The Five Ws of Structured Literacy: How to Build a Successful Reading Model to Improve Literacy on Your Campus

Chair: Regina Boulware-Gooden, Ph.D.

Where do I find those critical partners who help to build a successful program? How do I embed structured literacy into a Tier 1 classroom setting? What roadblocks should I anticipate when planning implementation strategies? What factors need to be considered at the start of implementation? When should structured literacy be placed during your reading block and who delivers the instruction? Why is evaluation a critical piece that cannot be left out of the equation?

This timely symposium offers strategic blueprints for implementing structured literacy in today’s classrooms. Hear from knowledgeable professionals in the field of literacy, school administrators, and classroom teachers about the many facets of providing a structured literacy program as they address questions that may arise during the symposium. The six presentations are followed by a Q&A opportunity for participants.

**Structured Literacy Instruction: Making It Happen**

Colleen M. Yasenchock, M.Ed.

This session highlights three critical components in a comprehensive approach to what works. Implementing structured literacy instruction involves ongoing professional development, utilization of the appropriate assessment tools to diagnose and group for instruction, and suitable instructional strategies and materials. Each of these are illustrated through the lens of schools working with 95 Percent Group to launch and support implementation. Learn what they have done to make structured literacy instruction happen and succeed!

**Philadelphia’s Read By 4th! Using the IDA’s Knowledge and Practice Standards and Educator Training Framework to Drive Reading Achievement**

Nancy Scharff
Jenny Bogoni

This session reviews the work of the Instructional Strategies Committee of Philadelphia’s Read By 4th Campaign to ensure that public school students in the School District of Philadelphia benefit from a structured literacy approach to reading instruction and from Orton-Gillingham-based intervention when progress with decoding and fluency is not forthcoming. As part of the Campaign for Grade-Level Reading, Philadelphia’s Read By 4th initiative incorporated a fourth pillar to their approach to ensure that increasing numbers of students achieve grade-level reading by the beginning of 4th grade. Specifically, the Instructional Strategies Committee work utilized the IDA’s Knowledge and Practice Standards to shape both reading instruction for students and teacher education in Philadelphia.

**It’s More Than Compliance: Going Above and Beyond**

Sara Arispe

Improving schools requires vision, support, and leadership. Sometimes, when school districts begin to implement support programs for students and teachers the red-tape tends to blur the vision and gusto. Learn how Fort Worth ISD went beyond being compliant and above and beyond when partnering with Neuhaus to implement a dyslexia certification program that includes (60) teachers.

**Teaching Teachers, Reaching Readers: A Model for Training Public School Teachers in Structured Literacy**

Carla Stanford
David A. White

Reading is Essential for All People (REAP) has partnered with educators across the metro Atlanta area since 2013 to bring structured literacy to the public school classroom. During that time, more than 460 public school teachers have participated in training with REAP. In 2016, REAP and Burgess-Peterson Academy (BPA), a K–5 Atlanta Public School, partnered to train all BPA classroom teachers in structured literacy. Presenters share their model for reaching readers through public school teachers. The presentation presents each component of the model: coursework, model lessons, observations with feedback, practical application of the knowledge for whole-class instruction, and planning using school system-purchased curriculum while meeting the Common Core standards. Each presenter shares practical information from his/her perspective.
Successful Implementation of Wilson Programs With a Focus on Implementation Science

Barbara Wilson
Kimberly Croteau

Blount County has implemented all three of our Wilson Programs: Wilson Reading System, Just Words, and Fundations. Following the tenets of implementation science, they have streamlined goals from the district level to the school level. They have built capacity with teacher leaders to provide ongoing support to train and coach teachers so programs sustain high levels of fidelity.

Triton follows that theme. This district implements Fundations and Wilson Reading System. Again, from district to schools, the goals around literacy are focused on fidelity of implementation for student achievement. Triton has also built capacity with teacher leaders to sustain the programs.

