

INTERNATIONAL DYSLEXIA ASSOCIATION

×2017 PROGRAM

READING, LITERACY & LEARNING CONFERENCE

It begins with you



ATLANTA, GEORGIA Hyatt Regency Atlanta November 8-11, 2017



Reading, Literacy & Learning ANNUAL IDA CONFERENCE



Neuhaus Education Center

WE HELP DISTRICTS



WE HELP

EDUCATORS

Founded in 1980, Neuhaus Education Center is a 501 (c) (3) educational foundation dedicated to promoting reading success for all. Neuhaus provides evidence-based training and support to teachers, supplies information and resources to families, and offers direct literacy services to adult learners.

Neuhaus has more than 35 years of experience in research, instruction and teacher training in the areas of dyslexia and related reading disabilities. We also have evidence-based, independently verified professional learning programs designed specifically for teachers of children from economically disadvantaged families.

Neuhaus meets the standards of the International Dyslexia Association and is accredited by the International Multisensory Structured Language Education Council. Our professional staff members are certified by the Academic Language Therapy Association.

What We Offer Districts or Campuses:

- Customized, comprehensive and sustainable school transformation
- Diagnostic analysis and data review
- Teacher professional learning
- Leadership development
- Literacy coaching
- Family engagement

What We Offer Educators:

- Classes online, in-house, or on-site
- Complimentary web-based resources
- Dyslexia Specialist Program

IMSLEC un untradiate



What We Offer Families: Referrals to dyslexia interventionists

- Information about dyslexia and related disorders
- Twice-monthly information sessions

What We Offer Adult Learners:

- Reading and spelling classes for adults
- Neuhaus Academy a web-based literacy program

Neuhaus Education Center 4433 Bissonnet Bellaire, Texas 77401 T 713.664.7676 F 713.664.4744

neuhaus.org neuhausacademy.org



WE HELP FAMILIES



WE HELP

ADULT

LEARNERS









neuhaus

EDUCATION CENTER

ABOUT IDA

The International Dyslexia Association (IDA) is creating a future for all individuals who struggle with dyslexia and other related reading differences to have richer, more robust lives by providing access to the tools and resources they need until everyone can read. For more than 65 years, IDA has been the authoritative voice of current and reliable research and information to educate families and professionals about dyslexia and to inform the practice and policy changes needed to deliver effective instruction to all students. IDA's global network of home office, 42 branches in the United States and Canada, and 27 Global Partners provide educator training, publications, information, and support to struggling readers around the world. IDA's annual conference attracts thousands of researchers, clinicians, parents, teachers, psychologists, educational therapists, and people with dyslexia. TeamQuest is IDA's endurance training and fundraising campaign, which brings visibility and the funds necessary to ensure appropriate resources are available to individuals, families and school systems. Visit IDA at www.DyslexiaIDA.org to learn more.

BOARD OF DIRECTORS

Jennifer Topple, M.S., CCC/SLP, *Chair*

Elsa Cárdenas-Hagan, Ed.D., CCC/SLP, CALT-QI, CDT, *Vice Chair*

Mary Wennersten, M.Ed., *Vice Chair*

Larry Orrach, M.Ed., Treasurer

Suzanne Carreker, Ph.D., *CALT-QI, Secretary*

Mary Jo O'Neill, M.Ed., Branch Council Chair

Paul Carbonneau

Stephanie Al Otaiba, Ph.D.

C. Wilson Anderson, Jr., MAT, F/AOGPE

Tom Brenn	an
Nancy Coff	man, M.S., CALT, QI
Joe Fuld	
Angus Haig	5
Fumiko Ho	eft, M.D., Ph.D.
Monica Mc	Hale-Small, Ph.D.
Lee Siang	
Thomas Str	rewler
Edward C. '	Taylor, Ph.D.
Liz Woody,	M.Ed.
Rick Smith Chief Execu	ıtive Officer

TABLE OF CONTENTS

Welcome from Chairs	2
General Information	4
Registration Information	n 5
Continuing Education	6
Navigating the Sessions	8
Family Conference	10
Sessions by Track	13
Sessions by Strand	14
Knowledge and Practice	
Standards	16
Exhibit Hall	19
Poster Presentations	22
Wednesday Symposia	24
Thursday Sessions	38
Annual Membership	
Meeting	42
Friday Sessions	55
Conference Mobile App	61
Saturday Sessions	70
Sponsors	79
IDA Staff and Advisors	80
IDA Branches	82
IDA Global Partners	83
Speaker Index	84

WELCOME

IDA CONFERENCE PLANNING COMMITTEE

Josh Clark. Co-Chair Rebecca Tolson, Co-Chair Elsa Cárdenas-Hagan, Past Chair **Regina Boulware-Gooden** Karen Huppertz Sucheta Kamath **Earl Oremus** Janet Thibeau **Jennifer Topple Julie Washington**

IDA Conference Staff

Cyndi Powers Director. Conference

Lauren Klinedinst, CMP **Conference Manager**

Audrey Gray Conference Coordinator

SEE YOU AT **#DYSLEXIACON17!**

WELCOME FROM THE IDA CONFERENCE PLANNING COMMITTEE CHAIRS



Rebecca Tolson

Dear Colleagues and Friends,

We invite you to Atlanta and the International Dyslexia Association (IDA) 2017Reading, Literacy & Learning Conference – Why Structured Literacy Works for Struggling Readers: Validated Interventions and Practices for Dyslexia. We hope you can join us this year to share and celebrate the key contributions of the dedicated teachers, professionals, and practitioners that have narrowed the gap

between science and the classroom and explore the implications of this progress for professionals, families, and individuals with dyslexia and other learning differences.

This year's conference offers a multitude of opportunities to learn, network, advocate, and be inspired by the top minds in our field. It all begins Wednesday evening with "Dyslexia Crossroads: Research to Practice," a conversation with distinguished voices in the field, and continues through four days of exploring the complexities of dyslexia, effective instruction, and emerging innovations, both in sessions and in our Exhibit Hall. Our collective dialogue will come full circle on Saturday, when David Flink and his colleagues remind us all about the power and importance of thinking differently.

Other highlights of our four-day conference include favorites from the last 68 years, as well as fresh, new events for networking and learning. For example, we will continue the longstanding tradition of recognizing leaders in the field. This year IDA is pleased to honor Dr. Maureen Lovett with the Samuel T. Orton Award. As recipient of this award, Dr. Lovett will present Orton Memorial Lecture at Thursday's general session. During Friday afternoon's general session, Stanislas Dehaene, revered cognitive neuroscientist and director of the Cognitive Neuroimaging Unit at NeuroSpin in Saclay, France, will deliver the Norman Geshwind Memorial Lecture.

New offerings include live streaming and the Assistive Technology Learning Lab in the Exhibit Hall. Also new this year is a welcome reception to kick off the conference with light refreshments as a bountiful chance to get to know fellow attendees before getting into the throws of cultivating new knowledge through sessions and symposia.

One feature of the conference that will never change is the opportunity to make new friends and reconnect with long-time colleagues. Join us this year at IDA-GA's branch social with premiere access to one of Atlanta's hottest attractions, the World of Coca-Cola on Thursday night. And, enjoy music, games, dancing, and fun for the whole family at Dyslexia Palooza Friday night at the Hyatt Regency.

Whether navigating through the expansive exhibit hall, meeting friends at our many social events, or learning from colleagues at a breakout session, there is something for everyone at this year's conference. Register today to connect, learn, and inspire - It begins with you!

Sincerely,

Josh Clark **Rebecca Tolson**



Please join the Schools and Programs Serving Dyslexic Students and the Georgia Branch for a

World of Coca-Cola Networking Social

Thursday, November 9 7-11pm

in Atlanta, Georgia

Just a short walk from the Hyatt Regency



Tickets are \$45 in advance and space is limited! Includes:

- Entrance to Museum Exhibits
- Taste-it Room
- Coca-Cola Store

- Heavy Hors D'oeuvres
- Open Bar
- Entertainment

\$120+ Value!

Learn more about the Georgia Branch at ga.dyslexiaida.org Thank you to the following organizations for sponsoring this event.

The Schenck School • Swift School • The Howard School • The Bedford School • Gracepoint School Sage School • Lindamood-Bell Learning Processes • Wardlaw School of Atlanta Speech School

More about World of Coca-Cola at www.WorldofCoca-Cola.com

GENERAL INFORMATION

NEW!

CAN'T MAKE IT IN PERSON? WATCH FEATURED SESSIONS VIA A LIVE STREAM!

