

Everyone Reading Conference

Tuesday, March 3, 2015

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

9:00 – 10:00 am

Keynote Address – *Strong Schools, Strong Communities*

Carmen Fariña, Chancellor, New York City Department of Education

Chancellor Fariña will be introduced by City Council Member Daniel Dromm, Chair of the Committee on Education

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

T01 - Appropriate Instruction at the Right Time (Product Presentation)

Mike Bates, Vice President, EPS

EPS Literacy and Intervention offers a blended learning approach called Exceptional Performance through Individualized Curriculum (EPS E.P.I.C), which offers a logical extension to an RTI model and builds on its basic tenets: screen, instruct, monitor progress, regroup and realign curriculum.

T02 - Understanding ADHD: The Facts - Part I

Sejal K. Vyas, Pediatric & Adult Neuropsychologist, Assistant Clinical Professor of Psychiatry, Icahn School of Medicine at Mount Sinai St. Luke's Roosevelt Hospital Center

An overview of the history of Attention Deficit Hyperactivity Disorder to dispel the myths and provide an understanding of the neurobiological correlates, including the other disorders that might occur with ADHD, such as learning disabilities.

T03 - Math Makes EVERYONE Count!

Robert Gyles, Professor of Mathematics Education and Director of the Hunter College Mathematics Center for Learning & Teaching, Hunter College/CUNY

This hands-on workshop will focus on creating a differentiated mathematics classroom through bridging the gap between conceptual understanding and procedural fluency. Special attention will be given to the New York State Common Core Learning Standards/Mathematics in Grades 3-5.

T04 - Helping Kids Stay Organized

Matthew Rouse, Child Mind Institute

Children learn skills for being organized and following routines early in their school experiences. Many kids pick up on the rules for how to manage materials and routines with little direction, but most would do better if adults taught them how to stay organized. In this workshop, we focus on how these skills develop and offer practical tips for enhancing a child's performance.

T05 - Parents' Rights in Special Education – Helping Families of Students with Print Disabilities Navigate New York City's Special Education System

Maggie Moroff, Advocates for Children of NY and the ARISE Coalition

Participants will learn students' and parents' rights during the special education process, with special attention to the needs of students with print disabilities.

T06 - Assistive Technology in the 21st Century

Zahavit Paz, Founder and CEO, Learning Disabilities Resources Foundation, Inc. and Shannon Stringer, Head of Technology Integration, Churchill School and Center

Assistive Technology is built into many devices, but not everyone knows how to use them for that purpose. This presentation will highlight Assistive Technology options across a variety of devices and platforms, from Windows to Chrome to Mavericks to iOS, focusing on the use of these devices in an educational setting.

T07 - Preparing Students with Disabilities for Success at College

Elizabeth C. Hamblet, Learning Specialist, Disability Services, Columbia University

Learn what knowledge and skills students with disabilities should have in order to make a successful transition to college.

T08 - Maximizing Opportunities through Literacy and Character Development

Matthew G. Mandelbaum, Psychologist, PsySoEd Dynamics, LLC

An evidence-based program for literacy (comprehension) across the content areas that promotes student equal opportunity, teacher empowerment, common core implementation, 21st century skills, and home-school partnership.

T09 - What's New: Woodcock Johnson IV – Part I (Product Presentation)

Lauren DeFrancesco M.S, National Account Executive, HMHCO

This session will explore the structural and theoretical changes in the new WJ IV. Participants will look at the new subtests and the new Oral Language battery and how all three can be used together to complete the most comprehensive evaluation for helping determine individual needs.

This session is the first half of a two-part discussion. Please commit to attending both parts of the workshop.

T10 - Hands-on Study Strategies to Improve Executive Functioning

Alexandra Mayzler, Founder of Thinking Caps Group, Author Tutor in a Book, SAT Demystified, and ACT Demystified

Different types of learners benefit from varying study approaches. Learn how to help students succeed academically and master organization, time management and study skills both in school and at home.

