

# Everyone **READING**

Success for students with dyslexia & LD

**39th Annual Conference  
March 12 & 13, 2012**



NYU Kimmel Center  
Washington Square  
New York, NY

REGISTER ONLINE  
[www.everyonereading.org](http://www.everyonereading.org)

## DIRECTIONS

NYU Kimmel Center  
60 Washington Square South  
New York, NY 10012

By Subway: Take N or R train to 8th Street. At Broadway walk south to Waverly Place then west to Washington Square.

Take A, C, E, B, D, F or M train to West 4th Street-Washington Square. Walk east on West 4th Street to Washington Square.

Take 1 or 9 to Christopher Street-Sheridan Square. Walk east on Christopher St. to West 4th Street. Continue east to Washington Square.

By Car: From Bronx and Upstate Take the NY State Thruway to the Triborough Bridge (toll). Take FDR Drive South to Houston St. Continue past Broadway to La Guardia Place. Turn right and follow La Guardia Place to Washington Square.

From Connecticut: Take I-95 into the Bronx. Take I-278 to the Triborough Bridge (toll). Take FDR Drive South to Houston St. Continue west on Houston past Broadway to La Guardia Place. Turn right and follow La Guardia Place to Washington Square.

From Brooklyn: Take the Manhattan Bridge. Take Canal St. west to 6th Ave. Go north to West 4th Street and travel east to Washington Square.

Parking: 1 Washington Square  
Village Between 3rd St. and Bleecker St.  
Check online for more options.

# Everyone Reading

39th Annual Conference on Dyslexia and Related Learning Disabilities

Monday, March 12 & Tuesday, March 13, 2012

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Carmen Fariña  
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Everyone Reading advances the lives of children and adults with dyslexia and related learning disabilities by providing the resources they need to learn to become successful readers, writers and spellers. We are a nonprofit organization that instructs educators, tutors children and supports parents, offering professional development, information, tools and research results.

**REGISTER ONLINE: [www.everyonereading.org](http://www.everyonereading.org)**

# Keynote Speakers

Monday, March 12, 2012

Tuesday, March 13, 2012



**Perri E. Klass, MD**

Professor of Journalism and Pediatrics at NYU  
 Director of the Arthur L. Carter Journalism Institute  
 National Medical Director, Reach Out and Read  
 Author and Journalist

Dr. Klass' fields of research include medicine and ethics, infectious disease, pediatrics and literacy. She frequently lectures on medicine and writing. As the Medical Director of Reach Out and Read, a national literacy program, Dr. Klass has trained physicians around the country on how to integrate books and the benefits of reading aloud into pediatric care.

Dr. Klass is widely published. Her medical journalism has appeared in *The New York Times Science Section*, *The New York Times Magazine*, *The New England Journal of Medicine*, *Esquire*, *Parenting*, and *Vogue*. Her books of essays include *A Not Entirely Benign Procedure: Four Years as a Medical Student* (Plume, 1994), *Baby Doctor: A Pediatrician's Training* (Random House, 1992) and the bestselling novel, *Other Women's Children* (Random House, 1990).



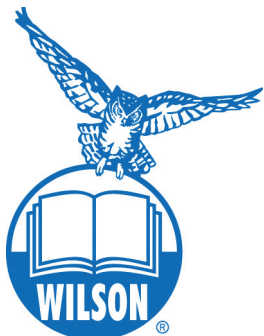
**Kate Garnett, Ed.D.**

Professor, Special Education/Learning Disabilities  
 Chair, Department of Special Education  
 School of Education, Hunter College, NY, NY  
 Member, Advisory Council, Everyone Reading

Dr. Garnett presents extensively on math disabilities, vocabulary building, multiple aspects of reading disabilities, organization skills and classroom practices for students with LD. For more than 25 years she has taught special educators in Hunter's graduate program in learning disabilities, a program she created. It features the HC Learning Lab, offering teachers a laboratory to develop, test and refine their skills.

Dr. Garnett has authored *Fact Fluency Foundations Guide* (Scholastic, 2007). She is the author of dozens of articles, chapters and monographs on a wide range of LD-related topics and the widely distributed monograph, *Thinking about Inclusion and Learning Disabilities: A Teacher's Guide* (CEC, 1996).

## Conference Sponsors



Maplebrook School



Regina Kulik Scully ♦ Glenn D. Kulik ♦ Loraine & Dominic Kulik

# Monday, March 12, 2012

Strand	Early Literacy	Fluency	Differentiated Instruction	Content Area Learning
9:00 - 10:00 AM	MK: 1 Keynote Address: Perri E. Klass, MD			
10:30AM – 12:30PM 2 hours	M-2 Perri E. Klass, MD	M-3 Jan Hasbrouck, Ph.D.	M-4 Vicki Gibson, Ph.D.	M-5 Carmen Fariña
12:45–1:45PM POWER LUNCH PP - Product Presentation	M-11 Ginger Software (PP) Miki Feldman-Simon	M-12 Great Leaps (PP) Ken Campbell Luz Font	M-13 Texthelp Systems (PP) Jeff Greaves	M-14 Drake Bennett Multisensory Summer School (PP) Michael Farmer
2:00 – 3:30PM 1 .5 hours	M-20 Mary Farrell, Ph.D. Francie Matthews, Ph.D.	M-21 Nancy Cushen White, Ed.D.	M-22 Robert Lane, Ed.D.	M-23 Lisa Bambino M.S.Ed., J.D. Stephanie Dunn, M.S.
3:45 – 5:15PM 1 .5 hours	M-29 Sally King-Shanahan, Ed.D. Andrea Benn Rodriguez, Ed.D.	M-30 Carol Ann Kane	M-31 Nora Hoover, Ed.D.	M-32 Emily Levy, Ed.D.