CONSENT TO USE OF PHOTOGRAPHIC AND VIDEO IMAGES

Registration and attendance or participation at the IDA Annual Conference and its affiliated meetings and events constitutes an agreement by the registrant for IDA and its affiliates to use and distribute (both now and in the future) the registrant or attendee's image or voice in photographs, videotapes, electronic reproductions, and audiotapes of such events and activities.

BADGES

All badges must be worn and visible to security staff and conference personnel for admission to all conference sessions and to enter the exhibit hall.

PERSONS WITH DISABILITIES

We make every effort to accommodate those with disabilities. Please indicate specific needs during the registration process and an IDA representative will follow up with you.

WI-FI

Complimentary Wi-Fi will be available throughout the meeting space. Please note that the wireless Internet is provided as a benefit to attendees. However, in an effort to maintain high-speed availability for everyone, IDA requests that you limit your use to one device per person.

FIRST-TIME ATTENDEES

If this is your first time attending the IDA Annual Conference, welcome! Feel free to stop by the Member Resource Center at the IDA Bookstore inside the exhibit hall to learn more about IDA. Get tips on how to make the most of your conference experience from IDA's page for first-time attendees: www.DyslexiaIDA.org/Conference.

LOST AND FOUND

In the event that you find or lose an item during the conference, please visit the Help Desk in the registration area outside of the exhibit hall. We will also make every effort to notify attendees of missing items via the official conference mobile app.

TELL US WHAT YOU THINK

The DyslexiaCon17 mobile app makes it easier than ever to give us your feedback on the conference. It allows you to instantly provide feedback regarding sessions, the venue, and the overall conference so that we can improve the conference year after year. The conference mobile app will be available for download in October.

SESSION RECORDINGS

IDA is pleased to offer attendees the opportunity to purchase audio recordings of all eligible sessions from the Reading, Literacy & Learning Conference in Atlanta, Georgia. Sessions to be recorded will be listed in the conference guide distributed onsite and on the IDA website prior to the conference.

SESSION HANDOUTS

Attendees are strongly encouraged to download and print handouts prior to arriving at the session. IDA will not provide any printed handouts onsite. Handouts made available by presenters prior to the conference will be accessible for review, download, and printing from www.DyslexiaIDA.org/Conference or by downloading the mobile app.

MEMBER RESOURCE CENTER

Visit the Member Resource Center located at the IDA Bookstore inside the exhibit hall with questions about becoming an IDA member, member benefits, or general questions about IDA.

REFRESHMENT BREAKS

Refreshment breaks are provided for conference attendees mid-morning and mid-afternoon inside the exhibit hall. Food and beverages are also available for purchase at numerous locations throughout the hotel, including the IDA Café inside the exhibit hall, the Market, Twenty-Two Storys, and Sway all located in the hotel lobby, as well as the Peachtree Center directly connected to the Hyatt Regency via the hotel lobby.

CERTIFICATES OF ATTENDANCE

Certificates of attendance will be emailed to all attendees following the conference.

ENDORSEMENT DISCLAIMER

The International Dyslexia Association (IDA) is pleased to present a forum for information to benefit its constituents. It is IDA's policy to not recommend or endorse any specific program, product, institution, company, or instructional material, noting that there are a number of such that present the critical components of instruction as defined by IDA's Knowledge and Practice Standards for Teachers of Reading. Any program, product, institution, company, or instructional material carrying the IDA Accredited seal meets the IDA Standards. Advertisements or products in this guide, or any other conference-related material, do not necessarily reflect the views of IDA.

Register online at DyslexialDA.org



Every attempt was made to ensure complete and accurate information. Given the volume of detailed information, omissions or errors are possible. Thank you for your understanding.



ANNUAL CONFERENCE FOR PROFESSIONALS

COMPLETE CONFERENCE PACKAGE (NOVEMBER 8TH - 11TH)

The rates below include access to non-ticketed sessions, events, workshops, the exhibit hall and one full day of pre-conference symposia on Wednesday, November 8th. This also includes a commemorative IDA Conference t-shirt. *Please note the exhibit hall is closed on Saturday, November 11th.*

Registration Rates	Early Bird Ends Sept 9 th	Regular Sept 10 th – Oct 31 st	Onsite Nov 7th – 11 th
IDA Member Rate*	\$499	\$549	\$599
Nonmember Rate	\$599	\$649	\$699

PROFESSIONAL CONFERENCE & EXHIBITS (NOVEMBER 9TH - 11TH)

The rates below include access to non-ticketed sessions, events, workshops and the exhibit hall. *Please note the exhibit hall is closed on Saturday, November 11th.*

Registration Rates	Early Bird Ends Sept 9 th	Regular Sept 10 th – Oct 31 st	Onsite Nov 7 th – 11 th
IDA Member Rates*			
3-Day Registration	\$409	\$459	\$509
2-Day Registration	\$339	\$389	\$439
1-Day Registration*	\$249	\$299	\$349
Nonmember Rates			
3-Day Registration	\$479	\$529	\$579
2-Day Registration	\$409	\$459	\$509
1-Day Registration*	\$319	\$369	\$419

*One day refers to Thursday, Friday or Saturday.

PRE-CONFERENCE SYMPOSIA (NOVEMBER 8TH)

The rates below include access to one full day of pre-conference symposia on Wednesday, November 8th.

Registration Rates	Early Bird Ends Sept 9 th	Regular Sept 10 th – Oct 31st	Onsite Nov 7 th – 11 th
IDA Member Rates*			
Pre-Conference Symposia Only	\$129	\$159	\$189
Pre-Conference Symposia Plus 1-Day	\$348	\$418	\$488
Nonmember Rates			
Pre-Conference Symposia Only	\$189	\$219	\$249
Pre-Conference Symposia Plus 1-Day	\$448	\$518	\$588

REGISTRATION IS CLOSED NOVEMBER 1st – NOVEMBER 6th

All cancellations, **without exception**, must be in writing via email to conference@dyslexiaida.org by **October 6, 2017**. IDA will refund registration fees, less a \$35 cancellation fee. Refunds will be processed within twelve weeks following the conference. If you cancel any time after October 6, 2017, or if you are unable to attend the conference for any reason, we cannot refund your registration fees in whole or in part.

IDA membership must be active at time of conference to receive the member rate for registration.

Conference Registration Includes:

Access to general sessions and 100+ breakout sessions

Entrance to the Exhibit Hall with 80+ exhibitors

IDA Welcome Bag

IDA Program & Conference Guide

Session room and meeting space Wi-Fi

Daily refreshment breaks

Discounted access to audio recordings

REGISTER FOR THE CONFERENCE!

ONLINE www.DyslexialDA.org/Conference

FAX or MAIL

Download the registration form from: www.DyslexialDA.org/Conference FAX: 410-321-5069 MAIL: IDA Conference Department 40 York Road, 4th Floor Baltimore, MD 21204 *\$25 processing fee*

CONTINUING EDUCATION

VIRGINIA COMMONWEALTH UNIVERSITY CONTINUING EDUCATION UNITS (CEUS)

For professionals in education, psychology, counseling, and other areas, CEUs will be available through Virginia Commonwealth University. Although not equivalent to VCU undergraduate or graduate credits, CEUs are recorded on a VCU certificate and a transcript that can be obtained without charge as often as requested. CEUs are accepted by many state agencies and professional organizations as evidence of contact or clock hours toward certificate renewal.

Individuals should contact their employers and agencies prior to coming to the conference to determine whether CEUs are applicable to their specific situation.

One CEU is defined as ten (10) contact hours. It is possible to earn a total of 2.75 CEUs by attending all conference sessions, Wednesday through Saturday. CEUs can be earned for one to four days, but not for partial-day attendance. A one-time processing fee of \$30 (credit and personal check accepted) will be charged regardless of the number of CEUs earned.

- Attendees must register with the Continuing Education Booth in the registration area BEFORE 8:00 a.m. on the first day for which credit is desired.
- Once you are finished attending sessions, you MUST return your CEU packet to the Continuing Education Booth to receive your credits.

Visit www.vcu.edu for more information about Virginia Commonwealth University.

> Please contact your employer or agency PRIOR to attending the conference to determine what is required for you to obtain credit hours.

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION (ASHA)



The International Dyslexia Association 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.

This program is offered for up to 2.75 ASHA CEUs (various levels; professional area). IDA is approved by the Continuing Education Board of ASHA to provide continuing-education activities in speech-language pathology and audiology. ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

Questions about ASHA CEUs should be directed to the Conference Department (conference@dyslexiaida.org).

ACADEMIC LANGUAGE THERAPY ASSOCIATION (ALTA)

ALTA members may use the generic certificate of attendance they receive with their registration materials for continuing-education credit. Questions about continuing-education credit should be directed to the ALTA national headquarters (office@altaread.org). Visit http://www.altaread.org for more information about ALTA.

