

Everyone **READING**

Success for students with dyslexia & LD

Preparing Students for Success & the Common Core State Standards

40th Annual Conference
NYU Kimmel Center
Washington Square South
New York, NY



Register Online at EveryoneReading.org

Keynote Presenters



Monday March 18, 2013
9:00 AM - 10:00 AM

Nancy Mather, Ph.D. is a Professor in the Departments of Special Education, Rehabilitation and School Psychology at the University of Arizona, Tucson. She specializes in the areas of assessment, reading, writing and learning disabilities.

Dr. Mather co-authored *Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management* (Paul Brookes, 2001) and the *Woodcock-Johnson III* in addition to several books and articles on interpretation and application of the WJ-R.



Tuesday March 19, 2013
9:00 AM - 10:00 AM

William G. Brozo, Ph.D. is a Professor of Literacy in the Graduate School of Education at George Mason University in Fairfax, Virginia. His research and scholarship interests include adolescent and content literacy, secondary literacy reform, struggling learners and closing the literacy achievement gap for boys.

Dr. Brozo is the author of *The Adolescent Literacy Inventory* (Pearson, 2010) and numerous other books and articles on literacy development for children and young adults.



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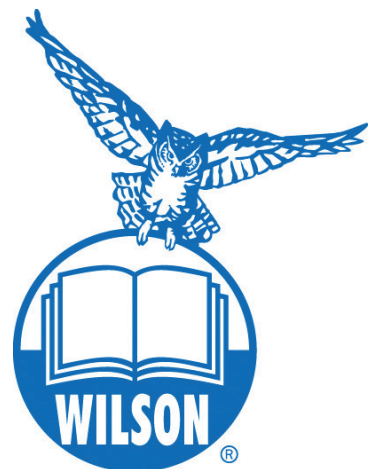
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School Specialty
Literacy and Intervention



Eagle Hill School

Conference Agenda

9:00 - 10:00 AM

MK-1 Keynote Address: *There's an Elephant in the Room*, Nancy Mather, Ph.D.

10:30 AM - 12:30 PM

- M-2 *Procedures for SLD Identification: Promises and Pitfalls*, Nancy Mather, Ph.D. (A)
- M-3 *Implementing RTI Effectively for Struggling Young Readers*, Hyla Rubin, Ph.D. (RTI)
- M-4 *Creative Literacy Strategies for ESL in Inclusive Classrooms*, Lisa Anne Rizopoulos, Ph.D. (CCSS)
- M-5 *Spelling Instruction: Best Practices for Word Study*, Jan Wasowicz, Ph.D., CCC-SLP (WS)
- M-6 *The Role of Executive Functions in Reading*, George McCloskey, Ph.D. (EF)
- M-7 *Phonemic Awareness and Beginning Reading*, Joanna Uhry, Ph.D. (PA)

12:45 - 1:45 PM Power Lunch Presentations

- M-8 *Great Leaps Math & Reading Fluency*, Kenneth Campbell & Luz Font (PP)
- M-9 *Read Naturally's Reading Assessments: A Foundation for an RTI Model*, Carol Ann Kane (PP)
- M-10 *How the FDU Regional Center Helps Students with Dyslexia*, Barbara Byrnes & Paul Vico (PP)
- M-11 *Write Right Materials to Improve Student Writing*, William Van Cleave (PP)
- M-12 *Sensory Cognitive Functions for Language Processing With a Focus on Concept Imagery*, Tom Mariani (PP)
- M-13 *Sounds in Motion Creative Modifications for Students with Special Needs & LD*, Fran Santore & Holly Thomas (PP)

2:00 - 3:30 PM

- M-14 *OG Across Content-Based Curriculum*, JoAnn Lense LCSW (BP/CCSS)
- M-15 *Everything You Ever Wanted to Know about Syllabication*, Marianne Duldner & Jill Lauren (DE)
- M-16 *Learning to Read Begins at Birth*, Arlene W. Sondag (CCSS)
- M-17 *Building Vocabulary in a Caring Environment*, Ann Leon (V)
- M-18 *Executive Functioning Success*, Marydee Sklar (EF)
- M-19 *Using an Electronic Highlighting Strategy: Improving Reading Comprehension Skills in Students with Dyslexia & ADHD*, Deborah Levy, Ph.D. & Elliot Levy, Ed.D. (AT)