Both of these districts have used tools from implementation science to look at the drivers and what needs to be in place for program implementation to be successful and sustainable.

Getting Reading Right in Public School

Rebecca Pruitt, Ed.S.
Allyson Atwell, Ed.S.

Learning to read is the foundation for school success. This session explores a public school’s journey to strengthen the use of research-based practices to support students with reading difficulties. As a result of a deliberate and purposeful training plan, teachers have received training in early literacy, phonics, fluency, vocabulary, and reading comprehension. This knowledge provides teachers with the strategies and assessment tools to teach students to read, write, and spell. In addition, the implementation of an Orton-Gillingham-based phonics program and ongoing assessment means teachers are equipped to identify and respond to student needs.

Discloser: Regina Boulware-Gooden, Nancy Scharff, Jenny Bogoni, Sara Arispe, Carla Stanford, David A. White, Kimberly Croteau, Rebecca Pruitt, and Allyson Atwell have no relevant financial to disclose. Colleen M Yasenchock is Vice President of Consulting for 95 Percent Group, Inc. This session may include information referring to specific products and/or approaches used by the consultants and clients of 95 Percent Group, Inc. Barbara Wilson is the Co-Founder and Co-President of Wilson Language Training. This session may include information referring to specific Wilson Language products and/or approaches. There are no nonfinancial relationships to disclose.
Executive Function, Metacognition, and Strategic Thinking: Preparing Learners for Effective Academic Self-Management

Chair: Sucheta Kamath, M.A., BC-ANCDS, CCC

Success in teaching and learning rests on the shoulders of teachers and students. Conventional wisdom and compassionate intuition make educators want to implement teaching methods to help circumvent students’ difficulties in learning, organizing, and producing work. However, students’ difficulties are often related to their lack of awareness of their own approaches to managing their learning, which often result from underdeveloped executive-function processes.

In this symposium, presenters address a critically important piece of this puzzle by discussing the vital connections between executive-function processes, metacognitive awareness, and self-directed learning. Presenters highlight well-researched and effective approaches to fostering metacognitive awareness and enhancing student’s self-knowledge, strategy use, and flexible thinking. Participants leave with specific and practical teaching tools that can be immediately implemented into their classroom curriculum.

Executive Function and Metacognitive Awareness: Teaching Students to Learn HOW to Learn

Lynn Meltzer, Ph.D.

In our 21st-century schools, academic performance is dependent on students’ self-understanding and their ability to plan, organize, prioritize, and flexibly shift approaches. These executive functions affect students’ performance in most academic areas, but particularly in reading comprehension, writing, math problem-solving, and studying. This presentation focuses on practical approaches for promoting metacognitive awareness, flexible thinking, and executive-function strategies as part of the classroom curriculum across grade levels. Presenters emphasize the importance of fostering metacognitive awareness in students so they understand their strengths and weaknesses and which strategies they can develop to help them learn HOW to learn.

Executive Functioning, Self-Regulation, and ADHD: The Hybrid Theory and Its Implications for Management

Russell Barkley, Ph.D.

Dr. Barkley has developed one of the leading theories of executive functioning and its role in the nature of ADHD. In this presentation, he explains the current understanding of ADHD as a disorder of attention and inhibition. Then he shows why this view must be broadened to include executive functioning (EF) and the self-regulation it provides. He then explains his hybrid theory of EF and how it applies to a clinical understanding of ADHD. This model views EF as forms of self-directed behavior that permit self-regulation and self-modification so as to alter the likelihood of future events and the general welfare of the individual. These self-directed actions form an extended phenotype from brain functioning into the ever widening spheres of daily adaptive, self-reliant, and cooperative social functioning across the major domains of daily life activities in which humans must function effectively to survive and prosper. This view helps to illuminate the pervasive adverse impact of ADHD on most domains of major life activities.