IMSLEC CONFERENCE CREDITS

Graduates of IMSLEC-accredited training courses may use the generic certificate of attendance provided by IDA. Questions about continuing-education credits may be directed to IMSLEC by emailing janaj@mail.smu.edu. More information about IMSLEC can be found by visiting www.imslec.org.





The Gow School

Gow is a college preparatory boarding and day school, grades 7-12, for students with dyslexia and related language-based learning disabilities. Gow provides the right environment and the right tools for dyslexic students to rethink the learning process and reinvent themselves.

Rethinking Learning, Reigniting Lives.

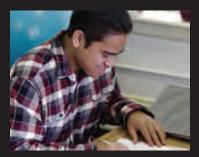
2491 Emery Rd • South Wales, NY 14139 • P 716.687.2001 • F 716.687.2003 • gow.org

Advertisement (See Endorsement Disclaimer on Page 4)



The New Community School

empowering bright minds who think & learn differently









- Grades 5-12
- Customized, College-Prep Curriculum
- 3:1 Student/Teacher Ratio
- Fostering Academic & Personal Strengths
- Igniting the Passions of Students with Dyslexia & Related Learning Differences
- Summer Programs for Middle & Upper School Students

RICHMOND, VIRGINIA tncs.org | 804.266.2494 Visit us at Booth 501!

NAVIGATING THE SESSIONS

TYPES OF SESSIONS

STANDARD PRESENTATION (60 MINUTES)

Detailed information delivered by an individual presenter or by two presenters speaking jointly on one topic.

EXTENDED PRESENTATION (90 MINUTES)

Detailed information delivered by one or two presenters. The subject matter addresses complex information or numerous applications.

PANEL DISCUSSION (120 MINUTES)

A panel presentation with a chair or moderator and three to four panelists. This is an interactive forum that encourages conversation among the panelists as opposed to a lecture setting.

POSTER PRESENTATIONS (120 MINUTES)

Free-standing poster display boards where speakers present their information with an opportunity for maximum interaction with the audience. Poster presentations can be on any relevant topic and are often research based.

HALF-DAY AND FULL-DAY SYMPOSIA

Multiple perspectives of a particular topic that address complex information or are applied in nature. The chair will provide an introduction to the topic that will be addressed by each of the presenters from a different perspective. The symposium usually concludes with a discussion or question and answer period led by the symposium chair.

SESSION KEY

SESSION NUMBER

SESSION

Title of the session

NAME, AFFILIATION

All sessions are numbered concurrently for each day. The letter denotes the day (PC-Wednesday, T-Thursday, F-Friday, and S-Saturday). A "P" after the letter denotes a poster presentation. Early Screening Is Possible, Is Predictive, and Is Promising!

Sandra Donah, Ed.D.

In this hands-on session, participants learn how to transition their instruction from phonology and syllables to morphemes through morphemic-awareness activities. Participants learn how vital it is to prepare the brain for the challenge of decoding by phonemes and then syllables to decoding by morphemes. To prepare for this step, participants learn hands-on ways to support students in moving to the next level of decoding, while improving not only their decoding skills, but their vocabulary knowledge as well.

RTP

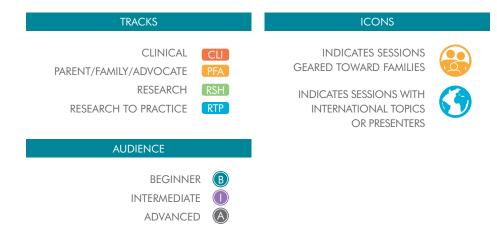
Disclosure: Sandra Donah has no relevant financial or nonfinancial relationships to disclose.

#DyslexiaCon17 **f** 🖸 😏

DESCRIPTION

An overview of the session content provided by the presenters.

The name, degrees/certifications



CLINICAL 📶 PARENT/FAMILY/ADVOCATE 📭 RESEARCH 🥵 RESEARCH TO PRACTICE 📭 BEGINNER 🚳 INTERMEDIATE 🕕 ADVANCED 🔕

Join us for a night of music, food, games, laughs, and memories to last a lifetime!

> Don't miss out on the fun! Buy your ticket during registration and receive one free food and drink ticket.

M.-

P.

 \mathbb{N} .

6TH ANNUAL CONFERENCE FOR FAMILIES

The Family Conference will offer parents and family members of those with dyslexia and other learning disabilities the opportunity to attend informative sessions, network with experts, socialize with other parents, access the best products and materials, and more!

HEAD TO WWW.DYSLEXIAIDA.ORG FOR MORE INFORMATION AND TO REGISTER!

🛞 FAMILY FRIENDLY SESSIONS

- F1 Evidence-Based, Research-Based, Consensus-Based, or Anecdotal Support for a Dyslexia Treatment
- Method: What's the Difference and Why Should You Care?
- F2 The Importance of Structured Vocabulary Instruction in Math—Why, What, and How
- F3 Story Frames: Using Narrative Structure to Improve Written Language, Reading Comprehension, and Executive Function Skills.
- F8 What Dr. Orton Learned From Patient MP
- F9 Navigating the IEP for Children With Dyslexia
- F10 Dyslexia 101
- F11 The Challenge of Evolving Diagnoses
- F12 College Transition: Correcting the Myths and Misunderstandings to Help Students Be Successful in the Post-Secondary Environment
- F14 Partnerships in Structured Literacy: Case Studies on Collaborations
- F16 Motivating Students With Dyslexia to Learn: Practical Strategies for Teachers
- F19 The Memory Connection: Multisensory Strategies for Boosting Students' Working Memory Throughout Phonics Instruction.
- F20 Testing for Teaching—Basic Facts About the Dyslexia Assessment
- F21 Experience Dyslexia®
- F22 What Comes Next? Supporting Students With LBLD Through the Postsecondary Planning Process
- F23 From Kindergarten Through College With Dyslexia: Parent Perspective and Student Voice
- F24 Read the Room: Developing Social and Emotional Skills for Young People With Dyslexia and Other Language-Based Learning Disabilities

- DDLP Creating New Dyslexia Legislation: Navigating the Process
- FP4 Evaluating the Impact of Dyslexia Laws on Identification of Specific Learning Disability and Dyslexia
- FP8 Dyslexia From the Inside Out
- FP9 Students Identified as Long-Term English Learners With Learning Disabilities: Struggling to Read, Struggling With English, or Both?
- FP11 Screening for Reading Deficits Using Eye Tracking and Machine Learning
- F26 Longitudinal Evidence of Summer Slide for Elementary Age Students in the Context of an Effective Blended-Learning Approach to Reading Instruction
- F28 A Parent's Guide to Helping Your Student With Dyslexia Get Ready for College
- F29 The Big Shift: Dyslexia Beyond High School
- F31 Executive Functions: What Are They, Why Are They Important, and How Can I Help?
- F32 Mobile Apps to Enhance Structured Literacy
- F33 Morphology for the Primary Grades in the Public Schools
- DDPR Parent Roundtables: Ask the Experts
- F35 Using the Science of Learning Difficulties to Interpret and Implement 504 Accommodations
- F37 The Hand-off to College: From ADHD Parent Coach to Higher Ed Student Services—Bridging the Support for Success
- F39 Dyslexia in Adolescence: What Happens After Students Learn to Decode?