**Wine & hors d'oeuvres at the Networking Reception, FREE with conference registration**

Monday, March 12, 2012, 5:30 - 7:00 PM, Rosenthal Pavilion

<b>Adolescent Literacy</b>	<b>Multisensory Learning</b>	<b>Comprehension</b>	<b>Schools in Action</b>	<b>Varied</b>
M-6 Andrés Henríquez	M-7 JoAnn Lense, LCSW	M-8 Kathy Bumgardner	M-9 Esther Klein Friedman, Ph.D.	M-10 David J. Connor, Ed.D.
M-15 Maplebrook School (PP) Ron Wilson	M-16 Catherine Hirshman R. Christine Melton, MD, MS	M-17 Phonics in a Box (PP) Jane Emsbo	M-18 Wilson Language Training (PP) Kimberly Gillingham	M-19 Jo Anne Simon, P.C. Marilyn Bartlett, Ph.D.
M-24 Susan Micari, M.S.Ed.	M-25 Elenn Steinberg	M-26 Arlene Sondag	M-27 Linda Wernikoff Diane Vitolo Jacqueline Frey Elmer Myers	M-28 Karen Leopold, M.S.Ed., Fellow/AOGPE
M-33 Linda Miglierina Sandra Lipkind Julia Ferguson	M-34 Ellen Linsky, Ed.D.	M-35 Jed Luchow, Ed.D.	M-36 Arlene Harris	M-37 Alexandra Mayzler

## Tuesday, March 13, 2012

Strand	Varied	Vocabulary	Language	Executive Function
9:00 - 10:00 AM	TK: 38 Keynote Address: Kate Garnett, Ed.D.			
10:30AM – 12:30PM 2 hours	T-39  Kate Garnett, Ed.D.	T-40  Aida Walqui, Ph.D.	T-41  Lydia Soifer, Ph.D.	T-42  George McCloskey, Ph.D.
12:45 – 1:45PM POWER LUNCH (PP indicates Product Presentation)	T-48  Math-U-See Special Education (PP) Dan Sinclair	T-49  Read Naturally (PP) Carol Ann Kane	T-50  Learning Pyramid (PP) Stephanie Miller	T-51  Marydee Sklar
2:00 – 3:30PM 1 .5 hours	T-57  Bev Wolf, M.S. Angela Wilkins, M.Ed.	T-58  William Van Cleave, M.A.	T-59  Diana Hanbury King, Dr.Lit. hum.hc.	T-60  Pooja Vekaria, Ph.D. Denise P. Cascio, Psy.D.
3:45 – 5:15PM 1 .5 hours	T-66  Adult Support Panel  Elizabeth Auricchio, Ph.D. Sandy Gubar	T-67  Ann Leon, M.A.	T-68  Marcy Zipke, Ph.D.  Laura Hauerwas, Ph.D.  Laurie Grupp, Ph.D.	T-69  Barbara McKeon, M.S. CCC-SP Jill Hodge, M.S CCC-SP

**Buffet style lunch included with conference registration courtesy of our sponsors**

<b>Comprehension</b>	<b>Spelling and Writing</b>	<b>Social/ Emotional</b>	<b>Math</b>	<b>Assessment</b>
T-43 Janna Osman, M.Ed.	T-44 Blanche Podhajski, Ph.D.	T-45 Richard Gallagher, Ph.D. Howard Abikoff, Ph.D.	T-46 Amy Bailin, MS, Founding Fellow/ AOGPE	T-47 Margie Gillis, Ed.D.
T-52 Sounds in Motion Elie Costa, M.S.Ed. Jenel Giles, M.S.Ed. Joanna Sly, M.S.Ed.	T-53 TreBax Learning (PP) Judy Wilson	T-54 Really Great Reading Scott DeSimone	T-55 Temple Ary	T-56 - TBA <b>Join us for book signings 10th Floor Rosenthal Pavilion</b>
T-61 Lisa Anne Rizopoulos, Ph.D.	T-62 Andrew Stetkevich	T-63 Jane Healy, Ph.D.	T-64 Nancy Krasa, Ph.D.	T-65 Jan Hasbrouck, Ph.D.
T-70 Gail B. Gurland Ph.D. Lisa Gilman	T-71 Bonnie Apple, M.Ed.	T-72 Lavinia Mancuso Yvonne Petrasovits	T-73 Robin Schwartz, M.B.A., B.S.E.E.	T-74 Rosalind Rothman, Ed.D.

**Drop by the NY Learning Specialists Google Group table 10th Floor, Rosenthal Pavilion**

**9:00 - 10:00 AM**  
**Monday March 12, 2012**

**MK-1 Opening Books in the Pediatric Office: Early Literacy and Health**

Perri E. Klass, MD, Professor of Journalism and Pediatrics at NYU, Director of the Arthur L. Carter Journalism Institute, National Medical Director, Reach Out and Read, Author and Journalist, New York, NY

Our opening keynote presentation focuses on understanding early literacy in the context of language and literacy development in the young child. Dr. Klass will highlight Reach Out and Read as an effective model in strengthening early literacy using the links families have with their children's health care providers to build strong foundations in literacy and language development.

**10:30AM – 12:30PM**

**M-2 Chewing a Book, Holding a Book: Using Books and Early Literacy Skills to Look at Child Development**

Perri E. Klass, MD Professor of Journalism and Pediatrics at NYU, Director of the Arthur L. Carter Journalism Institute, National Medical Director, Reach Out and Read, Author and Journalist, New York, NY

Dr. Klass reviews the developmental stages of early literacy and describes the benefits of using Reach Out and Read training tapes for evaluating children from 6 months to 5 years.

**M-3 Reading WELL or Reading FAST? Putting Fluency in Perspective**

Jan Hasbrouck, Ph.D., Educational Consultant; Researcher, Gibson Hasbrouck & Associates, National Consultant

This session provides a summary of research on the role of reading fluency, reviews procedures for identifying students who need fluency instruction, and describes a strategy for improving students' reading fluency.

**M-4 Differentiate Teaching and Practice to Ensure Success**

Vicki Gibson, Ph.D., Chairman/CEO, Gibson Hasbrouck & Associates, National Consultant

Differentiated teaching and collaborative practice lay the foundation for students to work well independently. This session provides practical suggestions for managing grouping and enhancing instruction and achievement.

**10:30AM - 12:30PM Monday**

**M-5 Social Studies Literacy: Engaging the Reluctant Reader Through a Multisensory Approach**

Carmen Fariña, Everyone Reading Board of Directors, Educator and Former Deputy Chancellor, NYC DOE, New York, NY

This session highlights books and study units for teachers and administrators that correspond to the new Core Standards. Participants will gain strategies and tools for encouraging student engagement with content knowledge.

**M-6 Reading Next to the ELA Common Core**

Andrés Henríquez, Program Officer, National Program, Carnegie Corporation of New York, New York, NY

The surge of interest in literacy, and in particular adolescent literacy, in the last several years is not a coincidence. The publication of Reading Next led to one of the most ambitious efforts taken on by a private philanthropy to put the issue in a policy and practice spotlight. We'll discuss how the effort led to grants and activities that eventually influenced the ELA Common Core State Standards.