Training Executive Functions to Create Self-Aware and Strategy-Centered Students

Sucheta Kamath, M.A., BC-ANCDS, CCC

There is an implicit assumption that students will accrue knowledge as they engage in the academic tasks designed by their teachers and that these tasks convey information to students about the teachers’ intent. On the contrary, self-regulating one’s learning involves surveying the learning context, appraising the teacher’s intent, crafting effective strategies, and managing performance outcomes. Executive functions come into play only when self-regulation is deliberate, which requires self-awareness, awareness of performance expectations and strategic thought, and adaptive execution. In this presentation, the presenter discusses metacognitive training that is essential for strategy generation and outlines ways to promote a deeper approach to learning that is characterized by a heightened desire for self-understanding, deliberate problem solving, emotional regulation, and reflective learning.
Teaching Students to Manage the Ultimate Executive Juggling Act: Academic Writing

Bonnie Singer, Ph.D.

This session begins with an exploration of the ways in which executive functions both support and constrain teachers and students alike when it comes to academic writing. The presenter then provides a brief overview of the theoretical framework of a method for teaching expository writing called EmPOWER (Singer & Bashir, 2000), highlighting the ways in which it naturally scaffolds executive functions and language skills. Then, the presentation delves into the process involved in adopting a schoolwide, crosscurricular, systematic approach to teaching expository writing aimed at unifying instructional practice in a learning community. Looking at outcome data from K–8 schools serving bright students with dyslexia and related learning differences, participants examine the aspects of student writing that changed in response to this teaching method and identify additional components of instruction that are necessary for a comprehensive and effective writing curriculum.

Disclaimer: Sucheta Kamath has no relevant financial relationships to disclose. Dr. Lynn Meltzer is the director of the Research Institute for Learning and Development (ResearchILD) and may discuss strategies that are included in the SMARTS Online Executive Function and Mentoring program. Dr. Russell Barkley may receive speaking fees and honoraria. Dr. Bonnie Singer holds intellectual property rights in some of the instructional methods that will be shared in this presentation, and she receives speaking and consulting fees and honoraria. There are no nonfinancial relationships to disclose.
The Role of Speech in Reading

Chair: Margie B. Gillis, Ed.D.

The symposium includes four presentations that will begin with a consideration of the speech- and auditory-related neural pathways involved in reading and conclude with practical discussions of speech-to-print instruction, including research with speech-to-print materials for instruction and remediation.

The First 500 Ms in Visual Word Recognition: Who Is Talking to Whom?

Piers Cornelissen, Ph.D.

The ability to fluently and, seemingly effortlessly, read words is one of few uniquely special human attributes, but one which has assumed inordinate significance because of its role in modern society. Visual word recognition results from a dynamic interplay between multiple nodes in a distributed cortical and subcortical network. To fully understand how it is achieved, we need to identify not only the necessary and sufficient complement of nodes that comprise this network, but also how information flows through the nodes over time. Of particular interest are those parts of the network that support phonological access during visual word recognition. Our recent magnetoencephalography (MEG) studies of visual word recognition and reading have revealed neural activity in the speech-production area of the brain (i.e. Broca’s area), which occurs surprisingly quickly — within 100ms of the visual presentation of a written word. When we see a written word, the typical reading brain seems to show surprisingly rapid and dense interconnectivity between vision, language, and speech brain areas more or less right off the bat. Therefore, we need to discuss what implications these neurobiological data may have for reading instruction and intervention.

Timing of Brain Responses to Speech Sounds in Infancy: Predicting Language and Reading Skills

Dennis L. Molfese, Ph.D.
Victoria J. Molfese, Ph.D.

There is ample evidence that the brains of newborn infants who are later identified as dyslexic differ at birth from those of infants who are typically developing. These brain-processing differences reflect sensitivity to differences between speech sounds, differences in the speed at which these sounds are processed, and the brain organization underlying the perception of speech sounds. While infants at birth cannot discriminate all speech sounds, there is evidence in the early months that brain processing of differences between more and more of the speech sounds becomes faster and processing time shorter. However, the brain processing of infants at risk for developing dyslexia reflects slower responses to speech sounds and less efficient brain processing that requires more brain areas to process the speech sounds than compared to infants who are not at risk. This slower processing and use of more brain areas slows down the processing of speech sounds, making it more difficult to discriminate between speech sounds occurring in the words that infants and young children are typically exposed to in their environments.