3:45 - 5:15 PM

- M-20 *Manifestations of Dyslexia in Biscrptal Readers*, Nancy Eng Ph.D., CCC-SLP (A)
- M-21 *Research-Based Program + Direct Instruction = Proven Results*, Christy Brockhausen, M.P.S., Rachel K. Whilby, M.Ed. & John J. Russell, Ed.D. (A/RTI)
- M-22 *CCSS and Multi-tiered Instruction: Impact on Individuals with Dyslexia*, Connie Steigerwald (CCSS)
- M-23 *Engaging the Disengaged: Creating Motivated and Strategic Readers*, Melissa Brown & Lindsey Dibrino (BP)
- M-24 *Executive Functioning in the Classroom*, Edward M. Petrosky, Psy.D., ABPP (EF)
- M-25 *Set for Variability: The Importance of Flexible Pronunciation*, Marcy Zipke, Ph.D. (DE)

Key

(A)	Assessment	(PA)	Phonemic Awareness
(AT)	Assistive Technology	(PP)	Product Presentation
(CCSS)	Common Core State Standards	(RTI)	Response to Intervention
(DE)	Decoding and Encoding	(WS)	Word Study
(EF)	Executive Functions	(V)	Vocabulary
(BP)	Best Practices		

Conference Agenda

9:00 - 10:00 AM

TK-26 Keynote Address: *Closing the Achievement Gap for Boys: Building Bridges to Literacy*, William G. Brozo, Ph.D. (AL)

10:30 AM - 12:30 PM

T-27 *Ensuring Content Literacy for All in an Effective RTI Program*, William G. Brozo, Ph.D. (AL/RTI)

T-28 *Practices: Power & Pitfalls*, Kate Garnett, Ph.D. (BP/CCSS)

T-29 *Strategies for Building & Retaining Vocabulary & Information in Struggling Students*
Esther Klein Friedman, Ph.D. (V/CCSS)

T-30 *Developing Fluency with Multiplication Facts*, David Berg, ET (M)

T-31 *Web-Based Multimedia Design for Educators*, Erica Boling, Ph.D. (AT)

T-32 *Words with Spelling Connections Have Meaning Connections*, Nancy Cushen White, Ed.D. (V/DE)

T-33 *Developing Sentence Skills in Students who Struggle*, William Van Cleave (W/RC)

12:45 - 1:45 PM Power Lunch Presentations

T-34 *How to Make Reading Fun and Effective*, Stephanie Miller (PP)

T-35 *Setting the Foundational Skills for Reading and Writing with FUN!* Kimberly Gillingham, (PP)

T-36 *Erasing the Misery of Reading and Spelling Multi-Syllabic Words*, Kathy Young, Scott DeSimone(PP)

T-37 *The Stern 100 Track and Number Sense in Children*, Temple Ary, Olympia Shields (PP)

T-38 *New Frontiers in Learning: A High School and College Support Program for Students with Learning Differences*, Samantha Feinman (PP)

T-39 *Intensive In-School Teacher Training, Using an Orton-Gillingham Approach*, Esther Sands, Lauren Wedeles (PP)

T-40 *Postsecondary Possibilities*, Ronald Wilson (PP)

2:00 - 3:30 PM

T-41 *From Research to Practice: Evidence Based Effective Teaching Strategies*,
Matthew G. Mandelbaum, M.S.Ed., M.A., Kadee Jay, M.A. (BP)

T-42 *Teaching Basic Writing Skills and the Common Core State Standards*,
Betsy Mac-Dermott-Duffy (W/CCSS)

T-43 *Let's Talk About It! Strategies for Effective Vocabulary Instruction*, Eileen Tresansky (V)

T-44 *Orton Gillingham for Math*, Amy Bailin, AOGPE (M)

T-45 *Combining AT and Active Reading to Study the Beatles*, Jamie Martin (AT/RC)

T-46 *Evidence-Based Methods for Reading Comprehension: Leveraging Technology*
Michael B. Sims, M.S., CCC-SLP & Barbara Lawrence (RC/AT)

T-47 *Using WebQuests to Engage the LD Student*, Jeff Ruggiero, M.Ed., Sharon Plante, M.Ed. (AT/BP)

3:45 - 5:15 PM

T-48 *Promoting Science Passage Comprehension via Concept Mapping Instruction*,
Alpana Battacharya (AL/BP)