T11 - Translanguaging/Funds of Knowledge in Teaching across Languages

Elizabeth Ijalba, Associate Professor, Department of Linguistics and Communication Disorders and Patricia Velasco, Assistant Professor and Coordinator of the Bilingual Education Program. Department of Elementary and Early Childhood Education. Queens College, City University of New York

This session will focus on the theoretical framework and application of Translanguaging and Funds of Knowledge when working with children and families from diverse linguistic and cultural backgrounds. Translanguaging refers to the fluid language practices of bilinguals or multilingual speakers, where all known languages serve as resources in communication and learning.

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

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12:10 – 1:20 pm

T12 - From Rhyme to Reason – Building Phonemic Awareness Skills in the Early Grades

(For coaches, administrators, teachers and other practitioners serving students in Pre-k- grade 3)

Esther Klein Friedman, Executive Director, Literacy and Academic Intervention Services, Division of Teaching and Learning, New York City Department of Education

Phonemic awareness is a critical component of the five pillars of reading. Children must become aware of sounds, words and language patterns in speech so that they can link them to print. This session will provide and discuss use of assessment tools and present simple, highly engaging and explicit strategies for developing phonemic awareness in all children.

T13 - Treating ADHD and Executive Functioning: The Facts - Part II

Sejal K. Vyas, Pediatric & Adult Neuropsychologist, Assistant Clinical Professor of Psychiatry, Icahn School of Medicine at Mount Sinai St. Luke's Roosevelt Hospital Center and Sharon Thomas, Director, MAIA Education Resource Center

Dr. Vyas will present the current literature on the treatment of ADHD, including medication and other empirically validated treatment options. Ms. Thomas will discuss effective strategies of executive function coaching and recommendations for students at home and at school.

T14 - Math Assessment: Determining Instructional Needs and Monitoring Progress

Eileen Marzola, Learning Disabilities Specialist/Educational Consultant

This session will present formal and informal measures to identify K-6 students' math challenges plus guides to use progress monitoring tools to evaluate effectiveness of instruction and plan modifications.

T15 - Advocating for Your Child with Dyslexia: Basic Rights in Education

Norma Francullo, Parent Support Specialist, Learning Ally

Parents of children with dyslexia must learn to exercise both their rights and responsibilities in order to advocate effectively. This workshop will present an overview of rights and mandates and strategies for obtaining appropriate services in a timely fashion.

T16 - Access to the Common Core Learning Standards for Students with Disabilities

Gail Seglin Korenthal, Senior Director of Curriculum and Instruction (Access), and Sarah L. Evans, Senior Director of Professional Development and Leadership , New York City Department of Education, Division of Specialized Instruction and Student Support

The session will explore factors such as instructional practices, classroom environment and on-going assessment when creating Common Core lessons for students with disabilities.

T17 - Implementing Lexia Reading to Support Response to Intervention (Rti) for English Language Learners: A Case Study (Product Presentation)

JoAnn Lense, Educational Consultant, Literacy Now and Jennifer Milio, Instructional Coach, P.S. 306Q (NYC Academy for Discovery)

Lexia Reading Core 5® provides personalized learning on fundamental literacy skills for students in grades PreK-5 and delivers real-time performance data without testing. This session will describe the successful implementation of Lexia Reading to support RTI with ELLs and build foundational reading skills for Tiers I, II, III, at PS306Q, a public school with a large multi-lingual population of students with different backgrounds and abilities.

T18 - What's New: Woodcock Johnson IV – Part II (Product Presentation)

Lauren DeFrancesco M.S, National Account Executive, HMHCO

This session will explore the structural and theoretical changes in the new WJ IV. Participants will look at the new subtests and the brand new Oral Language battery and how all three can be used together to complete the most comprehensive evaluation for helping determine individual needs.

This session is the second half of a two-part discussion. Please commit to attending both parts of the workshop.

T19 - Writing Strategies for College Students with Dyslexia

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

This workshop will present sequential multisensory strategies for struggling writers, building from sentence structure to paragraph organization and, finally to essay completion.

T20 - The Tiger Tuesday Reading Program – Play to Learn (Product Presentation)

Linda Bress, Silbert, Co-Owner of Strong Learning, Inc., Co-author of *Why Bad Grades Happen to Good Kids* and the *Tiger Tuesday Reading Program*

This “funnest” reading program engages beginning and struggling readers through phonics games, plays, stories, newsletters, toys and more. *Tiger Tuesday* meets Common Core Standards for reading & social studies.