- S1 Teaching, Intervening, and Advancing Comprehension Instruction: Meeting CCSSs and Assuring Understanding for Every Student
- S2 Talking to Students and Parents About Dyslexia –
- Translating Research Findings Into Everyday Language S3 Structuring Literacy for African American Students: What Teachers Need to Know
- S4 3D Bridge From Phonemic Awareness to Reading
- S7 State-Level Dyslexia Legislation: Models for How States Are Training Educators and Providing Validated Interventions
- S10 Designing and Implementing a Districtwide Screening for At-Risk Readers: One District's Successful Compliance With New State Dyslexia Legislation
- S11 The Parent's Path to Advocacy
- S13 Assistive Technology Through the Dyslexic Eyes
- S14 The Imagery-Language Foundation for Word Reading, Comprehension, and Math
- S15 Share Your Story
- S16 Using IDA Standards to Design Powerful and Effective Professional-Development Experiences for Teachers
- S17 ORF Norms: An Update of the Hasbrouck and Tindal Oral Reading Fluency Norms
- S18 From Laboratory to Classroom: Lessons Learned in a Partnership Between a Medical Research Center and a School for Children Who Learn Differently
- S19 Improving Writing Skills of Dyslexic Native and Non-Native Speakers of English With MSML "Tricks of the Trade"
- S20 The Law and Dyslexia: Reflections of a Psychologist and a Lawyer
- S21 Active Blending and Segmenting With Young Struggling Readers
- S23 Understanding Dyslexia and the Psychological Report

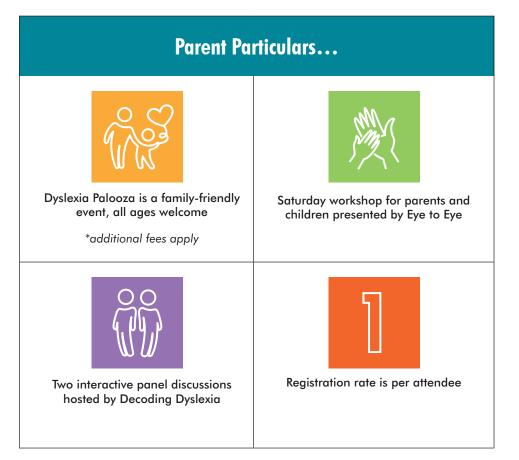


ANNUAL CONFERENCE FOR FAMILIES

The rates below include access to non-ticketed sessions, events, workshops and the exhibit hall for the Family Conference, November 10-11, 2017. *Please note the exhibit hall is closed on Saturday, November 11th.*

Registration Rates	Early Bird Ends Sept 9 th	Regular Sept. 10 th −Oct 31 st	Onsite Nov. 7 th – 11 th
2-Day Registration	\$189	\$219	\$249
1-Day Registration	\$129	\$159	\$189

FAMILY CONFERENCE



REGISTRATION IS CLOSED NOVEMBER 1ST – NOVEMBER 6TH

All cancellations, **without exception**, must be in writing via email to conference@dyslexiaida.org by **October 6, 2017**. IDA will refund registration fees, less a \$35 cancellation fee. Refunds will be processed within twelve weeks following the conference. If you cancel any time after October 6, 2017, or if you are unable to attend the conference for any reason, we cannot refund your registration fees in whole or in part.

Conference Registration Includes:

Access to general sessions and 100+ breakout sessions

Entrance to the Exhibit Hall with 80+ exhibitors

IDA Welcome Bag

IDA Program & Conference Guide

Session room and meeting space Wi-Fi

Daily refreshment breaks

Discounted access to audio recordings

REGISTER FOR THE CONFERENCE!

ONLINE www.DyslexialDA.org/Conference

FAX or MAIL

Download the registration form from: www.DyslexialDA.org/Conference FAX: 410-321-5069 MAIL: IDA Conference Department 40 York Road, 4th Floor Baltimore, MD 21204 *\$25 processing fee*





Jemicy School Experience the Joy of Learning ACCREDITED BY THE INTERNATIONAL DYSLEXIA ASSOCIATION

GRADES 1 - 12 AND UPPER SCHOOL PREP WWW.JEMICYSCHOOL.ORG • 410.653.2700 OWINGS MILLS, MD

Advertisement (See Endorsement Disclaimer on Page 4)

SHELTON One Shelton ... Many Resources

SCHOOL

SHELTON



- Largest private school worldwide serving intelligent students with learning differences since 1976
- EC 12th grade
- Customized approach within mainstream setting
- Full array of academics and enrichment programs
- Empowering students with dyslexia, ADD and related disorders

EVALUATION CENTER



- Speech / language / hearing / vision screenings in the community
- Private / small group therapy
 Articulation, fluency, voice, language, evaluations and
- therapy ASHA-certified therapists
- ASHA CEU provider
 - SHA CEU provider

SPEECH THERAPY



OUTREACH/ TRAINING



- Psychoeducational evaluations
 Psychological evaluations
 Comprehensive assessments
- that lead to targeted remediation, interventions and accommodations
- ADHD evaluations
 Autism Spectrum Disorder
- evaluations
- Experienced and licensed professional staff
- IDA and IMSLEC accredited multi-sensory Structured Literacy training in reading, writing, spelling for professionals
- Training delivered to teachers at requested locations
- Summer program for students and teachers
- Shelton Scholars, a tutoring program for reading, writing, spelling
- Simulations and Dyslexia overviews
- AMS Accredited Montessori Education

June Shelton School and Evaluation Center 15720 Hillcrest Road • Dallas TX 75248 • (972) 774-1772 • www.shelton.org



SESSIONS BY TRACK

Sessions are divided into four basic tracks. Follow these tracks to focus on your general interests.

CLINICAL

Friday:

Thursday: T3, T4, T24, T26, T35, T41, T43 F3, F11, F13, F20

PARENT/FAMILY/ADVOCACY

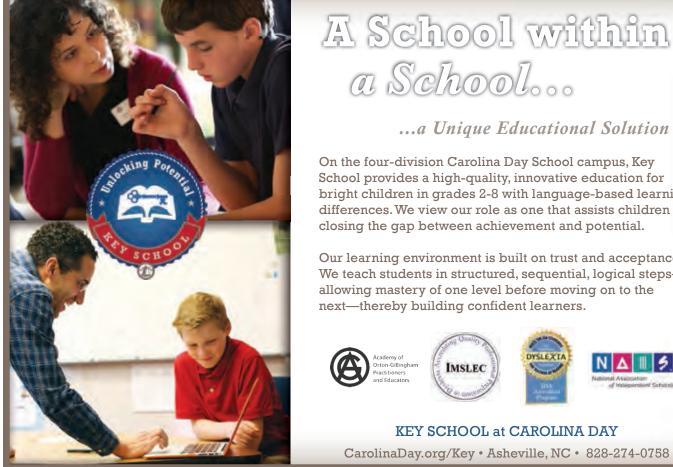
Thursday:	TP4
Friday:	F8, F9, F10, F12, F14, F15, F21,
	F22, F23, F24, FP8, F28, F29, F37,
	F39, F40
Saturday:	S2, S6, S7, S11, S13, S15, S20,
	S23, S24

RESEARCH

Wednesday: PC5 Thursday: T10, T13, T15, T17, TP3, TP5, TP6, T21, T37, T46 Friday: FP1, FP2, FP4, FP5, FP6, FP9, F26, F27, F30, F38

RESEARCH TO PRACTICE

Wednesday:	PC1, PC2, PC3, PC4, PC6
Thursday:	T1, T2, T5, T6, T7, T8, T9, T11, T12,
	T14, T16, TP1, TP2, TP7, TP8, T19,
	T20, T22, T23, T25, T27, T28, T29,
	T30, T31, T32, T33, T34, T36, T38,
	T39, T40, T42, T44, T45, T47, T48,
	T49
Friday:	F1, F2, F4, F5, F6, F7, F16, F17,
	F18, F19, F25, FP3, FP7, FP10,
	FP11, F31, F32, F33, F34, F35, F36
Saturday:	S1, S3, S4, S5, S8, S9, S10, S12,
	S14, S16, S17, S18, S19, S21, S22



...a Unique Educational Solution

On the four-division Carolina Day School campus, Key School provides a high-quality, innovative education for bright children in grades 2-8 with language-based learning differences. We view our role as one that assists children in closing the gap between achievement and potential.

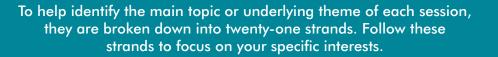
Our learning environment is built on trust and acceptance. We teach students in structured, sequential, logical stepsallowing mastery of one level before moving on to the next-thereby building confident learners.