T-49 *How to Create an Effective Five Paragraph Essay*, Emily Levy, Ed.D. (W)

T-50 *Exploring Students Self-Generated Questions*, Jean Marie Humphries, Ph.D. (RC)

T-51 *Is That Your Final Answer? Developing Mathematical Thinking with Questions*,
Robin Schwartz (M/BP)

T-52 *Using Technology to Enhance Academic Progress and Organizational Skills*, Jody Nestel (AT/EF)

T-53 *Schema Strategies and Reading Comprehension*, Rebeka Gutkind, Ph.D. (RC)

T-54 *Success Stories: Tales of Adults with Dyslexia*, Betsy Auricchio, Ph.D. & Sandra Gubar

Key

(AL) Adolescent Literacy

(AT) Assistive Technology

(BP) Best Practices

(CCSS) Common Core State Standards

(EF) Executive Functions

(DE) Decoding and Encoding

(M) Math

(PP) Product Presentation

(RC) Reading Comprehension

(V) Vocabulary

(W) Writing

Monday, March 18
9:00 - 10:00 AM

MK-1 Keynote Address:

There's an Elephant in the Room
Nancy Mather, Ph.D., Professor of Special Education, University of Arizona, Tucson, AZ

This keynote session will address some obvious truths in the field of learning disabilities that are being ignored or overlooked. Several critical issues will be reviewed including the need to improve our identification procedures and for more teacher training.

10:30 AM - 12:30 PM

M-2 Procedures for SLD Identification: Promises & Pitfalls

Nancy Mather, Ph.D., Professor of Special Education, University of Arizona, Tucson, AZ
IDEA 2004 permits the use of information from three different procedures for Specific Learning Disability identification: (a) an ability-achievement discrepancy, (b) response to intervention (RTI), and (c) alternative research-based methods (e.g., a pattern of strengths and weaknesses (PSW). This session examines the benefits and limitations of the three approaches.

M-3 Implementing RTI Effectively for Struggling Young Readers

Hyla Rubin, Ph.D., Associate Professor, Early Childhood, Special Education, College of New Rochelle, New Rochelle, NY
This session offers strategies for using RTI to incorporate decodable texts and syllable type training throughout the instructional day, using oral reading and writing samples to monitor progress.

M-4 Creative Literacy Strategies for English as a Second Language Learners in the Inclusive Classroom

Lisa Anne Rizopoulos, Ph.D., Associate Professor, Manhattan College, New York, NY
This session offers creative strategies to support the literacy development of English language learners under the Common Core State Standards including the stages of language acquisition, methods for differentiating instruction for each stage and creating multicultural contexts for students.

Monday, March 18
10:30 AM - 12:30 PM

M-5 Spelling Instruction: Best Practices for Word Study

Jan Wasowicz, Ph.D., CCC-SLP, President, Learning By Design, LLC, Evanston, IL
In this session, participants will increase their understanding of spelling and word-level reading as multi-linguistic skills and learn to use word study instruction to get students thinking and talking about the sounds, letters and meanings of words.

M-6 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.

M-7 Phonemic Awareness and Beginning Reading

Joanna Uhry, Ph.D., Professor, Literacy Education, Fordham University, New York, NY
This session examines the relationship between phonemic awareness and other precursors of beginning reading (e.g., invented spelling, finger-point reading), and discusses current research and its implications for effective instruction.

12:45 - 1:45 PM Power Lunch

M-8 Hands On! Great Leaps Math and Reading Fluency

Kenneth U. Campbell, President, Diarmuid, Inc. & Luz Font, Professor of Spanish, Florida State College, Jacksonville, FL
In this session, the author of Great Leaps Reading, Math and Calculation will model a number of math and reading fluency interventions with in-depth explanations.

M-9 Read Naturally's Reading Assessments: A Foundation for an RTI Model

Carol Ann Kane, Reading Specialist, Read Naturally, St. Paul, MN
In this session, participants will learn how research-based Read Naturally assessments can be used effectively and efficiently in an RTI model to make assessment-driven student placement decisions.

Monday, March 18
12:45 - 1:45 PM Power Lunch

M-10 How the FDU Regional Center Helps Students with Dyslexia

Barbara Byrnes, M.A., Metropolitan Campus & Paul Vico, MA, Florham Park Campus, Regional Center Directors, Farleigh Dickinson University, Teaneck, NJ
This session will present a case history of a student with dyslexia and how the Regional Center at Farleigh Dickinson University helped that student.