What Is Speech-To-Print Instruction?

Jeannine Herron, Ph.D.
Margie Gillis, Ed.D.

Young students with letter-sound knowledge, phonemic awareness, and the ability to blend sounds to read words will have greater success learning to read than those who don’t possess those prerequisite skills. “The process of learning to read must be understood as a reorganization of the management of oral speech, its transformation from an automatic process (dealing with whole words) to a voluntary, consciously regulated process (segmenting words into individual sounds) which then becomes automatic with practice.” (D.B. Elkonin) Dr. Herron discusses this quote from Elkonin and what is meant by speech-to-print instruction. She describes the NICHD-funded development of speech-to-print software and research conducted by Dr. Joseph Torgesen using this software with at-risk first-graders. Dr. Gillis describes NICHD-funded research using speech-to-print apps with preschool students and the results of the study that demonstrated that foundational preliteracy skills can be acquired in playful and interactive ways using iPad technology. Instructional implications based on these results are also shared.
Research to Practice—How the Phonology of Speech Is Foundational for Instant Word Recognition

David A. Kilpatrick, Ph.D.

Reading instruction tends to focus on helping children learn to read new and unfamiliar words. Yet skilled readers already know all or most of the words that they read because of their large and continuously expanding sight vocabulary. How does this happen? Recent advances in understanding orthographic learning has provided important answers. This presentation demonstrates the central role of the phonology of spoken language in the storage of written words for later instantaneous retrieval. The importance of the phonology of speech in reading is not restricted to the phonetic decoding of unfamiliar words. Rather, it is central to the process of making letter strings (printed words) instantly familiar to readers and is thus a key ingredient in reading fluency. The skills needed for this process are also described and specific details provided about how to foster these skills through explicit instructional techniques.

Discloser: Margie Gillis, Piers Cornelissen, Dennis L. Molfese, Victoria J. Molfese, Jeannine Herron, and David A. Kilpatrick have no relevant financial or nonfinancial relationships to disclose.
We have long known that students with dyslexia and related learning disabilities often struggle in more than one academic area. Though we have developed models for delivering successful reading and language instruction in both initial and remedial instructional settings, we have not as yet developed a more unified approach to instruction for these individuals in mathematics. Just as evidence from neuroscience has validated approaches to literacy instruction, it has offered monumental revelations about a core deficit in mathematics. This evidence has profoundly shaped how we approach teaching mathematics at developmentally appropriate levels. When combined with our knowledge of the impact of language on learning, it suggests some universal guidelines for instruction. This symposium explores the impact of dyslexia and related learning disabilities in mathematics. It offers evidence-based practices for supporting students and suggests some strategies or “lessons learned” from our shared history of structured literacy instruction. Symposium presentations examine the challenges of initiating, building, and sustaining an instructional model that serves this specific population. Each presentation offers insights, examples, and evidence of successful instructional models, as participants collectively glean some universal truths about educating this population in the area of math. Audience participation is part of this practical symposium as we explore the meaning of an explicit, synthetic, analytic, structured, sequential, cumulative, and thorough approach to teaching mathematics. Finally, we offer resources and models of what is possible for educating in a way that is appropriate for all, but essential for some.