**M-7 Building Robust Vocabulary Across Content Areas**

JoAnn Lense, LCSW, Director of Professional Development, Everyone Reading, New York, NY

This session offers an overview of direct and explicit teaching strategies to build student vocabulary across content areas and the stages of decoding, encoding and reading/writing vocabulary instruction in a multisensory approach.

**M-8 Reading IS Thinking: Hands-On Literacy Tools and Instructional Strategies That Really Work!**

Kathy Bumgardner, M. Ed., National Literacy Consultant/ Author, North Carolina Educator

Truly engaging our students in quality literacy instruction is the key to successful student achievement. This session will share tried and true strategies and tools you can learn about today and use tomorrow with students K-8.

**M-9 Response to Intervention: A School and Teacher Perspective**

Esther Klein Friedman, Ph.D., Community Superintendent, I.A., C.S.D. 3, NYC Dept. of Education, New York, NY

This session introduces RTI, describes how to embed it into classroom and schoolwide practice and reviews research-based targeted assessment and treatment protocols, with an emphasis on its use for students with literacy challenges.

**10:30AM - 12:30PM Monday**

**M-10 What Works in Co-Teaching: Fulfilling Promises, Forgoing Pitfalls**

David J. Connor, Ed.D., Associate Professor, Dept. of Special Education, Hunter College, New York, NY  
Laura Cunningham-Barrett, M.Ed., Adjunct lecturer, Hunter College, New York, NY

This session examines the complexities of collaborative teaching and explores how becoming aware of and working through these complexities lead to approaches and strategies that can work for teachers.

**12:45 – 1:45 PM Monday**

**M-11 Independent Writing, Differentiated Instruction and Progress Tracking using Ginger Software (PP)**

Miki Feldman Simon MSc., VP US Operations, Ginger Software, Lexington, MA

See how Ginger enables writers to independently generate error-free writing with unprecedented accuracy. Ginger's Personalized Learning Tutor, which creates a personalized learning program with tailored lessons and quizzes for each student, will be demonstrated as well as the new Educator's Dashboard which enables educators to track students' progress, personalize instruction and evaluate instruction methods.

**M-12 Great Leaps: The Elements of Reading Fluency (PP)**

Ken Campbell, CEO-President, Diarmuid Inc., Gainesville, FL  
Luz Font, Spanish Professor, Florida State College at Jacksonville

The need for reading fluency has grown beyond world knowledge and reading speed. The Great Leaps product development will explore and dissect all elements of fluency.

**M-13 Read & Write Gold Helping All Readers and Writers Succeed (PP)**

Jeffrey A Greaves, Regional Sales Director Texthelp HELP Systems, Woburn, MA

This session describes how schools are using Read & Write GOLD to differentiate instruction and provide instructional support across all RTI tiers of intervention.

**M-14 Drake Bennett Multisensory: A Delightful Full-Day Summer School for Learners with Dyslexia (PP)**

Michael Farmer, The Sunset Learning Center, San Francisco, Drake Bennett Multisensory Summer School, New York

This session introduces participants to the Drake Bennett Multisensory Summer School. The schedule consists of morning literacy skills, math and science labs; afternoons offering drama, speech pathology, art, chess and sports. The day has five rowdy recesses.



## 12:45– 1:45 PM Monday

### **M-15 Helping Non-Traditional Learners Choose a Path to Success Vocational and/or Collegiate**

Ron Wilson, Director, Northeast Collegiate Institute, Maplebrook School, Amenia, NY

This workshop highlights how to best prepare students who have low average cognitive ability for the next step beyond high school graduation.

### **M-16 Backwards Forward: My Journey Through Dyslexia Book Talk**

Catherine Hirshman, M.Ed., Education Director, Hamilton-Madison House, New York, NY  
R. Christine Melton, MD, MS, Ophthalmologist, New York, NY

This session reveals the importance of supporting children at different stages, their social-emotional development and explores the role of parents as advocates, offering advice for parents, teachers and individuals with dyslexia.

### **M-17 Phonics In A Box (PP)**

Jane L. Emsbo, Author, Fellow/Academy of Orton-Gillingham, Block Island, RI

This session features a demonstration of no-fail multisensory strategies to use tomorrow for phonology, phonics, and spelling instruction.

### **M-18 Common Features of Wilson® Programs (PP)**

Kimberly Gillingham, MA, Literacy Field Team Leader, Wilson Language Training, Oxford, MA

This session explores the principles and importance of multisensory teaching and how Wilson® word study programs address the needs of students in prevention, intervention, and intensive settings.

### **M-19 Personal and Professional Perspectives on Bartlett v. NYS Board of Law Examiners**

Marilyn Bartlett, Ph.D., Professor, College of Education, Texas A&M University - Kingsville  
Jo Anne Simon, PC, Attorney for Bartlett, President, Everyone Reading, New York, NY

This session provides a ten-year retrospective look at the inequity that necessitated the history-shaping Bartlett case and Justice Sotomayor's decision. We will discuss the far-reaching impacts of the case and recent cases.

## 2:00 - 3:30PM Monday

### **M-20 Oral Language-Reading Connection**

Mary Farrell, Ph.D., Director Center for Dyslexia Studies, Fairleigh Dickinson University, Teaneck, NJ  
Francie Matthews, Ph.D., Director of Academic Success Associates, Westfield, NJ

Students with reading disabilities present a continuum of oral language abilities which impact comprehension. This session describes language/reading disability profiles and how to adapt traditional instruction.

### **M-21 FLUENCY: Related to Prosody— MUCH More than Speed**

Nancy Cushen White, Ed.D., Associate Clinical Professor, University of CA-San Francisco

This session explores how fluent reading integrates accuracy, automaticity, and prosody to support reading comprehension. Fluency is demonstrated through ease of word recognition, appropriate pacing, chunking of words into meaningful phrases and intonation.

### **M-22 There's a Reason Your Students Aren't Engaging**

Robert Lane, Ed.D., Academic Dean, The Kildonan School, Amenia, NY

This session gives a sampling of ways to take advantage of what we know about the brain to improve student motivation and engagement in instructional settings based upon Carol Dweck's work with student mindsets and Judy Willis' brain-focused instruction.