T21 - The Theoretical Elements of Great Leaps Reading & Math (Product Presentation)

Kenneth U. Campbell, Author, *Great Leaps* and *Betsy Raguse*, New York City Public Schools

Great Leaps Reading and Math are interventions arising from the precision teaching movement. Implementation strategies are ecologic. This merging brings significant results in student performance.

T22- Accessible Literacy Options for iOS (iPhone OS)

Jordan Boaz, Senior Librarian and Chancey Fleet, Assistive Technology Coordinator, Heiskell Library

This workshop introduces literacy options for reading, building vocabulary, and mastering content. It will cover BARD; Bookshare with Read2Go and VoiceDream; Learning Ally, NFB-Newsline and Overdrive.

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

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1:50 – 3:00 PM

T23 - SOUNDS IN MOTION: A Phonemic Awareness/Early Literacy Program (Product Presentation)

Holly Thomas, Clinical Director/Head of the Speech-Language Department, the Gillen Brewer School,

Lisa Dentz Robbins, Teacher of Special Education/Reading Specialist, Montclair Public Schools

An overview of SOUNDS IN MOTION, an early literacy program that focuses on listening skills and kinesthetic gross motor movements to teach phonemic awareness and auditory discrimination.

T24 - Foundational Reading Skills and the Struggling Reader

Joann Lense, Director of Professional Development, Everyone Reading

Participants will identify how instruction in foundational reading skills helps nonreaders and struggling readers build the groundwork for success. An interactive demonstration of instructional tools and teaching strategies utilizing multisensory instruction will illustrate how students can achieve reading proficiency. Attendees will participate as students in visual, auditory, and kinesthetic teaching strategies to analyze how these three areas interact in the brain and determine how students can utilize their stronger modality area while strengthening weaker areas.

T25 - Contextualized, Integrated Reading and Writing Strategies

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

Strategies for connecting content-area reading and writing for students with learning difficulties will be presented. Examples will include text-based persuasive/ argumentative writing and summarization.

T26 - Supporting Teachers to Deliver Data-driven, Differentiated Instruction to Students with Special Needs (Product Presentation)

Woody Paik, Senior Vice President, Curriculum Associates

Strategies for delivering data driven differentiation to classes with wide variety of needs via i-Ready Diagnostic and Instruction. I-Ready is a Curriculum Associates program. Curriculum Associates also publish BRIGANCE special education products.

T27 - Turning Struggling Readers into Passionate Lifelong Readers

Nancy Newman, Remedial English Teacher; educational consultant; parenting lecturer; author of *Disturbing the Peace* (HarperCollins, 2002) and *Raising Passionate Readers: 5 Easy Steps to Success in School and Life* (Tribeca View Press, 2014).

Strategies for igniting children's appetite for books and words, and motivating them to practice in order to become skilled, enthusiastic readers, the ones who read for fun.

T28 - Successful College Transition for Students with Learning Disabilities

William N. Presutti, Director, Regional Center for College Students with Learning Disabilities, Fairleigh Dickinson University, Florham Campus and Barbara Byrnes, Director, Regional Center for College Students with Learning Disabilities, Fairleigh Dickinson University, Metro Campus

This workshop focuses on differences between high school and college for students with learning disabilities. The information will enable participants to successfully prepare and transition students to college.

T29 - Fitting It All In – Scheduling Solutions

Kira Bonn, Director of Academic Intervention Services, Division of Teaching and Learning, New York City Department of Education

A major conundrum for schools is figuring out how to fit in all the curriculum, services and interventions. This workshop we will address scheduling issues, such as Tier 1 and core curriculum; push-in vs. pull out; making everything work together.

T30 - Google Chrome Apps & Extensions that Support Struggling Learners

Mark Surabian, Assistive Technology Professional, ATHelp.org

Participants will discover and use free and affordable "Cloud-based assistive technologies" that follow users from computer to computer, supporting their writing, reading, note-taking, organization, math, attention, and English as a Second Language needs.