**Mathematical Literacy: Creating Instructional Models That Meet the Needs of Students With Dyslexia and Related Learning Disabilities**

Chair: Marilyn Zecher, M.A., CALT

Addressing the Impact of Dyslexia and Related Learning Disabilities on the Teaching and Learning of Mathematics: Lessons From Structured Literacy

Marilyn Zecher, M.A., CALT

Those in the field of structured literacy are aware of the impact of dyslexia and learning disabilities on reading and language skills, but many are unaware of the specific ways these disabilities impact learning and performance in mathematics. Like the science behind phonemic awareness, the contributions of neuroscience on the concept of numeracy has fundamentally changed the way we teach math. This presentation focuses on the specific symptoms of dyslexia that impact learning and the acquisition of skills. It examines strategies from structured-literacy instruction and a multisensory evidence-based methodology that can be utilized to teach all students. Implications for supporting students in individual sessions along with small-group remedial settings and inclusion classes are examined.

A Public Charter School for Students With Dyslexia: The Multisensory Math Model—Completing the Square

Miles Baquet

The Louisiana Key Academy is a public charter school dedicated to serving students with language-based learning disabilities/dyslexia in grades 1–6. At its inception, the school established a comprehensive structured-literacy program for students who struggle with reading and language. The school sought to establish a complementary approach to math for educating its student population. This presentation focuses on the development of an appropriate instructional model, a sustainable program of professional development, and the challenges faced by a public charter school seeking to implement a multisensory math model. It highlights both the possibilities and challenges of designing such a program for special education students who must be offered a standards-based curriculum.
**The Shefa School—Incorporating Multisensory Math From the Beginning**

Linda Maleh  
Jamie Hooper

The Shefa School is a relatively new community Jewish Day School serving students with language-based learning disabilities in grades 1 through 8. This presentation focuses on the initial development of a comprehensive multisensory math approach designed to work in conjunction with an Orton-Gillingham-based structured-literacy program to form a cohesive academic instructional model. The presentation includes examples of the initial screening and grouping of students; assessments; adaptations in curriculum, instruction, and materials; and ongoing professional development. The math curriculum focuses on the core hierarchy of math concepts addressed in standards-based curricula but individualized and delivered to meet student needs in small-group instruction. One focus of the presentation is on building an ongoing teacher training and professional development community built on modeling, feedback, and consultation.

**Applying the Principles and Format of the Structured Literacy Lesson to Multisensory Math**

Matthew Buchanan  
J. Concha Wyatt, Fellow/AOGPE, CALT

The Key School, an independent school serving students with language-based learning disabilities in grades 1–8, is also an accredited training center. Its program has included a multisensory math component for more than ten years. This brief, practical overview of the Key School MSM lesson walks participants through the actual components of the Key lesson plan and models and provides video clips of the parts of the lesson. The presentation offers a concise explanation of the visual and auditory review, the diagnostic and prescriptive aspect of review and reinforcement of previously taught concepts, and the introduction of new concepts through the concrete, representational, and abstract instructional sequence (CRA). The Key School’s approach to pre- and post-testing and monitoring of student progress is reviewed along with the nuances of ongoing professional development.

**Engaging Struggling Learners in Meaningful Mathematics**

Jen McAleer  
Peter Morris

Struggling students often aren’t given opportunities to experience meaningful mathematics. They get caught in a cycle in which math learning becomes increasingly teacher-directed, disconnect grows between skills and context, engagement lags, and the gap widens between struggling students and their peers. Problem-solving and software programs that develop both computational and conceptual skills are crucial parts of the Carroll math program. This session explores how Carroll’s focus on meaningful, engaging mathematics informs our interactions with curriculum, assessment, and professional development. The Carroll School serves students with dyslexia in grades 1 through 9 in both lower school and middle school settings.

**Where Do You Find the Average Learner? You Don’t**

Christopher Woodin, Ed.M.

Landmark School is an independent school serving students with language based learning disabilities in grades 2 through 12. This presentation focuses on how the Landmark math program addresses the needs of its students by using a diagnostic prescriptive approach with targeted, student based strategies. Assessment and grouping of students for optimum growth is discussed. Explorations include why some students can make rapid growth with minimal intervention while others require more time to develop skills and fill gaps, but “bloom” after a few years in a program that features a hybrid of necessary foundational concepts and skill-based development when it is coupled with a core group of high frequency skills and concepts.