### **M-23 Teaching Research Using a Direct Instruction Multisensory Approach**

Lisa Bambino M.S.Ed., J.D., Coordinator of Social Studies and Library Services

Stephanie Dunn M.S., Teacher  
The Windward School, White Plains, NY

This session offers techniques for implementing a multisensory guided research program with students who have language-based learning disabilities.

### **M-24 Using Novels to Capture the Imagination and OG Remediation for Reluctant Readers with Dyslexia**

Susan Micari, M.S.Ed., Board Certified Educational Therapist, New York, NY

Great novels can reach the heart of the reader with dyslexia. This session discusses how to prepare the way with decoding instruction and open the door to the imagination.

## 2:00 - 3:30PM Monday

### **M-25 What We Want Everyone to Know About Dyslexia**

Elenn Steinberg, President, IDA – Rocky Mtn Branch, CO  
Students: Mary Beniot, Anthony True, Michael Pistilli, Brittany Morris  
Students, each with dyslexia, provide research, data and their stories, rich with successes and failures. Their goal is to support teachers, parents and kids like them to succeed in school and life.

### **M-26 Spelling: Memory Glue for Reading**

Arlene W. Sunday, Author, The Sunday System, St. Paul, MN

This session introduces educators to questions they can ask to encourage students to think critically, self-correct and spell with confidence.

### **M-27 Supporting Continuous Improvement: Implementing and Sustaining Literacy Programs**

Linda Wernikoff, Special Advisor to the Office of the President, Wilson Language Training, New York, NY  
Diane Vitolo, Principal PS 380, Brooklyn, NY

Jacqueline Frey, Special Ed Director, Dream Academy, New York, NY

Elmer Myers, Director, CFN 607, Bronx, NY

This session reveals the effectiveness of combining evidence-based literacy programs with evidence-based implementation practices. Schools share their experiences and successful practices as guides for replication.

### **M-28 Strategic Approach to Paragraph Writing**

Karen Leopold, M.S.Ed., Fellow/AOGPE, Director, Kildonan Teacher Training Institute, Amenia, NY

This session offers strategies to help students organize their ideas for specific writing tasks and allow them to write paragraphs and essays. These skills enable students to develop writing skills in a step-by-step fashion increasing confidence and competence.

## 3:45 - 5:15 PM Monday

### **M-29 Direct Instruction in Phonological Awareness with Kindergarten Students**

Sally King-Shanahan, Ed.D., School Psychologist, West Chester, PA

Andrea Benn Rodriguez, Ed.D., School Psychologist, Brooklyn, NY

This session discusses the results of research in the provision of direct instruction in phonological processing to students who scored lower than the 25th percentile on subtests of the Comprehensive Test of Phonological Processing (CTOPP).

### 3:45 - 5:15 PM Monday

#### **M-30 Reading for Meaning Fluently**

Carol Ann Kane, Reading Specialist, St. Paul, MN  
Learn how the research proven strategies of teacher modeling, repeated reading and progress monitoring motivate readers, accelerate fluency and improve comprehension. Participants will receive materials that define procedures, implementation and assessments.

#### **M-31 To Be Announced**

#### **M-32 E-Note Taking Strategies for Middle/High School Success**

Emily Levy, Ed.D., Learning Specialist; Founder, EBL Coaching, New York, NY  
This session offers hands-on techniques for highlighting key information and converting text into three different research-based strategies for note taking: webbing, column-style, and outlining.

#### **M-33 Improving Reading with Technology in Middle School Classrooms**

Linda Migliorina, Middle School Learning Specialist  
Sandra Lipkind, ICT Teacher/ Tech Integrator  
Julia Ferguson, Middle School ESOL Teacher  
United Nations International School, New York NY  
This session reviews technology applications that energize and support research-based reading instruction. The presenters propose a framework to help teachers use technology effectively to differentiate instruction and help students synthesize information and present knowledge.

#### **M-34 Parents as Learning Partners: Using Research-Based Methods and a Multisensory Approach for Reading, Writing and Studying**

Ellen Linsky, Ed.D., Certified Educational Therapist, Certified OG Practitioner and Educator, New York, NY  
This session demonstrates how parents can be trained to work at home with students using strategies derived from the Orton-Gillingham and Slingerland approaches and other research-based methods to enhance phonemic awareness, decoding, reading fluency and other essential skills.

### 3:45 - 5:15 PM Monday

#### **M-35 Effective Note Taking Really Begins in Prekindergarten**

Jed Luchow, Ed.D., Director of Special Needs Services and Project SIR: Success In Reading  
Project SIR Reading Interventionists: Rita DeVita, Florence Fruchter, Robyn Rottenberg  
The Jewish Education Project, New York, NY  
This session provides hands on strategies that demonstrate how the underlying skill of taking notes, the learner's ability to listen effectively and to organize information begins in prekindergarten and should be fully developed by grade 8.

#### **M-36 The IEP: Planning for and Supporting Students with Special Needs**

Arlene Harris, Educational Consultant & Educational Therapist in Private Practice, New York, NY  
Participants examine the revised NY State Individualized Education Program (IEP) and the importance of a well-thought-out plan including all appropriate accommodations.

#### **M-37 Parents as Study Partners**

Alexandra Mayzler, Founder and Director  
Thinking Caps Tutoring, New York, NY  
This session introduces parents to strategies that will help minimize anxiety surrounding homework and guide their children toward adopting effective study habits.

### Tuesday March 13, 2012 9:00 - 10:00AM

#### **TK-38 Let's Make a DEAL!**

Kate Garnett, Ed.D., Professor, Special Education/Learning Disabilities Chair, Department of Special Education, School of Education, Hunter College, New York, NY

The demands of schooling mount: standards, benchmarks, rigorous curriculum, promotion criteria, high expectations, and the raising of the bar. So, what about the supply-side of this deal? A handshake takes two, no? What are the supports, resources, and changed ways-of-doing-school needed to meet the challenge of increasing kids' learning, day-by-day, grade-by-grade – for life? Dr. Garnett offers blueprints for "how-to" make this deal work -- perspectives from longitudinal experience teaching kids with reading, writing (and other) learning disabilities and from enduring partnerships with their stalwart and special teachers.