M-11 Write Right: Materials to Improve Student Writing

William Van Cleave, M.A., Educational Consultant, W.V.C.ED., Greenville, SC
This session will explore a variety of materials designed to improve student writing including Writing Matters: Developing Sentence Skills in Students of All Ages and complementary games and activities.

M-12 Sensory Cognitive Functions for Language Processing With a Focus on Concept Imagery

Tom Mariani, Lindamood Bell Learning Processes, New York, NY
This session examines three sensory-cognitive functions: concept imagery, phonemic awareness and symbol imagery which affect language-processing skills, such as comprehension and reading.

M-13 SIM – Creative Modifications for Students with Special Needs

Frances Santore, M.A., Speech-Language Pathologist, Instructor, The Bank Street College and Holly Thomas, M.S., Clinical Director, Head of the Dept. of Speech-Language Pathology, The Gillen Brewer School, New York, NY
This session will describe the Sounds in Motion program, and present modifications that enable children in a special education setting to achieve listening and literacy skills.

2:00 - 3:30 PM

M-14 OG Across Content-Based Curriculum

JoAnn Lense LCSW, Director, Professional Development, Everyone Reading, New York, NY
This session explores how multisensory language education can be effective across content-based curriculum to meet the Common Core State Standards and improve students' reading comprehension and vocabulary.

Monday, March 18
2:00 - 3:30 PM

M-15 Everything You Ever Wanted to Know About Syllabication

Marianne Duldner, M.A., & Jill Lauren, M.A., Learning Disabilities Specialists, New York, NY

Good readers can easily read syllables within multisyllabic words. In this hands-on session, participants will review the seven syllable types and the specific steps required to recognize and successfully read syllables.

M-16 Learning to Read Begins at Birth

Arlene W. Sondag, Fellow, AOGPE, Author, Sondag System, St. Paul, MN
This session will translate reading research into activities that provide a roadmap to build a solid foundation for academic success while weaving learning into the fabric of play.

M-17 Building Vocabulary in a Caring Environment

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

This session explores ways to support Tier II high-utility, high-concept vocabulary instruction that results in students learning, retaining and using these words in speaking and writing.

M-18 The Brain and Time: Teaching Time Management Success

Marydee Sklar, Learning Coach and Reading Specialist, Owner of Executive Functioning Success, Portland, OR

This session reveals how the brain's executive functioning affects our ability to get things done and examines how we can change time management and organization behaviors through sequentially taught visual strategies.

M-19 Using an Electronic Highlighting Strategy: Improving Reading Comprehension Skills in Students with Dyslexia & ADHD

Deborah Levy, Ph.D. & Elliot Levy, M.D., Levy Learning Center, Miami Beach, FL

This session will present results attained by using technology-assisted learning and electronic highlighting to improve reading comprehension in 110 students in Miami Dade County.

Monday, March 18
3:45-5:15 PM

M-20 Manifestation of Dyslexia in Biscrriptal Readers

Nancy Eng, Ph.D., CCC-SLP, Associate Professor, Communication Sciences Program, Hunter College, New York, NY

Dyslexia in English, an alphabetic script, is extensively documented. This session will review cross-language data and present clinical evidence suggesting certain reading processes are universal.

M-21 Research-Based Program + Direct Instruction = Proven Results

Christy M. Brockhausen, M.P.S., Research Associate/ Teacher, Rachel K. Whilby, M.Ed., Coordinator, Diversity & John J. Russell, Ed.D., Coordinator of Community Outreach, The Windward School, Head of School, New York, NY

This session will present research findings on the effect of The Windward School's instructional program on the reading comprehension of students with language based learning disabilities.

M-22 CCSS and Multi-tiered Instruction: Impact on Individuals with Dyslexia?

Connie Steigerwald, Senior Literacy Advisor, Wilson Language Training, Oxford, MA

As shifts in the Common Core State Standards become reality, learn how CCSS and multi-tiered implementation models may impact successful instruction of individuals with dyslexia.

M-23 Engaging the Disengaged: Creating Motivated and Strategic Readers

Melissa Brown, Master Teacher and Tutorial Dept. Head & Lindsey Dibrino, Teacher, Eagle Hill Southport School, Southport, CT

This session will share creative reading strategies focusing on comprehension, fluency and vocabulary for students with learning disabilities who may lack engagement and motivation.