KEY SCHOOL at CAROLINA DAY

CarolinaDay.org/Key • Asheville, NC • 828-274-0758

STRANDS



ACCOMMODATIONS AND SCHOOL SUPPORT SERVICES

Wednesday	PC1
Thursday	TP4, T20, T33
Friday	F9, F11, F20, F22, F29, F33, F35,
	F37, S8, S20

AT-RISK STUDENTS

 Thursday
 T10, T15, T34

 Friday
 F16, FP6

COLLEGE STUDENTS AND YOUNG ADULTS

 Thursday
 T36, T43, T49

 Friday
 F12, F27, F28

 Saturday
 S22

COMPREHENSION

Thursday T23, T25, T40 Friday F18 Saturday S1

CRITICAL READING SKILLS

 Thursday
 T2, T11, T21, T32, T46

 Friday
 F19, F36

 Saturday
 S21

EDUCATOR TRAINING

Thursday	T8, T9, T17, TP1, TP6, TP8, T22, T28, T29, T42, T45
Friday	F5, F15, FP10
Saturday	S3, S16

ENGLISH LANGUAGE LEARNER

Friday F13, FP9, F30

EXECUTIVE FUNCTION

Wednesday PC2 Thursday T14 Friday F31

FAMILIES AND INFORMED PARENTING

Friday F10, F23, F39 Saturday S2, S6, S11, S15, S23

FEDERAL, STATE AND LOCAL LEGISLATION

Friday FP4, F40 Saturday S7, S24

IDENTIFICATION AND ASSESSMENT

Thursday T4, T13, T35, T41 Friday F7, FP1, FP11, F34, F38 Saturday S10, S17

MATHEMATICS/DYSCALCULIA

Wednesday PC4 Thursday T6, T16, T39 Friday F2 Saturday S14

MORPHOLOGY, PHONEMIC/ PHONOLOGICAL AWARENESS, ALPHABETIC PRINCIPLE/PHONICS

Wednesday PC3 Thursday T1, T19 Friday FP5, F32 Saturday S12

ORAL LANGUAGE AND SPEECH

Thursday T47

SCHOOLS THAT SPECIALIZE IN DYSLEXIA

Thursday T12, T38 Friday F4, F14 Saturday S9, S18

SELF-ADVOCACY

Friday F8, F24, FP8 Saturday S13

SOCIAL-EMOTIONAL, ANXIETY, DEPRESSION

Thursday T5, TP3, T30 Friday F21

SPELLING AND VOCABULARY

Thursday TP2, TP7, T26

SUCCESSFUL INTERVENTIONS

WednesdayPC5ThursdayT27, T31, T48FridayF1, FP2, FP7SaturdayS4

TECHNOLOGY

 Wednesday
 PC6

 Thursday
 T7, TP5, T37

 Friday
 F6, F25, FP3, F26

WRITTEN EXPRESSION, DYSGRAPHIA, HANDWRITING

Thursday T3, T24, T44 Friday F3, F17 Saturday S5, S19

VISIT US AT THE 2017 IDA CONFERENCE

NOVEMBER 8-11, 2017 | HYATT REGENCY ATLANTA, GEORGIA | AOGPE BOOTH 306 *Academy Sponsored Reception*

Thursday | November 9th | 5:30 pm - 7:00 pm | Piedmont Room, Hyatt Regency

AOGPE is a member of the **ALLIANCE** for **Accreditation** and **Certification** of **Dyslexia Specialists**. Visit the **ALLIANCE** Booth 209 (next to AOGPE's booth).

SAVE THE DATES

AOGPE Fellow Webinar

October 19, 2017 | Thursday | Online 6:30 pm - 8:00 pm EST Open to Fellows and Fellows-in-Training

2018 AOGPE Annual Conference

April 13-14, 2018 | Friday and Saturday | Charlotte, North Carolina

About the Academy

The Academy of Orton-Gillingham Practitioners and Educators was established in 1995 to set and maintain professional and ethical standards for the practice of the Orton-Gillingham Approach. It certifies teachers and accredits instructional and training programs that meet these standards. The Academy also promotes public awareness of the needs of individuals with dyslexia and of the Orton-Gillingham Approach for the treatment of dyslexia. It is a nonprofit 501(c)(3) organization.

Learn more about the Academy by visiting our website: www.ortonacademy.org or contact us at info@ortonacademy.org

Advertisement (See Endorsement Disclaimer on Page 4)





Academy of

Orton-Gillingham Practitioners

and Educators

3296 Route 343, Suite 1 Amenia, New York 12501-0234

info@ortonacademy.org

www.ortonacademy.org

Upholding excellence in professional practice

845.373.8919

We don't want begging students or sweaty teachers.





MISS RESCUE AND DIANE HILL ROBERT ARE OFFERING:

K-6 BASIC SKILLS

READING SPELLING PENMANSHIP COMPOSITION COMPRHENSION

Use total group or individually while selecting **multi-sensory** and **direct instruction** as needed.

*Research-based *Classroom tested *Inexpensive so EVERYONE can afford.

THANK YOU FOR WANTING TO TRULY HELP STUDENTS!

Please visit our home page to select options for viewing the program.

www.rescuethestudents.com

IDA's Knowledge and Practice Standards for Teachers of Reading provide a content framework for courses and course sequences. In addition, they delineate proficiency requirements for practical application of this content (e.g., interpretation of assessments, delivery of differentiated instruction, and successful intervention with a child or adult with a reading disability).

ETHICAL STANDARDS FOR THE PROFESSION

 Thursday
 T20

 Friday
 F12, F14, F23, F29

 Saturday
 S2, S9

FOUNDATION CONCEPTS ABOUT ORAL AND WRITTEN LANGUAGE LEARNING

Wednesday	PC2
Thursday	T1, T3, T10, T14, T16, T17, TP6, TP7,
	T19, T20, T24, T26, T34, T38, T41,
	T42, T45, T47
Friday	F5, F14, F17, F18, F19, F20, FP5,
	FP7, F34
Saturday	S3, S4, S5, S7, S9, S12, S16, S19,
	S20

INTERPRETATION AND ADMINISTRATION OF ASSESSMENTS FOR PLANNING INSTRUCTION

Wednesday	PC2, PC4
Thursday	T4, T12, T13, T16, TP1, TP6, TP8,
-	T20, T28, T35, T37, T41, T42, T46,
	T48
Friday	F7, F8, F11, F15, F20, FP1, FP9, F34,
	F35, F36, F37, F38
Saturday	S2, S7, S9, S10, S16, S22, S23

KNOWLEDGE OF DYSLEXIA AND OTHER LEARNING DISORDERS

Wednesday	PC4
Thursday	T3, T5, T9, T10, T12, T13, T16, TP3,
	TP4, TP7, T21, T22, T23, T24, T26,
	T27, T30, T36, T37, T38, T42, T43,
	T46, T48, T49
Friday	F1, F6, F8, F9, F10, F11, F14, F18,
	F19, F20, F21, F24, FP3, FP4, FP6,

	FP8, FP9, FP10, F27, F28, F31, F35,
	F37
Saturday	S2, S4, S7, S8, S9, S10, S11, S14,

S16, S18, S22, S23

KNOWLEDGE OF THE STRUCTURE OF LANGUAGE

Thursday	T1, T3, T9, T10, T12, T17, TP6, T22,
	T27, T33, T34, T38, T41, T42, T47
Friday	F1, F14, F17, F18, F19, F20, F22,
	FP5, F34, F36
Saturday	S1, S3, S4, S5, S7, S10, S12, S16

STRUCTURED LANGUAGE TEACHING: FLUENT, AUTOMATIC READING OF TEXT

Thursday	T2, T10, T11, T17, TP7, T20, T22, T42, T46, T48
Friday	F4, F19, F26, F30, F32, F39
Saturday	S7

STRUCTURED LANGUAGE TEACHING: HANDWRITING, SPELLING, WRITTEN EXPRESSION

Thursday	T3, T6, T11, T24, T33, T44
Friday	F3, F17, F19, FP2, F32, F34
Saturday	S5, S7, S19

STRUCTURED LANGUAGE TEACHING: PHONICS AND WORD STUDY

Wednesday	PC5
Thursday	T1, T2, T11, T17, TP1, TP6, TP7,
	T19, T20, T22, T31, T33, T42, T48
Friday	F13, F19, FP2, F26, F30, F32,
	F34, F36
Saturday	S4, S7, S12

STRUCTURED LANGUAGE TEACHING: PHONOLOGY

Wednesday	PC3, PC5
Thursday	T2, T10, T11, T15, T17, TP1, TP6,
	T19, T20, T22, T31, T34, T42
Friday	F19, F26, F32, F34
Saturday	S3, S4, S7, S13, S16, S21

STRUCTURED LANGUAGE TEACHING: TEXT COMPREHENSION

Wednesday	PC2
Thursday	T11, T17, TP7, T20, T23, T25, T32,
	T34, T38, T40, T48
Friday	F4, F17, F18, F19, F26, F27, F32
Saturday	S1, S5, S7, S19

STRUCTURED LANGUAGE TEACHING: VOCABULARY

Thursday	T2, T11, T16, T17, TP5, TP7, T20,
	T25, T26, T33, T34, T39, T42
Friday	F2, F17, F19, FP2, FP5, F26, F32,
	F33, F34, F36
Saturday	S1, S7



The IDA Knowledge and Practice Standards were published by IDA in 2010. This document serves as our guide in accrediting programs that prepare all teachers of reading as well as programs that specialize in

preparing teachers to work with students who have dyslexia and other reading disabilities. We invite you to review the Standards document, which can be downloaded from the IDA website (www.dyslexiaida.org), and partner with us to promote high standards for comprehensive and rigorous training of teachers. Look for the IDA Accredited seal throughout this program to see the universities and independent teacher training programs that meet the IDA Knowledge and Practice Standards for Teachers of Reading!