### 10:30AM – 12:30PM Tuesday

#### **T-39 How-To Develop Reading Fluency: Means and Methods, plus Notes of Caution**

Kate Garnett, Ed.D., Professor, Special Education/Learning Disabilities Chair, Department of Special Education, School of Education, Hunter College, New York, NY  
Fluency is a crucial aspect of reading and reading instruction that is often ignored, underdone or misunderstood. This session clarifies how fluency develops across many stages of reading (through grades 1-8 skill levels and beyond), offering practical means for measuring and developing it.

#### **T-40 High Expectations/High Levels of Support: Preparing Students for Success with Common Core State Standards (CCSS)**

Aida Walqui, Ph.D., Director, Teacher Professional Development Program, WestEd, San Francisco, CA  
This session explores how teachers can scaffold instruction to reflect the CCSS and develop students who are good communicators, critical readers, flexible and creative individuals who read complex texts and collaborate with others to solve novel problems.

#### **T-41 Authentic Language Evaluations: Translation into Classroom Realities**

Lydia Soifer, Ph.D., CCC-Sp, Director  
Joanna Karasoulas, M.S., CCC-Sp, Director of Language, Speech & Educational Services  
Soifer Center for Learning & Child Development, White Plains, NY

An authentic language evaluation should provide a wealth of valuable information to translate into practical application in the classroom. This session defines the parameters of an authentic language evaluation and relates them to learning.

#### **T-42 The Role of Executive Functions in Reading**

George McCloskey, Ph.D., Philadelphia College of Osteopathic Medicine, Philadelphia, PA  
This session defines executive functions, looks at how they impact reading and analyzes reading intervention approaches that address executive function difficulties.

#### **T-43 The Forgotten LD Adolescent: From Word to Metaphor**

Janna Osman, M.Ed., Program Director for Professional Learning, Stern Center for Language and Learning, Williston, VT  
Dr. Martin Luther King's "I Have a Dream" speech serves as a tool for students with LD to practice listening comprehension skills. This session demonstrates how listening to this historic recording can help students build vocabulary from word to metaphor.

## 10:30AM – 12:30PM Tuesday

### **T-44 It's All Language! Honoring the Oral-Written Connection**

Blanche Podhajski, Ph.D, President, Stern Center for Language and Learning, Williston, VT  
Clinical Associate Professor of Neurology, University of Vermont College of Medicine, Burlington, VT

This session describes critical links between spoken and written language and their implications for instruction in decoding, spelling, vocabulary, comprehension and written language.

### **T-45 Organizational Skills Deficits in ADHD: Research-Tested Interventions**

Richard Gallagher, Ph.D., Associate Professor of Child & Adolescent Psychiatry  
Howard Abikoff, Ph.D, Professor of Child & Adolescent Psychiatry  
NYU School of Medicine  
NYU Child Study Center, New York, NY

Organization, time management, and planning are hindered in ADHD, reducing achievement. This session reviews a systematic program of research and the resulting assessment and intervention tools.

### **T-46 The Language of Mathematics**

Amy Bailin, MS, Founding Fellow/AOGPE, OG Amy, LLC, Consultation and Training, New York, NY  
Mathematics is a true linguistic system, including decoding, encoding, syllabication, vocabulary, and grammar. This session describes how Orton-Gillingham strategies transfer easily to the teaching of structural mathematics.

### **T-47 Monitoring Students' Reading Progress for Optimum Instruction**

Margie Gillis, Ed.D., President, Literacy How, Inc., Research Affiliate, Haskins Laboratories, Yale University, New Haven, CT

This session uses participants' knowledge of the Cognitive Model and how assessments are used to select appropriate interventions, uncover more about how to progress monitor and the difference between CBM and a criterion-referenced type of test.

## 12:45 – 1:45PM Tuesday

### **T-48 Research-based PD SPED RTI Tier 3 Math (PP)**

Dan Sinclair, Math-U-See Professional National Director, Fallbrook, CA

This session describes Math-U-See, which exceeds What Works Clearinghouse recommendations, and its benefits in explicit instruction, systematic progress, cumulative review, hands-on manipulatives, assessment, early focus on whole numbers, strong verbalization, word problem solving and fact fluency.

### **T-49 Read Naturally's Reading Assessments: A Foundation for an RTI Model**

Carol Ann Kane, Reading Specialist, Read Naturally Inc.  
Participants will learn how research-based Read Naturally assessments can be used effectively and efficiently in an RTI model, allowing teachers, administrators and specialists to make assessment-driven decisions when placing students in various curricula and intervention programs.

### **T-50 Drama and Music: A Fun Way to Teach Inference and Prediction to Improve Reading Comprehension (PP)**

Stephanie Miller, Author, Learning Pyramid, Mill Valley, CA

Music, drama and videos teach students abstract thinking. This session offers clues to reunite the brown dog Pierre with his family when he explores London, San Francisco and New York, demonstrating first-hand how this multisensory structured language program helps to improve reading comprehension.

### **T-51 The Brain and Time— Teaching Time Management Success**

Marydee Sklar, Learning Coach – Reading Specialist, Owner of Executive Functioning Success, Portland, OR  
Discover how the brain's executive functioning affects our ability to get things done and learn how to change time management and organization behaviors through sequentially taught visual strategies.

### **T-52 Creating a Phonemic Awareness Curriculum Using Sounds in Motion**

Elie Costa, M.S.Ed., Literacy Specialist  
Teachers: Joanna Sly, M.S.Ed. and Jenel Giles, M.S.Ed., Bank Street School for Children, New York, NY

This session shares the background, rationale, scope and sequence, activities and assessment tools for a phonemic awareness program in development at Bank Street School for Children which incorporates Sounds in Motion.

## 12:45 – 1:45PM Tuesday

### **T-53 Syllables, Prefixes, Suffixes and Roots (PP)**

Judy Wilson, Author TreBax Learning, Rye, NY  
Making Sense of Syllables, Suffixes and Roots, an Orton-Gillingham-based marking program, teaches all syllable patterns, and the meaning and structure of affixes as whole syllables. This session includes practice within connected text.

### **T-54 To Be Announced**

### **T-55 Structural Fractions**

Temple Ary, Teacher / Math Specialist, New York, NY  
This session explores fractions and how pictures and games can help instructors and their students understand how to add, subtract, multiply and even divide fractions.