T31 - Building Organization, Executive Functions, and Academics in Students with ADHD

Richard Gallagher, Associate Professor of Child and Adolescent Psychiatry and Psychiatry, New York University School of Medicine

Problems with Organization, Time Management, and Planning hinder achievement and adjustment. Following extensive research, we have created assessment tools and interventions to improve OTMP functioning. We will review teaching techniques used in the fully tested treatment for elementary school age children and a promising extension for middle school children. Participants will learn program basics of these empirically sound interventions.

T32 - How Important is Grit?

Annie Yang and Ken Schuster, Child Mind Institute

This workshop will discuss the role that grit, a trait often characterized by courage, conscientiousness and resilience, plays in the success of a child with a learning disability. We will examine how to define grit and how it can be measured in a child. We will also review interventions that promote the development of social and emotional resilience in children and ways to enhance those skills in order to protect children with reading disorders from emotional distress.

T33 - Changing the National Conversation about Learning Differences through the Gettysburg Address

Stewart Miller, Headmaster, the Greenwood School

Through clips of Ken Burns' *The Address*, this presentation will highlight a model that empowers learning disabled students to shift their self-concept, act courageously, develop character strengths, and achieve a point of success that becomes a lifelong reference point of strength and optimism.

A full screening of The Address will take place at 3:30 pm in the Auditorium.

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

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3:30 – 4:40 pm

T34 - The Address: A Film by Ken Burns

At the tiny Greenwood School in the small New England town of Putney, Vermont, its roughly 50 students, boys from the ages of 11 to 17, are asked each year to memorize the Gettysburg Address. This would be a daunting assignment for any student, but the boys at Greenwood all suffer from learning differences that have made their personal, academic and social progress extremely challenging. Interweaving the history of this most famous of American speeches with the contemporary journey of the boys at Greenwood, *The Address* reveals the timeless resonance of Lincoln's words, while culminating in the triumph of the human spirit.

T35 - Integrating Technology Tools with Developmental Spelling (Participants must bring a laptop or tablet.)

Samantha Mosher, Learning Specialist, United Nations International School

An interactive overview of how to use technology tools to supplement and differentiate spelling instruction in upper elementary and middle school.

T36 - A Neuropsychological Evaluation: Guiding Treatment by Determining Cause

Anya Barak, Neuropsychologist

This presentation will review the integral components of a neuropsychological evaluation, demystify the process, and underscore ways the evaluation process can be beneficial to the student and the school.

T37 - Social/Emotional Adjustment: A College Counselor's Perspective

Mary Hebert, Counselor, Regional Center for College Students with Learning Disabilities, Fairleigh Dickinson University

This presentation will focus on college services to address academic, social and emotional needs of students with learning disabilities designed to enhance college adjustment.

T38 - Interventions, Audiobooks and a Champion: The Perfect Fit!

Norma Francullo, Parent Support Specialist, Learning Ally

Students with dyslexia can thrive with a comprehensive program that combines reading intervention, accommodations and a champion in their corner. Learn suggestions for creating and obtaining these elements of the perfect fit.

T39 - Let's Talk! Promoting Academic Language for English Language Learners

María Elena Argüelles, Author and Educational Consultant

For many English learners and struggling readers in general, the achievement gap is a language gap. Mastery of academic language is essential to becoming an independent learner and is a significant predictor of academic success. This session will focus on various aspects of language and on how to provide students with explicit instruction in academic vocabulary and extended language skills.

T40 - Teaching Geometry Vocabulary to the Dyslexic Learner

Eric Bray, Mathematics Teacher, The Gow School

Dyslexics struggle to learn vocabulary. This workshop will present strategies for teaching both the concepts and the vocabulary of geometry to students with dyslexia and other learning disabilities.

T41 - Assistive Technology: A Practical Discussion on Classroom Solutions

Mark Surabian, Facilitator

After a brief lecture on free and affordable technologies for writing, reading, note-taking, math, and organization, attendees will be encouraged to share additional insights for enabling all students to participate more effectively in the classroom.