M-24 Executive Functioning in the Classroom

Edward M. Petrosky, Psy.D., ABPP, Clinical Neuropsychologist, Roslyn Heights, NY

This session will explain what executive functioning is, how to spot it, and show practical intervention strategies for teachers.

Monday, March 18
3:45-5:15 PM

M-25 Set for Variability: The Importance of Flexible Pronunciation

Marcy Zipke, Ph.D., Associate Professor, Dept of Elementary/Special Education, Providence College, Providence, RI

This session will explore Set for Variability, a strategy that helps beginning readers decode exception words by encouraging them to systematically alter sounds until producing a recognizable word.

Tuesday, March 19, 2012
9:00 - 10:00 AM

TK-26 Keynote Address: Closing the Achievement Gap for Boys: Building Bridges to Literacy

William G. Brozo, Ph.D., Professor of Literacy, Graduate School of Education, George Mason University, Fairfax, VA

Dr. Brozo draws on years of research into the kinds of texts boys will read and why—when given the prerogative and support. He demonstrates several strategies and describes successful practices that honor boys' interests and needs, help them find an entry point to lifelong reading and improve their achievement.

10:30 AM - 12:30 PM

T-27 Ensuring Content Literacy for All in an Effective RTI Program

William G. Brozo, Ph.D., Professor of Literacy, Graduate School of Education, George Mason University, Fairfax, VA

The session recasts such RTI features as universal screening, tiered interventions and progress monitoring in ways that are achievable within complex secondary school environments and demonstrates responsive and feasible strategies for determining the literacy abilities of all adolescent students.

Tuesday, March 19
10:30 AM - 12:30 PM

T-28 Practices: Power and Pitfalls

Kate Garnett, Ph.D., Professor, Special Education/ Learning Disabilities Chair, Hunter College, New York, NY
This session asks what core practices are powerful in teaching LD students and what common practices waste teaching time, focusing on “practice-level” examples for teaching LD students, and laying out ways to turbo-charge practices for both specialized intervention and general education classes.

T-29 Strategies for Building & Retaining Vocabulary & Information in Struggling Students

Esther Klein Friedman, Ph.D., Senior Director, Literacy & Academic Intervention, Office of Academic Policy, NYC Dept. of Education, New York, NY
This session is a cook’s tour of strategies for building and retaining new vocabulary and fund of knowledge, an area often severely impacted in students struggling with literacy. This workshop targets grades 3-high school.

T-30 Making Math Real - The 9 Lines: Developing Fluency with the Multiplication Facts

David Berg, E.T., Founder and Director of the Making Math Real Institute, Berkeley, CA
This session will focus on a multisensory-structured method for developing the requisite cognitive tool for supporting automaticity with math facts while learning and retaining multiplication facts.

T-31 Web-Based Multimedia Design for Educators

Erica Boling, Ph.D., Associate Professor, Graduate School of Education, Rutgers University, New Brunswick, NJ
This session introduces educators to the skills needed to use new technologies to enhance communication, teaching and learning and explores a range of multimedia and design principles for high-quality educational projects.

T-32 Words with Spelling Connections Have Meaning Connections: Phonology + Phonics + Morphology + Etymology= Orthography

Nancy Cushen White, Ed.D., Clinical Professor, University of California, San Francisco, CA
In this session, participants will learn why analysis of word structure, including knowledge of morphology and etymology, is needed to learn to spell and read multi-syllable words.

Tuesday, March 19
10:30 AM - 12:30 PM

T-33 Developing Sentence Skills in Students Who Struggle

William Van Cleave, Educational Consultant, W.V.C.ED., Greenville, SC
Participants in this interactive session will learn key components of a writing lesson, develop their knowledge of parts of speech and sentence parts and explore effective methods of instruction.

12:45 - 1:45 PM

T-34 How to Make Reading Fun and Effective (PP)

Stephanie Miller, Author, The Learning Pyramid, Mill Valley, CA
This session introduces a fun series of stories focused on strategies that help students who struggle with language and reinforces reading comprehension using accompanying activities to encourage students to think beyond the text.