### **T-56 To Be Announced**

## 2:00 – 3:30PM Tuesday

### **T-57 Essential Components of Scientifically-based Effective Teacher Preparation Programs**

Bev Wolf, M.S., Certified Director, Slingerland® Institute for Literacy, Renton, WA  
Angela Wilkins, M.Ed., Director, School-Based M.Ed. Program, The Carroll School, Lincoln, WA  
This session traces the history, scientific basis, shared principles and successful instructional strategies of the Orton-Gillingham, Slingerland, and Wilson Language multisensory structured language approaches for students with dyslexia.

### **T-58 Word Smarts: Decoding and Vocabulary Study Through Morphology**

William Van Cleave, M.A., Educational Consultant, V.C. Educational Consulting, Greenville, SC  
This session helps participants develop an understanding of morphology and techniques for applying it to their knowledge of decoding and vocabulary development.

### **T-59 Not Just Reading and Writing**

Diana Hanbury King, Dr.Lit.hum.hc., Founder, The Kildonan School and Dunnabeck, Amenia, NY  
Teachers need to understand that dyslexia is not just a problem with reading and writing. It is also a problem with language input. This session will discuss the difficulty that individuals with dyslexia experience in following directions, in learning from lectures, in remembering names and in acquiring vocabulary.

## 2:00 – 3:30PM Tuesday

### **T-60 Understanding Learning Differences in the Adolescent and Young Adult Population**

Pooja Vekaria, Ph.D., Clinical Neuropsychology Postdoctoral Fellow

Denise P. Cascio, Psy.D., Clinical Neuropsychologist NYU Child Study Center, New York, NY

This session provides insight into the neuropsychological manifestations of ADHD and LDs in high school and college students and provides recommendations for real world intervention.

### **T-61 Developing Reading Comprehension Skills for English as a Second Language Learners**

Lisa Anne Rizopoulos, Ph.D., Associate Professor, Manhattan College, New York, NY

This interactive session offers participants strategies for developing reading comprehension skills for English as a Second Language Learners.

### **T-62 Project Read: Framing Your Thoughts/Written Expression**

Andrew Stetkevich, Language Circle/Project Read Endorsed Consultant, Bloomington, MN

This session provides an overview of the Project Read Written Expression strand, offering curriculum and instructional strategies to inspire and energize students as they learn the fundamentals of writing.

### **T-63 Bad Stress, Good Stress: Dys-abler or Motivator?**

Jane Healy, Ph.D., Educational Psychologist, Author, Lecturer, Vail, CO

Chronic stress impairs neural connections for learning, a special hazard for students with dyslexia. "Good stress" energizes the brain. Learn the difference and how you can help.

### **T-64 Number Sense and Number Nonsense**

Nancy Krasa, Ph.D., Psychologist, Private Practice, Columbus, OH

This session provides an overview of the neurocognitive and psychological research on math learning, math disability and the connections between math learning and reading.

### **T-65 Educators as Physicians: Using Data for Effective Decisions**

Jan Hasbrouck, Ph.D., Educational Consultant, Researcher, Gibson Hasbrouck & Associates, National Consultant

This session discusses how, despite limited resources (time, money and personnel), educators must know how to quickly collect and accurately interpret and use appropriate data for making decisions about students' reading.

## 3:45 – 5:15PM Tuesday

### **T-66 Success Stories: Tales of Adults with Dyslexia**

Facilitated by Elizabeth Auricchio, Ph.D., Psychologist and Sandy Gubar, New York, NY

This session features a panel of diverse and talented individuals who've embraced the challenges of dyslexia with resilience, humor and creative thinking. Come and share their stories and strategies for success in school, the world of work and life. Parents are encouraged to attend.

### **T-67 Building Vocabulary in a Caring Environment**

Ann Leon, M.A., National Education Consultant, Developmental Studies Center, Oakland, CA

Vocabulary is central to students' academic success, yet vocabulary instruction is often lacking. This session explores ways to support Tier II high utility, high concept vocabulary instruction.

### **T-68 The Linguistic Knowledge Necessary to Teach Everyone to Read**

Marcy Zipke, Ph.D., Assistant Professor  
Laura Hauerwas, Ph.D., Associate Professor  
Laurie Grupp, Ph.D., Associate Professor  
Dept of Elem/Special Education,  
Providence College, Providence, RI

What educational linguistics do teachers need to know to be effective literacy instructors? This session considers typically developing children, second language learners, and those with disabilities.

### **T-69 Adolescent Literacy, Executive Functioning and Universal Design**

Barbara McKeon, M.S. CCC-SP, Director  
Jill Hodge, M.S. CCC-SP, Instruction & Curriculum Coordinator  
Aaron Academy, New York, NY

This session describe the three core deficits associated with learning differences: theory of mind, central coherence and executive function. Resources for the classroom teacher will be provided.

### **T-70 Print versus digital media: Implications for reading comprehension**

Lisa Gilman, Graduate student  
Gail B. Gurland Ph.D., Professor  
Brooklyn College of CUNY, Brooklyn, NY

This session explores the differences in middle school aged youngsters' reading comprehension for print vs. digital media, considering the implications for both typical and students with specific language impairment.

## 3:45 – 5:15PM Tuesday

### **T-71 Explicit Spelling Instruction's Successful Impact on Student's Reading and Writing**

Bonnie Apple, Ed.M., Reading Consultant, The Reading Reform Foundation, New York, NY

Explicit spelling instruction is the foundation for success in students' reading and writing. This session discusses how Spalding, an Orton-Gillingham based program, produces success for all students.

### **T-72 READ: Differentiating between Students with Dyslexia and Distracted Students**

Lavinia Mancuso, Vice President of Education and Community Development  
Yvonne Petrasovits, President  
READ Foundation, New York, NY

This session describes how READ's one-to-one tutoring program enables most at risk K-1 students to become independent readers and how schools can identify those who need special help.

### **T-73 The Math Confidence Philosophy for Academic and Personal Success**

Robin Schwartz, M.B.A., B.S.E.E., Founder, Math Confidence, Adjunct Professor, College of Mt. St. Vincent, Riverdale, NY

This session examines how success literature (i.e. Stephen Covey) helps teachers, parents and students develop a positive outlook to help them persist through the learning process and appreciate effort rather than ability.

### **T-74 Preschoolers with Dyslexia: The Challenge of Early Diagnosis and Intervention**

Rosalind Rothman, Ed.D., Director, Diagnostician, Language & Learning Assoc., Harrison, NY  
Few studies focus on young children with dyslexia. This session presents case studies, including identification, characteristics, intervention and effective activities for several pre-school children with dyslexia.