T42 - Two Teachers and their Toolbox

Melissa Brown, Head Teacher and Tutorial Department Head, and Lindsay DiBrino, Teacher, Eagle Hill-Southport School.

Before-, during- and after- reading strategies are the key components of a teacher's toolbox. From close reading techniques to text-coding skill development, presenters will share their resources and handouts.

T43 - College Planning for Students who Learn Differently

Jack J. Calcagno, President, Alpha College Advisors, LLC.

This presentation will focus on the "extras" needed by students who learn differently and the importance of self-advocacy, independence, and taking responsibility. Transitions to college require careful research because not every college offers the support students might need.

Wednesday, March 4, 2015

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

9:00 -10:00 AM

Keynote –Lessons from the Reading Brain: From Intervention Principles to Global Literacy

Maryanne Wolf, John DiBiaggio Professor of Citizenship and Public Service, Eliot-Pearson Department of Child Development, and Director, Center for Reading and Language Research, Tufts University (Professor Wolf's talk is sponsored by Voyager Sopris Learning)

Dr. Wolf will share insights on how the brain learns to read and how we conceptualize the needs of young and old, typical and challenged readers, their teachers, and their parents. She will also describe how this knowledge base can help us to confront issues around digital reading and make more informed decisions. She will also provide an overview of an exciting new initiative to bring literacy to children without schools or in impoverished environments.

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

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10:30- 11:40 AM

W01 - What the Brain Has to Say about Reading (Product Presentation)

Nancy Field, National Educational Consultant, Voyager Sopris Learning

Human beings were never born to read. The brain must be "trained" to learn to read. Dr. Maryanne Wolf, internationally known author and researcher, now has her breakthrough work available for classroom use. This workshop will present guidance and materials for training all students to read.

W02 - Comprehension - Making Meaning for Readers

Alice Stabiner Senior Director for Education, Generation Ready

When a child reads he uses a variety of strategies to make meaning of what he is reading. The comprehension strategies adopted by IRA and CIERA, prediction/prior knowledge, questions and questioning, visualization, think aloud, text structures and features and summarizing, are used in all grades from K-12. This workshop will focus on the importance of those strategies in making meaning.

W03 - Reading Success and Assistive Technology: A Panel Discussion

Mike Marotta , Moderator, RESNA Certified Assistive Technology Professional Manager - Professional Development Education Solutions

Assistive Technology can be a powerful accommodation in the reading process. The panel will discuss an array of topics related to AT and reading supports from different perspectives: user, evaluator, teacher, trainer. Areas covered will include determining the most appropriate tool and training and support for effective implementation.

W04 - Use of Standardized Scores in Individual Evaluations of Culturally and Linguistically Diverse English Language Learners Ages 3 through 21

Angelica Infante Green, Associate Commissioner for Bilingual Education and Foreign Language Studies, New York State Education Department

In New York State, English Language Learners are significantly over identified as having disabilities, especially in the areas of speech and language. This session will focus on appropriate evaluation tools and interpretations, in accordance with the December 2014 Field Advisory from the New York State Education Department.

W05 - 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.

W06 - Abandoning the Class Novel: Practical Strategies to Encourage Reluctant Readers

Liz Adams Sosa, Teacher of English, Robert Louis Stevenson School

This workshop will address integrating independent reading and authentic tasks into the high-school classroom to reach the ultimate goal: lifelong readership.

W07 - Myth Busters: Bridging the Facts between Neuroscience and the Classroom

Daniela Montalto, Clinical Neuropsychologist and Associate Professor and Bryn Kahn, Clinical Neuropsychology Postdoctoral Fellow, NYU Langone Medical Center, Child Study Center

This presentation aims to clarify some neuroscience myths regarding learning and classroom accommodations, and to highlight important facts that may alter current perspectives. Issues to be addressed include: Is learning to read earlier better? Will accommodations negatively impact reading development? Is it best to match teaching and learning styles?

W08 - Math + LD = 40 Years Don't Count!