T-35 Setting the Foundational Skills for Reading and Writing with FUN! (PP)

Kimberly Gillingham, Literacy Field Team Leader, Wilson Language Training, Oxford, MA
This session provides an overview of Wilson Foundations® - a research-based supplemental (Tier 1) and intervention (Tier 2) program for students in K - 3rd grade, providing explicit instruction for effective RTI implementation within the Common Core State Standards in a 30 minute daily lesson.

T-36 Erasing the Misery of Reading and Spelling Multi-Syllabic Words

Kathy Young, M.S. Ed, NBCT, Reading Consultant, Special Ed. Teacher & Scott DeSimone, Curriculum Designer & Implementation Specialist, Really Great Reading Co., Cabin John, MD
Participants will learn to teach students to read and spell long words involving functional techniques, the importance of having a different way of looking at complex words with some simple reading and spelling strategies and multi-sensory tools.

Tuesday, March 19
12:45 - 1:45 PM Power Lunch

T-37 The Stern 100 Track and Number Sense in Children

Temple Ary, Math Specialist, Ramaz Lower School and Olympia Shields, Math Specialist, Stephen Gaynor School, New York, NY
This session will present research proving that the number line is a valuable mathematical model for developing an understanding of the magnitude and sequence of numbers.

T-38 New Frontiers in Learning: A High School and College Support Program for Students with Learning Differences

Samantha Feinman, Director for Student Support Services, New Frontiers in Learning, New York, NY
This presentation will focus on the individualized academic, social, and career development supports provided by NFIL during both its “Summer in the City” and Academic Year programs.

T-39 Intensive In-School Teacher-Training Using an Orton-Gillingham Approach

Esther Morgan Sands, M.S., Supervisor of Teacher Training & Lauren Wedeles, Executive Director, Reading Reform Foundation, New York, NY
This session will focus on how Reading Reform Foundation provides K-3 NYC public-school teachers with courses and direct classroom training, using an Orton-based, multisensory approach.

T-40 Postsecondary Possibilities

Ronald Wilson, Director, Northeast Collegiate Institute, Maplebrook School, Amenia, NY
This session will highlight how to best prepare students who have low average cognitive ability for the next step beyond high school graduation, demonstrating how to maximize students’ abilities as they move toward work or college.

Tuesday, March 19
2:00 - 3:30PM

T-41 From Research to Practice: Evidence-based, Effective Teaching Strategies

Matthew G. Mandelbaum, M.S.Ed., M.A., Learning Specialist & Kadee Jay, M.A., Director of Studies, Robert Louis Stevenson School, New York, NY
Using the Stevenson model, participants in this session will explore strategies and practices that support and prepare high school students with histories of failure for success and higher education.

T-42 Teaching Basic Writing Skills and the CCSS

Betsy MacDermott-Duffy, Director of Language Arts, The Windward School, New York, NY
The session will provide evidenced-based strategies for writing instruction aligned with the Common Core Standards, offering techniques to enhance students' sentence structure and revising skills and organize their writing.

T-43 Let's Talk About it! Strategies for Effective Vocabulary Instruction

Eileen F. Tresansky, M.S.Ed., F/AOGPE, Director, Language Training, Bridge Academy, Lawrenceville, NJ
This session will discuss how explicit instruction will help build word consciousness due to the variability of vocabulary by the types of words known and the depth to which students know words.

T-44 The Language of Mathematics

Amy Bailin, M.S., FF/AOGPE, OG Amy LLC, Consultation & 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.

Tuesday, March 19
2:00 - 3:30PM

T-45 Help! – Combining AT and Active Reading to Study The Beatles

Jamie P. Martin, Coordinator of Assistive Technology, The Kildonan School, Amenia, NY
This session will explore a selection of assistive technology that can be used in the active reading process, including desktop software and the accessibility features of iOS 6 and the iPad.

T-46 Evidence-Based Methods for Reading Comprehension: Leveraging Technology

Michael B. Sims, M.S., CCC-SLP, Director of Speech/Language Services, Barbara Lawrence, Teacher, Brehm Preparatory School, Carbondale, IL
This session will address immediate concerns of performance in content classes while increasing comprehension skills through evidence-based instruction using the power of Kurzweil study tools, via Keynote and real-time presentation.

T-47 Using WebQuests to Engage the LD Student

Jeff Ruggiero, M.Ed., Director of Education & Sharon Plante, M.Ed., Director of Technology, Eagle Hill-Southport, Southport, CT
This session discusses why engaging LD students in the learning process can be daunting and shows how WebQuests can maximize their learning and motivation.