Free links to resources are available at the conclusion of the symposium.

Disclosure: Marilyn Zecher, Miles Baquet, Linda Maleh, Jamie Hooper, Matthew Buchanan, J. Concha Wyatt, Jen McAleer, Peter Morris, and Christopher Woodin have no relevant financial or nonfinancial relationships to disclose.
Reading Intervention for Children and Youth With Reading Disabilities: Questions Answered and Questions Remaining Regarding the Impact of Age, Comorbidities, Lexical, and Individual Child Characteristics on Reading Intervention Response and Outcomes

Chair: Maureen W. Lovett, Ph.D.

There is emerging consensus on some overall parameters of effective intervention for children and youth who struggle with reading development, but relatively little insight into why some children respond readily and others show less response. Like reading itself, intervention outcomes are multidimensional, and our ability to measure decoding, word reading, and spelling progress is far superior to our capacity to assess changes in vocabulary, fluency, and reading comprehension. We know that it is easier to intervene earlier, but we do not fully understand the limits and the reasons why later reading intervention is so difficult.

This symposium includes four researchers who have been active in reading intervention research for many years. From different perspectives, these researchers describe some of their latest work on understanding intervention responses in different samples of children and youth with reading disabilities (RD) and young children at risk. All presenters address the implications of their findings for teachers and practitioners working with struggling readers.

Understanding Unresponsiveness to Tier 2 Reading Intervention: Exploring the Classification and Profiles of Adequate and Inadequate Responders in First Grade

Donald L. Compton, Ph.D.

This presentation examines the profiles of first-graders who responded adequately and inadequately to intensive Tier 2 reading intervention and assesses how profiles differ based on the criteria used to classify unresponsiveness. Nonresponders were identified using two different methods: (i) a reading composite with weighted standardized scores for untimed word identification and word attack, timed sight-word reading and decoding, and reading comprehension at the end of first grade (n = 23; 18.4%), and (ii) local norms on first-grade word-reading fluency (WIF; n = 31; 24.8%). Significant level effects were found using both these criteria, indicating that the groups differ from each other across domains. Significant shape effects were found using the WIF criteria only, suggesting that relative strengths and weaknesses distinguish the groups. During the presentation, findings are used to consider issues related to the identification and placement of students in appropriately intensive and targeted interventions.

The Development of the Orthographic Lexicon in At-Risk First Graders

Laura Steacy, Ph.D.

This presentation reports the results of a first-grade decoding and fluency intervention, including in each lesson a short sight-word building activity. The number of exposures required to master words was recorded for 111 at-risk first-graders. We specifically examined how many word exposures children at risk for RD required and how this number varied depending on both the linguistic features of words and the cognitive characteristics of the students. We found that the students required, on average, 5.65 exposures for mastery and, after controlling for pretest reading, the best word-level predictors of required exposures were: frequency, word length, vocabulary grade, and imageability (how easily a word can arouse a mental image). The semantic features of words were especially important for poor readers. There was a significant interaction between pretest reading skill and imageability. The results of this study could have important implications for instruction and the order in which we introduce words to students.
Reading Intervention Outcomes for Struggling Readers in Different Grades: What is the Influence of Grade-at-Intervention and Pretest Differences Among the Children?

Maureen W. Lovett, Ph.D.

Reading problems appear more intractable among adolescents, but there are few direct comparisons between younger and older struggling readers receiving similar interventions and assessed on the same outcome and diagnostic measures. This presentation addresses differences in rate and magnitude of responses among younger and older struggling readers and individual predictors of intervention outcomes in the short and long term. The younger sample included 161 children meeting low-achievement criteria for reading disability (RD) who received 125 hours of intervention in grades 1, 2, or 3. The older sample included 270 youth meeting the same RD criteria and receiving 125 hours of intervention in grades 6, 7, or 8. Sizeable intervention effects were obtained for both younger and older RD samples, with some differences emerging among predictors of intervention response. For younger children, the most consistent predictor of growth was WASI IQ; for older readers, it was naming speed.