**REGISTRATION FORM**  
**Everyone Reading**  
**39th Annual Conference on Dyslexia & Related Learning Disabilities**

**LOWER RATES  
THIS YEAR**

Monday, March 12 & Tuesday, March 13, 2012

COMPLETE BOTH SIDES OF THIS FORM AND MAIL TO:

Everyone Reading, 71 W. 23rd Street, Suite 1527, New York, NY 10010

Phone: (212) 691-1930 Fax (212) 633-1620 Email: [conference@everyonereading.org](mailto:conference@everyonereading.org) Website: [www.everyonereading.org](http://www.everyonereading.org)

**Deadline for MAILING registration form: March 2, 2012; Deadline for FAXING with credit card payment: March 5, 2012**

Note: Please submit registration only once (either online, fax OR mail)

CANCELLATIONS: To cancel your registration and receive a partial refund, you must contact us in writing by email or mail no later than February 27, 2012.

First Name, Last Name \_\_\_\_\_ Membership # \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Home Telephone # \_\_\_\_\_ Work Telephone # \_\_\_\_\_

Fax \_\_\_\_\_ E-mail \_\_\_\_\_

Postmarked ON or BEFORE February 12, 2012				Postmarked AFTER February 12, 2012			
	Member	Non-member*	Student**		Member	Non-member*	Student**
Two Days	\$250	\$325	\$175	Two Days	\$300	\$375	\$215
One Day	\$200	\$275	\$135	One Day	\$250	\$325	\$165

\*One year membership included with conference registration \*\*Proof of full-time student status is required.

Conference Registration Fee \$ \_\_\_\_\_

Member # \_\_\_\_\_ (if applicable)

Web-access to Audio Recording (\$75 for members, \$175 non-members) \$ \_\_\_\_\_

Cocktail Reception (Free with one or two day conference registration)  
 (\$60 reception only in advance, \$70 at the door) \$ \_\_\_\_\_

Sponsor a Teacher \$50, \$25 or other \$ \_\_\_\_\_

ASHA CEU Participation (\$10) \$ \_\_\_\_\_

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IMPORTANT REGISTRATION INSTRUCTIONS: You must pre-register for sessions. Indicate your 1ST AND 2ND choice within each time slot by placing a 1 or 2 next to the session. Be careful not to register for sessions that occur at the same time.

### MONDAY, MARCH 12, 2012

9:00AM – 10:00AM

\_\_\_ MK-1 Keynote: Klass, MD

10:30AM – 12:30PM

- \_\_\_ M-2 Klass, MD
- \_\_\_ M-3 Hasbrouck, Ph.D.
- \_\_\_ M-4 Gibson, Ph.D.
- \_\_\_ M-5 Fariña
- \_\_\_ M-6 Henriquez
- \_\_\_ M-7 Lense, LCSW
- \_\_\_ M-8 Bumgardner
- \_\_\_ M-9 Friedman, Ph.D.
- \_\_\_ M-10 Connor, Ed.D.

POWER LUNCH Sessions: 12:45PM – 1:45PM

- \_\_\_ M-11 Feldman-Simon
- \_\_\_ M-12 Campbell, Font
- \_\_\_ M-13 Greaves
- \_\_\_ M-14 Farmer
- \_\_\_ M-15 R. Wilson
- \_\_\_ M-16 Hirshman, Melton
- \_\_\_ M-17 Emsbo
- \_\_\_ M-18 Gillingham
- \_\_\_ M-19 Bartlett, Ph.D., Simon, P.C.

2:00PM – 3:30PM

- \_\_\_ M-20 Farrell, Ph.D., Matthews, Ph.D.
- \_\_\_ M-21 Cushen White, Ed.D.
- \_\_\_ M-22 Lane, Ed.D.
- \_\_\_ M-23 Bambino, M.S.Ed., Dunn, M.S.
- \_\_\_ M-24 Micari, M.S.Ed.
- \_\_\_ M-25 Steinberg
- \_\_\_ M-26 Sunday
- \_\_\_ M-27 Wernikoff, Vitolo, Frey, Myers
- \_\_\_ M-28 Leopold, M.S.Ed.

TELL US WHO YOU ARE:

- Public School Teacher
- Private School Teacher
- Educational Therapist/Tutor
- Special Education Teacher

### MONDAY, MARCH 12, 2012

3:45PM – 5:15PM

- \_\_\_ M-29 King-Shanahan, D.Ed., Rodriguez, D.Ed.
- \_\_\_ M-30 Kane
- \_\_\_ M-31 TBA
- \_\_\_ M-32 Levy, Ed.D.
- \_\_\_ M-33 Miglierina, Lipkind, Ferguson
- \_\_\_ M-34 Linsky, Ed.D.
- \_\_\_ M-35 Luchow, Ed.D.
- \_\_\_ M-36 Harris
- \_\_\_ M-37 Mayzler

\_\_\_ Monday Networking Reception 5:30 - 7:00pm

### TUESDAY, MARCH 13, 2012

9:00 AM – 10:00 AM

\_\_\_ TK-38 Keynote: Garnett, Ed.D.

10:30AM – 12:30PM

- \_\_\_ T-39 Garnett, Ed.D.
- \_\_\_ T-40 Walqui, Ph.D.
- \_\_\_ T-41 Soifer, Ph.D.
- \_\_\_ T-42 McCloskey, Ph.D.
- \_\_\_ T-43 Osman, M.Ed.
- \_\_\_ T-44 Podhajski, Ph.D.
- \_\_\_ T-45 Gallagher, Ph.D., Abikoff, Ph.D.
- \_\_\_ T-46 Bailin, M.S., Fellow AOGPE
- \_\_\_ T-47 Gillis, Ed.D.