3:45 - 5:15PM

T-48 Promoting Science Passage Comprehension via Concept Mapping Instruction

Alpana Bhattacharya, Ph.D., Associate Professor, Educational Psychology, Queens College, CUNY, Flushing, NY
This session presents concept mapping instruction using 12 diverse readers as examples to demonstrate a strategy for building science textbook passage comprehension in middle school students.

T-49 How to Create an Effective Five Paragraph Essay

Emily Levy, Ed.D., Learning Specialist, Director, EBL Coaching, New York, NY
In this session, participants will learn ways to help students express their ideas on paper in an organized five-paragraph essay, covering four different types, with suggestions for opening the essay, writing a lead-in and thesis statement, and brainstorming and self-checking their writing.

Tuesday, March 19
3:45 - 5:15PM

T-50 Exploring Students Self Generated Questions and Reading Processes

Jean Marie Humphries Ph.D., ABD, Adjunct Professor, Concordia College, Fordham University, New York, NY
This session will share examples of fourth and fifth grade students' questions and reading processes generated before, during and after reading independently chosen books.

T-51 Is That Your Final Answer? Developing Mathematical Thinking with Questions

Robin Schwartz, Founder, Math Confidence, Adjunct Professor, College of Mt. St. Vincent, Riverdale, NY
This session will explore how asking questions such as "Is that your final answer?" encourages students to increase their metacognitive skills along with their math confidence, performance and comprehension.

T-52 Using Technology to Enhance Academic Progress and Organizational Skills

Jody Nestel M.Ed., Teacher of Special Education, Robbinsville Public Schools, Robbinsville, NJ
Participants in this session will explore why the use of technology is effective in helping students with disabilities improve their comprehension, organize their writing and assist with organizational skills.

T-53 Schema Strategies and Reading Comprehension

Rebeka Gutkind, Ph.D., Consultant, Adjunct Professor, Fordham University, New York, NY
How do schema strategies help us understand the way students comprehend printed text? This session will explore various types of comprehenders based on their ability to "schema strategize" and the Implications for educational interventions.

T-54 Success Stories: Tales of Adults with Dyslexia

Elizabeth Auricchio, Ph.D. Psychologist, & Sandy Gubar, Adult with Dyslexia 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.



REGISTRATION FORM
40th Annual Conference: Preparing Students for Success & the Common Core State Standards
 Monday, March 18 & Tuesday, March 19, 2013

COMPLETE BOTH SIDES OF THIS FORM AND MAIL OR FAX 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

Register online at www.EveryoneReading.org

Deadline for MAILING registration: March 4, 2013;

Deadline for FAXING with credit card payment: March 11, 2013

CANCELLATIONS: To cancel your registration and receive a partial refund, you must contact us in writing by email or mail no later than February 28, 2013. Note: Please submit registration only once (either online, fax OR mail)

First Name, Last Name _____ Membership # _____
 Address _____
 City _____ State _____ Zip Code _____
 Home Telephone # _____ Work Telephone # _____
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Postmarked ON or BEFORE February 15, 2013

	Member	Non-member*	Student**
Two Days	\$255	\$330	\$180
One Day	\$205	\$280	\$140

Postmarked AFTER February 15, 2013

	Member	Non-member*	Student**
Two Days	\$305	\$380	\$220
One Day	\$255	\$330	\$170

Discounts: Groups of 5-10: 15% off per person, Groups of 10 or more: 20% off per person

Conference Registration Fee \$ _____

OPTIONAL:

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

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

ASHA CEU Participation (\$10) \$ _____

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*Annual membership included with conference registration for those registering as non-members

**Proof of full-time student status is required.

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TELL US WHO YOU ARE:

Public School Teacher

Private School Teacher

Educational Therapist/Tutor

Special Education Teacher

Parent of Child w/ Dyslexia

Individual with Dyslexia

Higher Education

Psychologist/Ed. Diagnostician

Speech/Lang. Pathologist

Student

Administrator

Paraprofessional

Physician

Retired



Name of Registrant _____

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 18, 2013

9:00AM – 10:00AM

___ MK-1 Keynote: Mather, Ph.D.

10:30AM – 12:30PM

- ___ M-2 Mather, Ph.D.
- ___ M-3 Rubin, Ph.D.
- ___ M-4 Rizopoulos, Ph.D.
- ___ M-5 Wasowicz, Ph.D.
- ___ M-6 McCloskey Ph.D.
- ___ M-7 Uhry, Ph.D.