The Impact of Comorbid Specific Language Impairment (SLI) and/or Attention Deficit/Hyperactivity Disorder (ADHD) on Responses to Reading Intervention in Children with Reading Disabilities

Robin D. Morris, Ph.D.

This presentation addresses questions about the impact of language and attention impairment on intervention response in children with RD. High rates of comorbidity (25%-50%) exist among disorders of reading (RD), language (SLI), and attention (ADHD) in children, suggesting shared behavioral characteristics and possible common neurobiological and genetic foundations. We describe a sample of >100 children with RD (3rd/4th graders) with a range of language and/or attention impairments: 50% have RD only, 20% have RD+ADHD, 17% have RD+SLI, and 13% have RD+SLI+ADHD. All received an explicit reading intervention for 70 hours, as well as school-based reading instruction. Children with RD and different comorbidities showed different intervention responses on reading and neuroimaging-related outcomes. This presentation will focus on how RD children’s cognitive, language, and attention attributes interact to impact their level of response or lack of response to RD interventions.

Disclosure: Maureen W. Lovett, Donald L. Compton, Laura Steacy, and Robin D. Morris have no relevant financial or nonfinancial relationships to disclose.
WEDNESDAY, NOVEMBER 8TH

PC6  WEDNESDAY SYMPOSIUM • 12:30 p.m. – 4:00 p.m.

Assistive Technology for a New Generation

Chair: Jennifer Topple, M.S., CCC-SLP

For many years, the academic help provided to students with dyslexia was limited to remedial language instruction and resource support, including basic accommodations giving students extra time to complete assignments. While those traditional supports remain important, the rapid development of assistive technology has led to a dramatic increase in independence for dyslexic learners and allows them to thrive alongside their nondyslexic classmates. This engaging half-day symposium helps attendees understand the why and how of AT implementation in 21st-century classrooms. Presenters highlight the educational approach of the universal design for learning (UDL), and the latest and most effective AT tools are demonstrated and discussed. The session wrap ups with a testimonial from a college student who was once a struggling writer, but because of assistive technology, is now pursuing a degree in writing.

Setting the Stage for AT Implementation: Neuroscience Foundations to Reach Every Learner

Karen Janowski, M.S.Ed.

This fast-paced, interactive workshop is based upon a play in three acts. The first act explores the neuroscience necessary for learning: joy, curiosity, and engagement and the important role the amygdala plays. The second act investigates the principles of the universal design for learning (UDL), including multiple means of representation, expression, and engagement. The final act invites the audience to customize the ending of the performance to meet the needs of the students with whom they work. Attendees identify one new concept and create an implementation plan specific to his or her unique professional role.

Postcards From the Cutting Edge: A Road Trip of Assistive Technology for Students With Dyslexia

Jamie Martin, B.A.

Jamie Martin invites you to take a fantasy road trip across the United States. Your journey takes you from Seattle, Washington to Atlanta, Georgia. Along the way, you make stops at some of the country’s most famous landmarks and explore assistive technology tools that have proven invaluable to the academic success of students with dyslexia. Jamie is your tour guide as you learn about dictation technology, word prediction, text-to-speech, electronic graphic organizers, and more. This could be the most important adventure of your life!

From Struggling Storyteller to Masterful Writer: Tales From a Successful AT User

Annzie Hine

Annzie Hine is a junior at Savannah College of Art and Design, working to get her BFA in writing. She is a former struggling writer, who talks about how the introduction of AT in middle school changed her attitude about reading and writing and resulted in her desire to become a professional writer.

Disclosure: Jennifer Topple, Karen Janowski, Annzie Hine have no relevant financial relationships to disclose. Jamie Martin may receive speaking fees and honoraria. There are no nonfinancial relationships to disclose.
Join us for a conversation with distinguished voices in the field of dyslexia research and practice. Together we’ll discuss cutting-edge, dyslexia research, the role of research in interventions, and how we can more effectively align practice with this research.