**Buffet style lunch is included  
with conference registration**

- Parent of Child w/ Dyslexia
- Individual with Dyslexia
- Higher Education
- Psychologist/Ed. Diagnostician
- Speech/Lang. Pathologist

### TUESDAY, MARCH 13, 2012

POWER LUNCH Sessions:

12:45PM – 1:45PM

- \_\_\_ T-48 Sinclair
- \_\_\_ T-49 Kane
- \_\_\_ T-50 Miller
- \_\_\_ T-51 Sklar
- \_\_\_ T-52 Costa, M.S.Ed., Giles, M.S.Ed.,
- \_\_\_ T-53 J. Wilson
- \_\_\_ T-54 TBA
- \_\_\_ T-55 Ary
- \_\_\_ T-56 TBA

2:00PM – 3:30PM

- \_\_\_ T-57 Wolf, M.S., Wilkins, M.S.Ed.
- \_\_\_ T-58 Van Cleave, M.A.
- \_\_\_ T-59 Hanbury King, Dr.Lit.hum.hc.
- \_\_\_ T-60 Vekaria, Ph.D., Cascio, Psy.D.
- \_\_\_ T-61 Rizopoulos, Ph.D.
- \_\_\_ T-62 Stetkevich
- \_\_\_ T-63 Healy, Ph.D.
- \_\_\_ T-64 Krasa, Ph.D.
- \_\_\_ T-65 Hasbrouck, Ph.D.

3:45PM – 5:15PM

- \_\_\_ T-66 Auricchio, Ph.D., Gubar
- \_\_\_ T-67 Leon, M.A.
- \_\_\_ T-68 Zipke, Ph.D., Hauerwas, Ph.D.
- \_\_\_ T-69 McKeon, M.S., Hodge, M.S.
- \_\_\_ T-70 Gurland, Ph.D., Gilman
- \_\_\_ T-71 Apple, Ed.M.
- \_\_\_ T-72 Mancuso, Petrasovits
- \_\_\_ T-73 Schwartz, M.B.A.
- \_\_\_ T-74 Rothman, Ed.D.

- Student
- School Administrator
- Paraprofessional
- Physician
- Retired

## Benefits of Everyone Reading membership

Discounts for the annual conference  
Discounts on professional development offerings  
Free access to monthly parent workshops  
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## Membership rates

Professional Supporters: \$75  
Parents and Adults with Dyslexia: \$50  
Students and Retirees (65+): \$35  
Educational Institution/Organization: \$300

Apple, Ed.M...	T-71	Lane, Ed.D...	M-22
Ary...	T-55	Lense, LCSW...	M-7
Auricchio, Ph.D., Gubar...	T-66	Leon, M.A...	T-67
Bailin, M.S., Fellow AOGPE...	T-46	Leopold, M.S.Ed...	M-28
Bambino, M.S.Ed., Dunn, M.S...	M-23	Levy, Ed.D...	M-32
Bartlett, Ph.D., Simon, P.C...	M-19	Linsky, Ed.D...	M-34
Bumgardner...	M-8	Luchow, Ed.D...	M-35
Campbell, Font...	M-12	Mancuso, Petrasovits...	T-72
Connor, Ed.D...	M-10	Mayzler...	M-37
Costa, M.S.Ed., Giles, M.S.Ed...	T-52	McCloskey, Ph.D...	T-42
Cushen White, Ed.D...	M-21	McKeon, M.S., Hodge, M.S...	T-69
Emsbo...	M-17	Micari, M.S.Ed...	M-24
Fariña...	M-5	Miglierina, Lipkind, Ferguson...	M-33
Farmer...	M-14	Miller...	T-50
Farrell, Ph.D., Matthews, Ph.D...	M-20	Osman, M.Ed...	T-43
Feldman-Simon...	M-11	Podhajski, Ph.D...	T-44
Friedman, Ph.D...	M-9	Rizopoulos, Ph.D...	T-61
Gallagher, Ph.D., Abikoff, Ph.D...	T-45	Rothman, Ed.D...	T-74
Garnett, Ed.D...	TK-38, T-39	Schwartz, M.B.A...	T-73
Gibson, Ph.D...	M-4	Sinclair...	T-48
Gillingham...	M-18	Sklar...	T-51
Gillis, Ed.D...	T-47	Soifer, Ph.D...	T-41
Greaves...	M-13	Sonday...	M-26
Gurland, Ph.D., Gilman...	T-70	Steinberg...	M-25
Hanbury King, Dr.Lit.hum.hc...	T-59	Stetkevich...	T-62
Harris...	M-36	Van Cleave, M.A...	T-58
Hasbrouck, Ph.D...	M-3, T-65	Vekaria, Ph.D., Cascio, Psy.D....	T-60
Healy, Ph.D...	T-63	Walqui, Ph.D...	T-40
Henriquez...	M-6	Wilson, J...	T-53
Hirshman, Melton...	M-16	Wilson, R...	M-15
Kane...	T-49	Wernikoff, Vitolo, Frey, Myers...	M-27
King-Shanahan, D.Ed., Rodriguez, D.Ed...	M-29	Wolf, M.S., Wilkins, M.S.Ed...	T-57
Klass, MD...	MK-1, M-2	Zipke, Ph.D., Hauerwas, Ph.D., Grupp, Ph.D...	T-68
Krasa, Ph.D...	T-64		

## Session Recordings

Web-accessible audio recordings of many sessions can be pre-ordered online or through mail-in registration. Recordings on MP3 format will be available to purchase the day of the conference in the exhibit hall.

**Confirmation of Registration:**  
You will receive your receipt and badge in the mail as confirmation of your registration and sessions. PLEASE BRING YOUR BADGE TO THE CONFERENCE TO EXPEDITE REGISTRATION. When you arrive, pick up a packet of conference materials in the lobby of the Kimmel Center.

If you have any questions, please call (212) 691-1930 or email [conference@everyonereading.org](mailto:conference@everyonereading.org)



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### 39th Annual Conference on Dyslexia & Related Learning Disabilities

Monday, March 12 & Tuesday, March 13, 2012

NYU Kimmel Center - 60 Washington Square South - New York, NY 10012

Register Online: [www.everyonereading.org](http://www.everyonereading.org)

Mail registration and payment to: Everyone Reading, 71 W. 23rd St., Suite 1527, New York, NY

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The 39th Annual Conference on Dyslexia & Related Learning Disabilities is a credit bearing event for those seeking CEUs from ASHA. The conference program is offered for for a maximum of 14 contact hours for CEU credit. Please see the conference registration form for ASHA CEU participation fee. ASHA Session Evaluation Forms are available at the conference registration desk in Rosenthal Pavilion, 10th Floor on March 12th & 13, 2012.



**The Children's Hearing Institute** is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

Everyone Reading is approved by ALTA to offer CE activities in current theory and practice in language and learning disorders. Visit the conference registration desk Rosenthal Pavilion, 10th Floor on March 12th & 13, 2012 to sign in for ALTA credit. There is no fee for ALTA CE's.