participants will discover how to use widely available technology, such as *Google Voice, WhatsApp*, cell phone recording devices, closed captions, etc., to support students with fluency deficits. Participants will learn concrete strategies to invest students in their own growth.

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

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12:10 – 1:20PM

T13 – Critical Components of Structured Literacy (Product Presentation)

Connie Steigerwald, M.Ed., Director of Literacy Practice, Wilson Language

Dyslexia creates a breakdown in attaining efficient reading and writing skills and requires specific treatment. This session will discuss the critical components of Structured Literacy, a successful intervention, using examples from Wilson programs.

T14 – C-Pen – Revolution for Reading and Assessment (Product Presentation)

Jack Churchill

In the United Kingdom, more and more children with reading difficulties such as dyslexia are using C-Pens in class and on assessments, rather than asking adults for help.

T15 – Learning to Read Words: How Teachers’ Instruction and Students’ Reading Practices Contribute to the Development of Word Reading Skill

Linnea C. Ehri, Distinguished Professor, PH.D. Program in Educational Psychology, CUNY Graduate Center.

Words can be read by decoding, analogy, prediction, or sight. This session will explain these processes, their course of development, and instruction to promote growth.

T16 – Evidence-Based Methods for Building Executive Functions in Attention Deficit Hyperactivity Disorder (Product Presentation)

Richard Gallagher, Ph.D., Associate Professor, New York University School of Medicine

Children with weak attention control often show deficits in organization, time management, and planning. This presentation will discuss empirically-tested, systematic methods to overcome these deficits. A book and curriculum based on this research also will be discussed.

T17 – Improving Math Skills and Confidence by Paying Attention to Detail

Robin A. Schwartz, Professor, College of Mount St. Vincent/Math Confidence

Students can refine their thinking by carefully focusing on the details of a question, being fully present and in the moment. Multiple choice exams, such as state tests, Regents and the SAT/ACT, provide learning opportunities through the compare/contrast of possible answers. Studying these multiple-choice options and identifying potential errors lead to deeper comprehension, higher confidence, and better grades while improving problem-solving skills. Participants will receive a packet of excellent questions with 'learning opportunities'.

T18– Learning Disorders over Time

Kenneth Schuster, Psy.D., Clinical Neuropsychologist, Child Mind Institute

This session will discuss what progress looks like through the lifespan of children with learning disorders and how to advance growth in a learning environment where they can thrive.

T19– Helping English Language Learners Acquire English Phonemes with SOUNDS IN MOTION (Product Presentation)

Frances Santore, M.A., CCC-SLP

Techniques from SOUNDS IN MOTION that are especially effective in helping students acquire phonemic awareness, auditory perception, and the production of standard English phonemes will be taught.

T20 – Hand-to-Mind: Powering Math, Grades 1-6

Temple Ary, Math Specialist, Ramaz Lower School; Kate Garnett, Ed.D., Professor, Hunter College

Math relies on stable mental representations, with strong linkages to concepts, skills and math-talk. Learn how to help LD kids re-weave these links throughout Grade 1-6 math.

T21 – Literacy 2.0: Supporting Reading & Writing with Technology

Jules Csillag, B.A., M.A., CC-SLP, Jules Teaches & The Gateway School

Technology allows students to engage in authentic reading and writing assignments. Learn to utilize assistive technology, social media, and collaboration tools to support all of your students.

T22– Expanding Vocabulary Knowledge: A Critical Bridge to Comprehension

Eileen Marzola, Ed.D., Learning Disabilities Specialist/Education Consultant

This workshop will present the research behind effective vocabulary development practices and explore engaging activities to help students build their bank of essential vocabulary.

T23– Translating Literacy Research into Classroom Practice: A Case Study

Michelle A. Duda, Ph.D. BCBA-D, Founder and President, Implementation Scientists, LLC; Deborah Lynam, Director of Partnerships and Engagement, AIM Institute for Learning and Research.

This session explores a case study of two urban schools and program developers from an independent LD school as they work to implement a multi-component, integrated literacy model. Key lessons and tools that can be applied to literacy program implementation will be highlighted.

T24 – Writing Rescue: Skill Instruction for Older Students who Struggle

Abigail Helfat, Reading Specialist/Adjunct, Hunter College Department of Curriculum and Teaching

Many students struggle with writing because they never mastered the basic skills required for success. It is essential to fill in the gaps in order to help students develop as writers in the upper elementary grades. Luckily, there are opportunities throughout the day to embed skill work into existing content and curriculum. Learn which skills are essential and explore ways to integrate them into your teaching.

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

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1:50 – 3:00PM

T25 - Assessing Social Skills to Identify Specific Intervention Targets

Edward M. Petrosky, Psy.D.

This session will explain the components of social skills assessment, including reading social cues, making inferences, using pragmatic language, and interpreting irony and sarcasm. It will present options for developing specific intervention strategies and IEP goals.

T26 – Assistive Technology (AT): Often Maligned as a “Crutch”— But Crutches Empower Users to Stand Alone

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

Naive perspectives hold AT as an “end solution” when remediation fails. Learn about technologies that empower students to independently participate in writing, reading, math, note-taking, and organizational tasks.

T27 – Building a Rock Solid Foundation for Reading Fluency

Jennifer Hasser, M.Ed., Executive Director, Kendore Learning and Syllables Learning Center

This workshop will deliver practical ideas for effective, multisensory literacy education, including phonics, tracking, prosody, vocabulary, grammar, and punctuation. *Teacher Feedback for Student Achievement*

T28 – Erasing the Misery of Reading/Spelling Multisyllabic Words

Scott DiSimone, Implementation Specialist, Really Great Reading

Participants will learn to teach students to read and spell complex words with some simple, functional reading and spelling strategies, and multisensory tools.