The **Secret** behind teaching students who learn differently is to **teach differently.**



Trident Academy has educated students with learning differences since 1972.
Now accepting applications for grades K-12
843.884.7046 | TridentAcademy.com

EXHIBIT HALL

GRAND OPENING

Wednesday, November 8th 6:00 p.m. – 7:30 p.m.

Come one, come all for opening night at the Exhibit Hall! Products, services, and friendly representatives from all over the country ready to answer your questions! Kick off the conference with hors d'oeurves and cocktails with fellow attendees and presenters.

Sponsored By



For an updated list of exhibitors, visit www.DyslexiaIDA.org.



Be sure to visit these exhibitors during the conference!

Academy of Orton-Gillingham **Beacon College Brehm Preparatory School Brookes Publishing Co. Camp Kodiak Camp Spring Creek** Chasing Your Potential, LLC **Crossbow Education** CursiveLogic **Decoding Dyslexia** Durango Mountain Camp Eagle Hill School **EPS Instruction and Intervention Frog Publications Great Leaps Reading and Math** High Noon Books **IDA Branch Council IDA Global Partners** IDA - Georgia IDL - Dyslexia & Dyscalculia Support IMSLEC/ALTA/AOGPE Institute for Multi-Sensory Education Kendore Learning Kildonan School Landmark School Language Circle Enterprises Lawrence School Lexplore Lindamood-Bell Learning Processes

Mayerson Academy Orton-Gillingham Multisensory Reading Program Miss Letterly, LLC Mount St. Joseph University Nessy Learning **Neuhaus Education Center** Neuro-development of Words -NOW!® Oribi Phonic Books Ltd Read Naturally Inc. **Reading Horizons Really Great Reading Company** Saddleback Educational, Inc. Scanning Pens, Inc. Slingerland Institute for Literacy **Square Panda** Syllables Learning Center Teach 4 Mastery, Inc. **TeamQuest®** The Gow School The Great Word House, Inc. The New Community School **Trident Academy** Valley Speech Language and Learning Center William Carey University W.V.C.ED Well Screening Wllson Language Training Corp.

HOURS:

WEDNESDAY, NOVEMBER 8TH 6:00 p.m. – 7:30 p.m.

THURSDAY, NOVEMBER 9TH 9:30 a.m. – 6:30 p.m.

FRIDAY, NOVEMBER 10TH 9:30 a.m. – 6:30 p.m.

EXHIBIT SPACE IS STILL AVAILABLE!

Contact Lauren Klinedinst at lklinedinst@DyslexialDA.org to reserve your space before it runs out!

Exhibitors as of May 2017

ATLANTA AREA SCHOOL VISITS

The Georgia Branch of IDA has put together an exciting day of school visits for the 2017 Reading, Literacy & Learning Conference. Choose from these exceptional school options to see an in-depth look at structured literacy in action!

This year, for the first time, select from eight independent schools specializing in dyslexia and learning differences and two public schools incorporating structured literacy.

Buses will depart at 8:00 a.m. Wednesday, November 8th from the Hyatt Regency Atlanta and return between 1:30 p.m. and 2:00 p.m. Lunch is provided. School visits are \$50. Sign up early, space is limited.





The Howard School (3.2 miles from Hyatt Regency)

K-12 school educates students with language-based learning disabilities and learning differences. The Howard School believes in a structured literacy approach, using a variety of programs including Orton Gillingham, Wilson Reading System, Lindamood-Bell, RAVE-O, Open Court, Framing Your Thoughts, etc.

www.howardschool.org





Burgess-Peterson Academy (5.7 miles from Hyatt Regency)

Burgess-Peterson Academy serves approximately 425 students in grades Pre-K through 5th. In their second year of a multi-year strategy to train all teachers at BPA in the Orton-Gillingham methodology for phonics and early literacy development. We combine this with the use of Wilson's Fundations (K-3) and Just Words (4-5) as our primary phonics component.

This school is part of the two school, public school visit.

https://www.atlantapublicschools.us/Page/6473

Drew Charter School (6.3 miles from Hyatt Regency)

Drew Charter School serves 1,700 students in PreK through 12th grade. Visit will include the elementary campus serving PreK through 5th grade. Approach to structured literacy includes a combination of Orton-Gillingham and other approaches. Currently use the Kendore Learning Curriculum as well as programs from Really Great Reading.

This school is part of the two school, public school visit.

http://www.drewcharterschool.org/



Wardlaw School (7.4 miles from Hyatt Regency)

Students at the Wardlaw School– one of the four school programs at the Atlanta Speech School – have average-to-superior IQs and mild-to-moderate language-based learning disability including dyslexia. Wardlaw is designed to be short-term, serving kindergartners through sixth graders, with the objective to return the students to a mainstream learning environment in two to three years. The Wardlaw School's approach to multi-sensory literacy instruction addresses each student's unique decoding challenges.

https://www.atlantaspeechschool.org/wardlaw





The Schenck School (11.8 miles from Hyatt Regency)

The Schenck School'smission is to build a solid educational foundation for students K-6 with dyslexia and develop their rich potential. Our use of the Orton-Gillingham Approach provides this intervention daily throughout all grades. Our curriculum also focuses on reading comprehension and reading fluency.

https://www.schenck.org/

Swift School (21.4 miles from Hyatt Regency)

Swift School is an independent school that serves students with dyslexia and language-based learning differences in grades 1–8. Using the Orton-Gillingham approach, Swift helps shape dyslexic students not only by teaching them to decode and understand language, but by developing interpersonal skills that will allow them to adapt and thrive in a life beyond Swift.

http://www.theswiftschool.org/about

The Cottage School (21.5 miles from Hyatt Regency)

The Cottage School provides a comprehensive educational program for approximately 186 elementary, middle, and high school students with learning differences, ADHD, and Autism. TCS does not apply a specific reading program; however, the student's IEP is utilized in all classes, facilitating learning success.

http://www.cottageschool.org/



GRACEPOINT School (22.9 miles from Hyatt Regency)

GRACEPOINT School is a private Christian school nurturing the hearts and minds of dyslexic students in grades 1-8. Students receive multi-sensory instruction with a 5:1 student to teacher ratio in reading and mathematics. Gracepoint's mission is to equip dyslexic students with the skills to not only reach their academic potential but to cultivate and develop leadership skills to become compassionate lifelong learners.

http://www.gracepointschool.org/



The Bedford School (23 miles from Hyatt Regency)

The Bedford School is an accredited private school specifically for children in grades 1-9 who have been professionally identified as having learning differences such as dyslexia, dyscalculia, dysgraphia, central auditory processing disorder (CAPD), non-verbal learning disability and high functioning autism spectrum disorder. The Bedford School uses the SPIRE reading curriculum, an Orton Gillingham based, structured approach designed specifically for students with language-based learning differences.

http://www.thebedfordschool.org/



Sage School (29.1 miles from Hyatt Regency)

The Sage School is a private, non-profit, Christian school with a vision of providing intensive dyslexia remediation through low student-teacher ratios with highly trained faculty in a Christian atmosphere. Our mission is to educate students with dyslexia- academically, spiritually, socially, and physically, so they may reach their fullest potential. An Orton-Gillingham tutorial session is built into each student's day, and all content instruction is built on the tenets of Orton-Gillingham's multisensory, direct, and explicit approach.

http://www.sageschool.net/



POSTER PRESENTATIONS

12:00 p.m. – 2:00 p.m.

THURSDAY, NOVEMBER 9TH

- TP1 Preparing Preservice Teachers to Teach Struggling Readers
- **TP2** Vivacious Vocabulary Instruction
- **TP3** Socially Desirable Responding and College Students With Dyslexia: Relationships with Anxiety, Depression, and Reading Skills
- **TP4** Virtual Tutoring for College Students With Learning Disabilities: The Time Is Now!
- **TP5** Text-to-Speech Applications for Students With Dyslexia Only and Students With Reading and Language Impairment
- **TP6** Professional Development in the Structure of the English Language to Support Kindergarten Teachers' Emergent-Literacy Instruction
- **TP7** Pre-Teaching Vocabulary, Background Knowledge, and Word Work to Improve Comprehension, Fluency, and Writing for Students with Learning Disabilities
- **TP8** Teacher Preparedness to Implement Response to Intervention: The Efficacy of RTI Professional Development

See page 44 for complete session details.

Poster presentations are free-standing poster display boards where speakers present their information with an opportunity for maximum interaction with the audience. Poster presentations can be on any relevant topic and are often research based.