**Moderator**  
*Peggy McCordle, Ph.D., M.P.H.*  
President/Consultant, Peggy McCordle Consulting, LLC  
Research Scientist, Haskins Laboratories, New Haven, CT

**Don Compton, Ph.D.**  
Associate Director, Florida Center for Reading Research

**Ben Powers**  
Headmaster, Eagle Hill Southport School

**Julie Washington, Ph.D.**  
Professor of Psychology and Education, Director, Florida Center for Reading Research

**Sara Arispe**  
Associate Superintendent, Fort Worth Independent School District

**Maryanne Wolf, Ph.D.**  
John DiBiaggio Professor of Citizenship and Public Service, Director, Center for Reading and Language Research

Brought to you by the Schenck School
AIM Institute for Learning & Research® on the AIM Academy campus provides teachers, professionals and parents access to leading literacy experts, specialized training and informational workshops through both in-person and online programming options. Our annual professional development series reflects the latest research in cognitive science, knowledge of best practices for students who learn differently, and deep understanding of evidence-based instruction for the classroom. We are committed to quickly translating laboratory research into effective interventions and educational practices for all students.

- 6th Annual Research to Practice Symposium
  Featuring Elsa Cárdenas-Hagan, Mark Seidenberg & Julie Washington

- 2017-2018 Access to the Experts Speaker Series
  Featuring Emerson Dickman, Louise Spear-Swerling, & Gary Troia

**Bringing Research into Practice in the Classroom!**

Join Us In-Person or Online
Register at www.aimpa.org/institute

1200 River Road, Conshohocken PA  •  215.483.2461
Conveniently located just outside Philadelphia

---

**Nurturing Hearts and Minds**

A private Christian school dedicated to equipping Dyslexic Students with the skills needed to become independent, confident learners.

Call Today To Schedule A Tour
(678) 709-6634  •  570 Piedmont Road, Marietta, GA 30066
www.gracepointschool.org

---

Is your child struggling in school? We can help.
Winston Preparatory School
education for the individual

The Winston Preparatory School does not discriminate against applicants and students on the basis of race, color, or national or ethnic origin.
Go Phonics Reading Program

**With 50 phonics games and over 90 decodable stories you’re building accurate, fluent, comprehending readers.**

Get your beginning and struggling readers on track!
Teach them the structured literacy skills vital to learning from 3rd grade on. Guided lessons and fun, integrated tools empower your instruction (teachers and parents). Using an Orton-Gillingham approach, explicit, sequential, multi-sensory phonics steers your course. It’s a seamless flow of strategized instruction. From start: Alphabet, to finish: More Vowel Pairs, students are phonetically spelling and reading — first words, then meaningful stories.

**Making all the connections:** Explicit phonics lessons include phonemic awareness, reading, spelling, rules, handwriting, fluency, vocabulary enrichment, comprehension, language arts and creative writing suggestions based on the text-to-life decodable stories.

**Applying skills in decodable stories:**
In building block fashion students learn, practice (daily review, worksheets, games, songs), then apply the phonics and language arts in decodable stories they can really read. **Comprehension soars!**

7 Storybook Volumes - Over 600 pages (93% decodable) build on the phonics sequence and support each lesson.

“**There’s very limited frustration from the kids and they’re able to build upon what they know! We can’t believe that Sylvia Davison wrote all these (decodable) stories, and they’re all so good.**”

Three 1st grade teachers - WI

**50 Phonics Fluency Games** provide practice sounding out many words with the new code.

“I didn’t realize the power of these games until I started using them. It’s fluency work! It’s grammar work! It’s vocabulary work! They’re not the dessert. They’re like the appetizers, getting you ready to eat!”

1st grade teacher - WI

**For Parents:**

- **Download** online or call us: 800-553-5950 PT

---

**Go Phonics Reading Program Overview/Catalog**
(with scope, sequence, strategies, sample lessons, stories)