Kate Garnett, Professor, Graduate LD Program, Special Education Department, Hunter College

Math learning difficulties are far more debilitating than acknowledged -- throughout individual lives + beyond. Time to take math learning *MUCH MORE seriously* -- including math LD, which is *not even on the map*. Come and learn key information about assessing and addressing math LD; and join-up to keep a math LD agenda on the front burner!!!

W09 - Classroom Management Techniques

Mandi Silverman, Child Mind Institute

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

W10 - The Effect of Emotion Regulation Skills on Learning

Gail Gumora, Coordinator, SAR High School's Student Learning Center Resource Program

Research linking cognition and affect precedes a discussion on the emotions undermining student learning. Strategies to identify and regulate these emotions are explained and modeled.

W11 Going "Beyond Basic": Early Literacy in the Age of Common Core Standards

Carolyn H. Strom, Research Scientist, Teaching and Learning Department, New York University

This interactive session first highlights the importance of foundational reading skills, especially phonological and related phonemic awareness skills. It then describes how the Common Core standards are connected to these critical skills, and providing three research-based principles that educators and parents can use to improve children's literacy development.

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

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12:10 – 1:20 PM

W12 - Wilson Reading System®: A Practical Refresher for Teachers (Product Presentation)

Deanna Fogarty, Wilson Certification Board, Program Director of Intensive Intervention Literacy Initiatives, Wilson Language Training

This session focuses on practical issues of implementing the Wilson Reading System, including importance of explicit vocabulary, fluency, and comprehension instruction within the lessons.

W13 - Using "Good Wrong Answers" to Achieve Math Confidence and Success - Grades 6-12

Robin Schwartz, Adjunct Professor, College of Mt St Vincent; Founder, Math Confidence

Multiple choice tests have tempting incorrect answers that often reflect students' common misunderstandings. Studying these "good wrong answers" and identifying potential errors leads to deeper comprehension, higher confidence and better grades while improving problem-solving skills.

W14 - Children with Learning Disorders: What to Expect

Alice Brandwein and Matthew Cruger, Child Mind Institute

Topics will include what progress looks like throughout the lifespan of a child with a learning disorder and how to evaluate progress and development along that trajectory. Presenters will also review how parents and schools can collaborate effectively to provide support and advance growth and development in an environment where children can thrive.

W15 - A Cognitive-Linguistic Perspective on Language and Speech Evaluations

Heather Ironside, Associate Director, Language-Speech Pathologist, and Kristen Vecchio, Language- Speech Pathologist, The Soifer Center for Learning and Child Development

Proper cognitive-linguistic evaluations provide educators and parents with valuable information about children's thinking and language skills and the impact on academic and social functioning.

W16 - Common Core Writing Program for Grades 6-12 (Product Presentation)

Russell Van Brocklen, Editor, DyslexiaConsultants.com

This new, researched-based writing program meets the Common Core State Standards. It was created in partnership with the Disability Resource Center, SUNY (State University of New York) Albany.

W17 - WORDS WITH SPELLING CONNECTIONS HAVE MEANING CONNECTIONS

PHONOLOGY+PHONICS+MORPHOLOGY+ETYMOLOGY=ORTHOGRAPHY

**Nancy Cushen White, Clinical Professor—Division of Adolescent & Young Adult Medicine-
Department of Pediatrics & Department of Child and Adolescent Psychiatry—
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.

W18 - Literacy Development for Students with Disabilities and English Language Learners

**Yanick Noisy RSE TASC Administrator, and Suheil Pimentel, RSE TASC Bilingual Special Education Specialist,
Division of Specialized Instruction and Student Support, New York City Department of Education**

This session will examine strategies that support literacy development for Students with Disabilities who are also ELLs, by building on students' oral language and background experiences.

W19 - Ubiquitous Technology: Apps for Literacy

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

Tablet-based “apps” offer a low-cost, mobile solution to many literacy challenges. This session demonstrates pedagogical applications of selected apps that support older students in reading, writing and taking notes.