FRIDAY, NOVEMBER 10TH

Reliability and Validity of a Chinese Literacy FP1 Assessment for School Learners in Singapore FP2 The Effectiveness of a Chinese Intervention Program for Dyslexics and Struggling Learners Going Global: Collaboration as a Powerful FP3 Intervention FP4 Evaluating the Impact of Dyslexia Laws on Identification of Specific Learning Disability and Dyslexia Awareness of Verbal Inflectional Morphology in FP5 Greek Children With Reading Difficulties FP6 Identification Skills and Rhyme Production in Children With Developmental Dyslexia, Learning Difficulties and Proficient in Reading When Phonics Isn't Enough: Building Sight FP7 Vocabularies in Beginning Readers Dyslexia From the Inside Out FP8 Students Identified as Long-Term English Learners FP9 With Learning Disabilities: Struggling to Read, Struggling with English, or Both? A Study of Public Educators' Knowledge of **FP10** Dyslexia: Myths and Realities **FP11** Screening for Reading Deficits Using Eye Tracking and Machine Learning See page 62 for complete session details.

IDA AROUND THE WORLD

International sessions are led by presenters from around the world or related to international topics.

INTERNATIONAL JOURNEY AND BROWNBAG LUNCH NETWORKING SESSION

THURSDAY, NOVEMBER 9[™] • 11:00 a.m. – 1:00 p.m.

Come join us on a global journey! This international welcoming session, hosted by IDA's Global Partners Committee, is for conference participants who want to: learn about work being done in different countries in the area of dyslexia; become informed about IDA's Global Partners; see examples of international organizations accredited by IDA; as well as network with other international participants over lunch. Four new Global Partners will address the mission, cultural context and foci of their dyslexia efforts, and then newly accredited Global Partners in Singapore and Kuwait will discuss the IDA Institutional Accreditation process. The session will end with an informal lunch-time networking session among international participants (be sure to order your box lunch in your conference registration).

INTERNATIONAL SESSIONS

PC3 The Role of Speech in Reading

KE

- PC5 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
- INTL International Journey and Brownbag Lunch Networking Session *ticketed event
- **T11** Blended Learning to Meet the Diverse Literacy Learning Needs of Adolescents
- **T15** Is the Home Literacy Environment Associated With Dyslexia? A Large Scale Descriptive Epidemiology Study in China
- T31 Research to Practice: Expanding the Outreach of Empower™ Reading, an Evidence-Based Intervention Program, With a Global Partner in India
- F13 Never Too Late!
- **F16** Motivating Students With Dyslexia to Learn: Practical Strategies for Teachers
- **FP1** Reliability and Validity of a Chinese Literacy Assessment for School Learners in Singapore
- FP2 The Effectiveness of a Chinese Intervention Program for Dyslexics and Struggling Learners

- FP3 Going Global: Collaboration as a Powerful Intervention
- **FP5** Awareness of Verbal Inflectional Morphology in Greek Children With Reading Difficulties
- **FP6** Identification Skills and Rhyme Production in Children With Developmental Dyslexia, Learning Difficulties and Proficient in Reading
- FP9 Students Identified as Long-Term English Learners With Learning Disabilities: Struggling to Read, Struggling with English, or Both?
- FP11 Screening for Reading Deficits Using Eye Tracking and Machine Learning
- FP27 The Impact of Misspellings on Reading Comprehension for People With Dyslexia
- **F30** Linguistic and Cognitive Characteristics of Greek Dyslexic and Nondyslexic Students' Writing Profiles in Greek and in English as a Foreign Language
- S19 Improving Writing Skills of Dyslexic Native and Non-Native Speakers of English With MSML "Tricks of the Trade"
- **S20** The Law and Dyslexia: Reflections of a Psychologist and a Lawyer
- **S22** Foreign Language for Dyslexia—Using Explicit, Multisensory Methods to Overcome College-Age Learner Challenges With Reading, Phonology, and Language

PC1 WEDNESDAY SYMPOSIUM • 8:00 a.m. - 4:00 p.m.

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 gradelevel 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 systempurchased curriculum while meeting the Common Core standards. Each presenter shares practical information

from his/her perspective.





CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RSH RESEARCH TO PRACTICE RTP BEGINNER 📵 INTERMEDIATE 🕕 ADVANCED 🔕

PCI WEDNESDAY SYMPOSIUM • 8:00 a.m. – 4:00 p.m.

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.

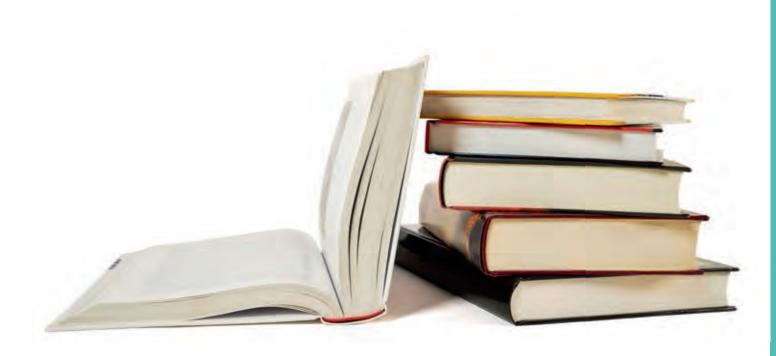
Getting Reading Right in Public School

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.

RTP B

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.



CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RSH RESEARCH TO PRACTICE RTP BEGINNER 🖲 INTERMEDIATE 🕕 ADVANCED 🔕



WEDNESDAY SYMPOSIUM • 8:00 a.m. - 4:00 p.m.

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 executivefunction 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 wellresearched 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 presentor 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.

#DyslexiaCon17 f

CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RSH RESEARCH TO PRACTICE RTP BEGINNER 🖲 INTERMEDIATE 🕕 ADVANCED 🔕

WEDNESDAY, NOVEMBER 8TH

PC2 WEDNESDAY SYMPOSIUM • 8:00 a.m. – 4:00 p.m.

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.

Discloser: Sucheta Kamath has no relevant financial relationships to disclose. Dr. Lynn Meltzer is the director of the Research Institute for Learning and Development R esearchILD) and may discuss strategies that are included in the SMARTS Online Executive Function and Mentoring program. Dr. Russell Barkley may receive speaking fees and honoria. 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.



CLINICAL CLI PARENT/FAMILY/ADVOCATE (PFA) RESEARCH (RSH) RESEARCH TO PRACTICE (RTP) BEGINNER 🔞 INTERMEDIATE 🕕 ADVANCED 🔕



PC3 WEDNESDAY SYMPOSIUM • 8:00 a.m. – 11:30 a.m.

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.

CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RSH RESEARCH TO PRACTICE RTP BEGINNER 🛽 INTERMEDIATE 🕕 ADVANCED 🔕



PC3 WEDNESDAY SYMPOSIUM • 8:00 a.m. - 11:30 a.m.

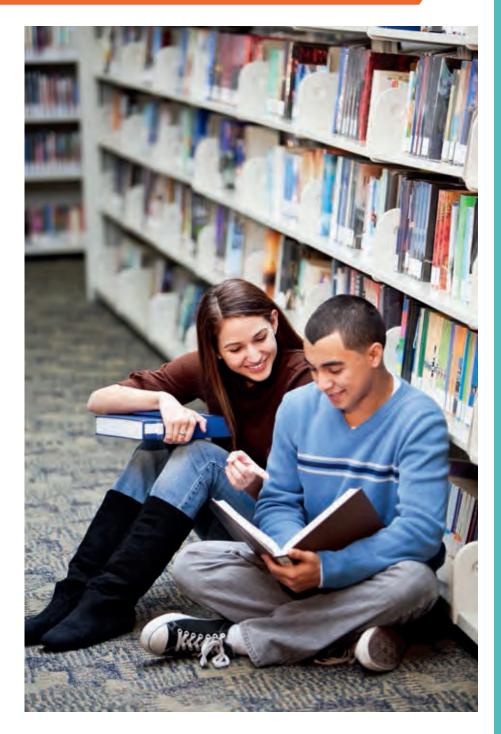
Research to Practice— How the Phonology of Speech Is Foundational for Instant Word Recognition

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.

RTP 1

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.



CLINICAL 📶 PARENT/FAMILY/ADVOCATE 🥂 RESEARCH 🛤 RESEARCH TO PRACTICE 💶 BEGINNER 🕲 INTERMEDIATE 🕕 ADVANCED 🔕



PC4 WEDNESDAY SYMPOSIUM • 8:00 a.m. – 11:30 a.m.

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

Chair: Marilyn Zecher, M.A., CALT

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.

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 languagebased 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 standardsbased curriculum.



PC4 WEDNESDAY SYMPOSIUM • 8:00 a.m. - 11:30 a.m.

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 structuredliteracy 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 smallgroup 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.