POWER LUNCH Sessions:

12:45PM – 1:45PM

- ___ M-8 Campbell, Font
- ___ M-9 Kane
- ___ M-10 Byrnes, M.A.,
Vico, M.A.
- ___ M-11 Van Cleave, M.A.
- ___ M-12 Mariani
- ___ M-13 Santore, M.A.,
Thomas, M.S.

2:00PM – 3:30PM

- ___ M-14 Lense, LCSW
- ___ M-15 Duldner, M.A.,
Lauren, M.A.
- ___ M-16 Sondag, F/AOGPE
- ___ M-17 Leon
- ___ M-18 SKlar
- ___ M-19 Levy, Ph.D.,
Levy, M.D.

3:45PM – 5:15PM

- ___ M-20 Eng, Ph.D., CCC-SLP
- ___ M-21 Brockhausen, M.P.S.,
Whilby, M.Ed.,
Russell, Ed.D.
- ___ M-22 Steigerwald
- ___ M-23 Brown
- ___ M-24 Petrosky, Psy.D.,
- ___ M-25 Zipke, Ph.D.

TUESDAY, MARCH 19, 2013

9:00 AM – 10:00 AM

___ TK-26 Keynote: Brozo, Ph.D.

10:30AM – 12:30PM

- ___ T-27 Brozo, Ph.D.
- ___ T-28 Garnett, Ph.D.
- ___ T-29 Friedman, Ph.D.
- ___ T-30 Berg, E.T.
- ___ T-31 Boling, Ph.D.
- ___ T-32 Cushen White, Ph.D.
- ___ T-33 Van Cleave

POWER LUNCH Sessions:

12:45PM – 1:45PM

- ___ T-34 Miller
- ___ T-35 Gillingham
- ___ T-36 Young, M.S.Ed.,
Desimone
- ___ T-37 Ary, Shields
- ___ T-38 Feinman
- ___ T-39 Sands, M.S.,
Wedeles
- ___ T-40 Wilson

2:00PM– 3:30PM

- ___ T-41 Mandelbaum, M.S.,
Jay, M.A.
- ___ T-42 MacDermott-Duffy
- ___ T-43 Tresansky, M.S.
- ___ T-44 Bailin, M.S., F/AOGPE
- ___ T-45 Martin
- ___ T-46 Sims, M.S., CCC-SLP,
Lawrence
- ___ T-47 Ruggiero, M.Ed.,
Plante, M.Ed.

TUESDAY, MARCH 19, 2013

3:45PM – 5:15PM

- ___ T-48 Bhattacharya, Ph.D.
- ___ T-49 Levy, Ed.D.
- ___ T-50 Humphries, Ph.D., ABD
- ___ T-51 Schwartz
- ___ T-52 Nestel, M.Ed.
- ___ T-53 Gutkind, Ph.D.
- ___ T-54 Auricchio, Ph.D.,
Gubar

Visit the Exhibit Hall

in Rosenthal Pavilion for coffee, tea, snacks and networking.
10:00 - 10:30 AM & 3:30 - 3:45 PM

A bag lunch of sandwich, chips and assorted beverages is included with your conference registration.

Join us Monday and Tuesday for book signings by several prominent speakers and special guests.

Registration Confirmation:

You will receive an email confirming your registration, so please be sure to include your email address. Badges will be distributed the day of the conference. Please arrive 15-30 minutes prior to the Keynote Address.

Questions? Contact conference@everyonereading.org or call (212) 691 -1930

2013 Conference Presenters

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Directions to 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. Or, 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.

Reading is a critical link to success. 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. We thank our board of directors, led by President Judith Birsh, Ed.D., our Conference Chair, Eileen Marzola, Ed.D., our dedicated volunteers and longtime members.

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Monday, March 18 & Tuesday, March 19, 2013
Register Online: www.everyonereading.org

Mail registration and payment to: Everyone Reading, 71 W. 23rd St., Suite 1527, New York, NY
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The 40th Annual Conference: Preparing Students for Success & the Common Core State Standards 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 18th & 19, 2013.



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.

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