W20 - Close Reading: Reading for Deeper Meaning

**Susan Garni Masullo, Full Time Lecturer, Reading Specialist M.A. Program, Teachers College, Columbia University,
and Maureen Blong-McGinn, Reading Specialist in Private Practice**

This session will provide an explanation of the elements of close reading and hands-on practices for applying these elements to narrative and informational text for struggling readers

W21 - Strategy Books, Binders, Boxes, and Blogs: Planning and Structuring Learning Strategies for Students

**Marianne Duldner, Instructional Therapist, and
Aaron Lanou, Director of Professional Development, ASD Nest Support Project**

Students with LD need both explicit strategy instruction and organizational support. This session will demonstrate a variety of methods to both develop and organize strategy tools.

W22 - Assessing Reading Comprehension to Differentiate Instruction

Edward M. Petrosky, Clinical Neuropsychologist

This session will outline how to conduct a detailed error analysis to identify factors affecting reading comprehension, such as executive functioning, memory, and language abilities, in order to identify specific intervention targets.

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

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1:50 – 3:00 PM

W23 - Audiobooks' Impact on Testing of Children with Print Disabilities (Product Presentation)

Paul Edelblut, Vice President, Education Solutions at Learning Ally

Audiobooks can enable students who struggle with print to access information and participate in class on a level with their peers. This session will present results from a large-scale, multi-year study across multiple states where audiobook use was shown to increase proficiency and advanced proficiency among students. Learning Ally provides audiobooks and other resources to students and parents nationwide.

W24 - "HOT" Ticket—Higher Order Thinking for Low-Skilled Students

Abigail Helfat, Reading Specialist; Adjunct Professor, Hunter College

All students can be problem solvers and critical thinkers. Learn strategies and activities to make Higher Order Thinking a regular part of your classroom routine for ALL students.

W25 - Merging Instruction of Phonemic Awareness, Rapid Naming, Speech Production, and Phonics using Embedded Letters Pictures, Imagery, Oral Kinesthetic /Hand Cues and Music

Nancy Telian, Founding Co-director. Reading with TLC; Adjunct Faculty, MGH Institute of Health Professions

Move beyond multisensory and into "intersensory" instruction! Get hands-on practice in unique, clinically-proven, strategies shown to prevent impulsive guessing, including several from the Lively Letters program.

W26 - Hows and Whys of Cursive Writing

Susie van der Vorst, Executive Director, Camp Spring Creek

A significant body of research finds that penmanship, especially cursive writing, provides multi-sensory support to the reading process and is especially important for students who struggle with literacy. This workshop will outline the basics of good cursive writing instruction. Correct pencil grip and pre-writing skills will be demonstrated before participants learn how to form lowercase cursive letters by similar start strokes, including bridge letters.

W27 - How Google Can Help Differentiate Reading Instruction

Julia (Jules) Csillag, Speech Language Pathologist & Learning Specialist at Themba Tutors, Brooklyn Heights Montessori School

This multimedia session will demonstrate how to use Chrome web extensions, Google Search features, Google Drive (Docs, Forms, Slides), Google Sites, and Google Classroom to differentiate texts or find differentiated texts in order to enhance middle schoolers' reading comprehension. It will also address reading fluency and writing as a means of enhancing reading comprehension.

W28 - Understanding Bilingualism and its Impact on Educational Success

Marsha Vasserman, Board-Certified Clinical Neuropsychologist and Clinical Assistant Professor and Gregory A. Witkin, Clinical Neuropsychology Postdoctoral Fellow, New York University Langone Medical Center, Child Study Center

Bilingualism affects brain structure and language development. This talk will review various aspects of bilingualism and ways to foster educational success in bilingual children.

W29 - The Power of "Understood": No Parent Left Behind

Sheldon H. Horowitz, Director, LD Resources, NCLD

Learn about Understood.org, a new online resource for parents of children with learning and attention issues. And learn how you can contribute to this unique community.

W30 - 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 workshop will present strategies for enabling challenged and challenging students to take ownership of their education and provide structure for improving academic, social and emotional skills.

W31 - Comprehending Complex Texts: Syntactic Knowledge is the Core!

Christy M. Brockhausen, Director of Teacher Training, the Gateway School

Heather Ironside, Associate Director, the Soifer Center for Learning and Child Development

This presentation by a Literacy Specialist and a Language and Speech Pathologist highlights the significance of syntactic knowledge on the development of students' literacy skills.