T29 – Demystifying Rtl

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

This presentation will provide a brief introduction to Response to Intervention, including definition and purpose, regulations and guidelines, protocols, systems and structures, assessments, instructional treatment protocols and implications for practice.

T30 – The Twice-Exceptional (Bright and LD) Learner

Devon MacEachron, Ph.D. Psychologist

What does the term twice-exceptional (2E) mean? How are 2E learners identified and served? How can strengths be used to support the development of all learners?

T31 – Diving Deeply into Phonological Awareness

Jeanne Tighe, M.A., CCP-SLP, Speech-Language Pathologist at Beyond Communication, LLC

Difficulty with phonological processing is a core feature of dyslexia, and remediation in phonological skills is critical for dyslexic students. Participants will explore the specific role of phonological skills in reading, learn what works and what does not in phonological interventions, and practice techniques they can use immediately.

T32 – LD Kids and Math: What Does It Take?

Kate Garnett, Professor, Learning Disabilities Program, Hunter College

Math Learning = A robust foundation with concrete materials + strong number system links + nimble counting skill + well practiced math language + fearlessness + using your noggin + navigating glitches.

T33 - Bringing Students into the Conversation: Increasing Advocacy and Access through True Inclusion

Bridget Foley, Special Education Specialist, New York City Special Education Collaborative

Strategies to engage and empower students in developmentally appropriate ways in order to develop advocacy skills, promote inclusion and increase access for all learners will be covered.

T34 – Language Difference or Disability

Marta Villarroel, Bilingual Special Education Specialist, and Daliz Vasquez, Bilingual Special Education Specialist, NYCDOE Division of Specialized Instruction and Student Support

This session focuses on the development of foundational skills in relation to the cultural, linguistic, and academic needs of culturally and linguistically diverse (CLD) student populations with suspected disabilities. Topics include stages and patterns of second language acquisition, the influence of acculturation, the use of social and academic language, and patterns of disability, all of which underscore the complexity of determining if a student has a language difference or disability.

T35 – Starting Over: A Literacy Program (Product Presentation)

Joan R. Knight, M.A., M.S., Director, Knight Education, Inc.

Good readers don't read words; we read sounds inside syllables, recognizing them quickly and in rapid succession. Regular and quirky sounds and syllable finders are taught with sensitivity and kindness.

T36 – An Alternative to the 2-Column Proof

Eric Bray, M.Ed., Chair, Mathematics Department, The Gow School

An important topic for traditional Geometry instruction is the concept of "proof." At the Gow School, Eric has developed a structured way for writing proofs as a paragraph (or series of paragraphs), which reads more like a proof seen in books beyond typical high school Geometry. This prepares students for reading proofs in future texts and also writing proofs in a more natural way. Learn about Eric's style and practice some of the fundamentals that he teaches his students.

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

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

3:30 – 4:40PM

T37– Parent’s Rights: Support for Students with Print Disabilities

Maggie Moroff, J.D., M.S.Ed., Special Education Policy Coordinator, Advocates for Children, Coordinator of the ARISE Coalition

This presentation will discuss parent’s rights in special education, paying special attention to the needs of students with print disabilities. Emphasis will be on New York City, but federal law will be looked at, as well.

T38 – Teaching + Assessing with MATH STORYBOOKS = Valuable Tool!

Colleen Uscianowski, M.S., Ph.D. Candidate, Adjunct Assistant Professor, Teachers College, Columbia University

Storybook interactions develop problem-solving, defang anxiety, and link math to life. They reveal kids’ thinking – the key to *informed* teaching. Come learn methods and materials!

T39– The Relationship between Code-focused Skills and Vocabulary Learning

Robin O’Leary, Adjunct Lecturer, Ph.D. Candidate (ABD), CUNY Graduate Center

An experimental study that explored the contribution of orthography and phonemic segmentation training to the learning of new vocabulary words in partial alphabetic phase readers will be presented.

T40 – A Literacy Based Exploration of Self: Guiding Students with Special Needs through Self Discovery Using Poetry and Lyrics

Lindamichelle Baron, Ed. D., Associate Professor, York College

Through poetry and lyrics and using approaches consistent with critical pedagogy, health literacy and technology-based strategies, students in urban centers can discover their voice, self-empowerment and social justice.

T41 – Dyslexia in Girls

Devon MacEachron, Ph.D.; Anne Glass, Ed.M., Academic Dean, The Purnell School

Does dyslexia present differently in girls than boys? What are the implications for identification and intervention? We will explore answers to these questions.

T42 –H.O.P.E. Readers: A Literacy, Socio-Emotional and Social Justice Reading Initiative

Denice Martin, M.Ed. in Literacy, Literacy Specialist; Mimi Woods, LMSW, School Social Worker

We will discuss our work with over-aged and low-functioning students. Our initiative has created a safe space to empower our readers through reading, writing, and discussion that pushes them past their comfort zone.

T43 – Multisensory Magic: Engaging Senses so That Learning Sticks

Jennifer Hasser, M.Ed., Executive Director, Kendore Learning and Syllables Learning Center

In this lively workshop, participants will learn a wealth of multisensory games and activities for teaching all students. Come experience learning in a refreshing way!

Thanks to our Sponsors and Exhibitors!

Wilson Language Training

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Great Leaps

The Gow School

NYC Special Education Collaborative

Eagle Hill School
Lindamood-Bell Learning Processes
Landmark School
Lexia Learning
The Brehm School
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Fairleigh Dickenson University
Great Leaps
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The Literacy Trust – Reading Rescue
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Really Great Reading
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Saddleback Education
Scanning Pens
Tiger Tuesday
Uplift Learning

***Many thanks to the City University of New York
(CUNY) Graduate Center for this wonderful
conference venue!***