W32 - Building the Reading & Writing Brain through Multi-Linguistic Word Study Instruction

Jan Wasowicz, Speech-Language Pathologist, Private Practice; President/CEO, Learning By Design, Inc.

Understand how the brain is re-wired when we learn to read and write, and put current research into immediate practice with your students. Learn from hands-on practice with multi-linguistic, meta-linguistic word study activities that bring the brain-based research and Connectionist Model of word study into practice.

W33 - Mathematics: Difficult or Different? An Animated Visual Journey (Product Presentation)

Shad Moarif, Founder-Developer, Karismath; Member, National Association of Mathematics Advisors, (NAMA), UK

Math conflicts with the language-wired way that brains work and demands a different response from learners. This presentation explains via animated slides, how and why math is misunderstood. It attempts to make clear the symbolism, grammar and syntax of Math that is so unlike those of normal language. Karismath unravels its inner coherence and presents an effective way of math instruction.

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

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3:30 – 4:40

W34 - Demystifying Neuropsychological Evaluations

Bryn Kahn, Clinical Neuropsychology Postdoctoral Fellow, and Greg Witkin, Clinical Neuropsychology Postdoctoral Fellow, NYU Langone Medical Center, Child Study Center

This talk will address the following questions: What is a neuropsychological evaluation? When is a referral for an evaluation appropriate? How does an evaluation support educational and treatment planning?

W35 - MyloWrites.com: Writing Support for 21st Century Students (Product Presentation)

Stacy Rosenblum, Learning Specialist, and Mya Dunlop, CEO, MyloWrites

MyloWrites is an online essay writing application. MyloWrites guides students through the essay writing process, breaking down each step, providing structure and support throughout.

W36 - Developing Teacher Leaders to Sustain Evidence-Based Programs

Linda Wernikoff, Educational Consultant, Former Executive Director of Special Education, NYC Public Schools, and Katie Ivers, New York City Teacher and Just Words Facilitator.

Teacher leaders build sustainability by helping solve problems as they arise and building teacher proficiency and confidence in the program. Learn from current New York City practitioners.

W37 - Assessing and Developing the Skills that Really Matter

Elizabeth Mendelsohn, Chief Operating Officer, Director of Research, and Kelly Mimnaugh, Language & Literature Coordinator, Teacher, Winston Preparatory School

This presentation discusses the non-academic qualities of independent learners, ways to assess these qualities, and develop programs to meet the needs of learning disabled students.

W38 - Foreign Language for Students with Learning Disabilities? Here's How

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

Students with LD are often steered away learning foreign languages. Despite the difficulties, success is possible with the right approach. This overview considers best practices to meet those challenges.

W39 - Dyslexia: Lifelong Struggles, Strategies and Accomplishments

Elizabeth Williams Auricchio, Clinical Psychologist and Sandy Gubar, Adult with Dyslexia, Co-Chairs of the Adult Dyslexic Committee at Everyone Reading

This session features a panel of diverse and talented individuals who have embraced the challenges of dyslexia with resilience, humor and creativity. They will share their stories and strategies for success in school, life and the world of work.

W40 - Teaching Reading and Writing with iPads and Apps

Marcy Zipke, Associate Professor, Providence College

This session will present criteria for choosing the best apps for beginning readers and ideas for integrating iPads and technology into the reading and writing curriculum for beginners.

W41 - Fractions in Action

Olympia Shields, Math Department Chair, Stephen Gaynor School, and Stephanie Feinberg, Math Specialist, Mamaroneck School District

This session will explore a variety of fraction manipulatives and games that encourage students to develop foundational understandings to promote fluency, retention and application at all levels of mathematics.

W42 - Panning for Gold: Excellent Special Education in Charter Schools

Dixon Deutsch, Vice President, Special Education Collaborative & ELL Supports

Panning for excellent models of special education in a system as large as NYC is a task larger than the '49ers encountered in California. Selecting a cross-representation of NYC charter schools, this panel will explore building high-quality models of special education and examine how to sustain the momentum to ensure lasting academic impact, movement within LRE (least restrictive environment), and development of an inclusive model.

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