RTP 🕕 🏈

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.



CLINICAL 🛄 PARENT/FAMILY/ADVOCATE 🥂 RESEARCH 🥵 RESEARCH TO PRACTICE 📭 BEGINNER 🖲 INTERMEDIATE 🕕 ADVANCED 🔕



PC5 WEDNESDAY SYMPOSIUM • 12:30 p.m. – 4:00 p.m.

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 firstgrade 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.



PC5 WEDNESDAY SYMPOSIUM • 12:30 p.m. – 4:00 p.m.

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 lowachievement 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.

rsh 🕕 🔿 🌖

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



CLINICAL 💷 PARENT/FAMILY/ADVOCATE 📴 RESEARCH 📧 RESEARCH TO PRACTICE 💶 BEGINNER 🕲 INTERMEDIATE 🕕 ADVANCED 🔕

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

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.

RTP 🚯 🕕 🗛

Disclosure: Jennifer Topple, Karen Janowski, Annzie Hine have no relevant financial relationships to disclose. Jamie Martin may receive speaking fees and honoria. There are no nonfinancial relationships to disclose.

CLINICAL CU PARENT/FAMILY/ADVOCATE (PFA) RESEARCH (RSH) RESEARCH TO PRACTICE (RTP) BEGINNER 📵 INTERMEDIATE 🕕 ADVANCED 🔕



OPENING GENERAL SESSION

Wednesday, November 8th 4:30 p.m. - 6:00 p.m.

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

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





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





Sara Arispe Associate Superintendent, Fort Worth Independent School District

Ben Powers *Headmaster,* Eagle Hill Southport School





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

SCHENCE

SCHOOL





scanningpens.com

Advertisement (See Endorsement Disclaimer on Page 4)



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 Advertisement (See Endorsement Disclaimer on Page 4)

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.

K-2 Curriculum and Remedial K-4+ Effective for RTI, dyslexia/LLD

Go Phonics Reading Program With 50 phonics games and over 90 decodable stories you're building accurate, fluent, comprehending readers.

black

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: From Start More Vowel Pairs, students are phonetically spelling and NOTE *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 crack text-to-life decodable stories.

pack 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,

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

ee, ie, oe, ue?

201

Pam's Black Jam

in

Pam has a glass The glass has black jam in

Sam pats the glass.

snack

The glass has a crack

63

up + set

bean + P

out + sid

ny ± th

n + sh

To Finish

Compound Words

any±one≡ anyone

Five pair of

ut not making

saucers as they watched s huge creature. It was fun watch, but then they were at bear might pate

e bear might not go away

eful not to brea

vas then that Mr. Joynei

ice, "Forget what

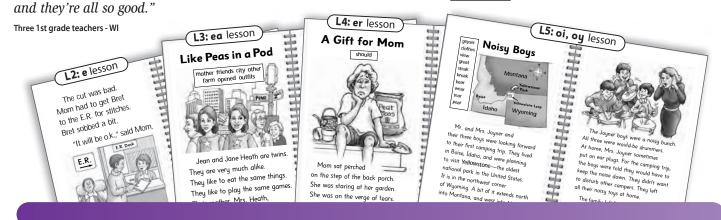
noise, boy

"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



Go Phonics[®] Program Overview/Catalog

(with scope, sequence, strategies, sample lessons, stories) Download online or call us: 800-553-5950 PT





THURSDAY GENERAL SESSION

8:00 a.m. – 9:30 a.m.

The 2017 Samuel Torrey Orton Memorial Award Recipient



MAUREEN LOVETT, Ph.D. Senior Scientist, Neurosciences and Mental Health Program

Director, Learning Disabilities Research Program, The Hospital for Sick Children and Professor of Paediatric, University of Toronto Maureen Lovett is a Senior Scientist in the Neurosciences and Mental Health Program at The Hospital for Sick Children and a Professor of Paediatrics and Medical Sciences at the University of Toronto. She is Founder and Director of the Hospital's Learning Disabilities Research Program, a clinical research group that develops and evaluates intervention programs for children, youth, and adults who struggle to learn to read. She received a Ph.D. in Psychology from McGill University, and was trained by a pioneer in Canadian Psychology, Dr. Sam Rabinovitch, who founded the first Canadian multidisciplinary centre at McGill devoted to the assessment and treatment of children with learning disabilities. After her Ph.D. studies and clinical psychology internships, she completed a postdoctoral fellowship in paediatric neuropsychology at The Hospital for Sick Children. From that position, she was recruited to start

a pilot research program focused on the treatment of learning disabilities. Dr. Lovett has contributed to learning disabilities research and practice for more than three decades, and was one of the first researchers to conduct randomized controlled trials of the efficacy of remedial interventions for children with reading disabilities. She is known internationally for her research on intervention for children and youth with reading disorders. She, her team, and longtime colleagues Drs. Robin Morris and Maryanne Wolf, have created interventions for children and teens with severe reading disabilities, evaluated their efficacy in controlled designs, and scaled interventions up in school systems. This research has been funded by multiple operating grants from NICHD (NIH) and the Institute for Education Sciences (IES, the US Department of Education), as well as by provincial and federal agencies in Canada.

The Samuel Torrey and June Orton Memorial Lecture

Creative Synergies Between Research and Practice: Working Together to Build Better Interventions for Children and Adolescents With Reading Disabilities

This lecture will attempt to explore some of the opportunities that accrue when practitioners and researchers enter each other's worlds, engaging in meaningful dialogue that can reshape the practices of all for the better. Since IDA was formed in the 1920s, there has been great progress in our understanding of dyslexia and reading disorders, and IDA has led many initiatives to facilitate the development of sound assessment and teaching practices. Of great importance, throughout its history, IDA has fostered an enthusiastic alliance between research and practice. Despite the progress, as teachers, clinicians, and scientists, we have many unanswered questions about dyslexia and reading disabilities—what causes it? How early can it be predicted? Can prediction lead to prevention? How can we describe the important differences among individuals with reading disorders? What makes for effective intervention at different ages and stages of reading development, or for children with different profiles of comorbidity?

This presentation will share a story of my own career journey in reading intervention research, a story that spans more than 35 years, and started with a basic question articulated by a pediatric neurologist: Was it was even possible to conduct rigorous research on the treatment of learning disabilities? Why was there not a scientific literature to consult on effective treatment for these children? Closely working with valued colleagues and team members to create, evaluate, and refine approaches to teaching children with severe reading disabilities, we have met with both success and failure in our efforts. But we have always learned new lessons about reading disorders, and been able to pose better questions at the end of each intervention study. Lessons learned from our own research findings, as well as research evidence on the nature and course of reading disabilities and what a reading brain looks like, can inspire refined interventions. This body of evidence has led us to develop a set of research-based intervention programs for children, teens, and adults with reading problems. Some of the principles underlying these programs and lessons learned from their evaluation will be described. I will also raise emerging questions to help us consider new ways to improve interventions to facilitate the many people around the world, children, teens, and adults, still struggling to attain basic literacy skills.

CLINICAL 📶 PARENT/FAMILY/ADVOCATE 📭 RESEARCH 🛤 RESEARCH TO PRACTICE 💶 BEGINNER 🚯 INTERMEDIATE 🕕 ADVANCED 🔕





<u> 10:00 a.m. – 11:00 a.m.</u>

Morphemic Awareness: From the Anglo Saxon Layer to the Latin and Greek Layer. It's Never too Early to Begin.

Sandra Donah, Ed.D.

In this hands-on session, participants learn how to transition their instruction from phonology and syllables to morphemes through morphemic-awareness activities. Participants learn how vital it is to prepare the brain for the challenge of decoding by phonemes and then syllables to decoding by morphemes. To prepare for this step, participants learn hands-on ways to support students in moving to the next level of decoding, while improving not only their decoding skills, but their vocabulary knowledge as well.

RTP 🕕

Disclosure: Sandra Donah has no relevant financial or nonfinancial relationships to disclose.

Pennsylvania's Dyslexia **Screening and Early Literacy Intervention Pilot: Bringing Reading Research and Best Practices to the** Public School Classroom.

Monica McHale-Small, Ph.D. Diane Reott

The 2017-2018 school year marks the third school year of implementation for this pilot that seeks to improve early literacy instruction, intervention, and outcomes. Presenters provide an overview of the essential components of the pilot, highlight preliminary outcomes and data, and share lessons learned. This pilot is proof that best practices in reading instruction and intervention can be implemented in public schools.

RTP

Disclosure: Monica McHale-Small and Diane Reott have no relevant financial or nonfinancial relationships to disclose.

Practical, Validated Strategies for Reversing Students' Reluctance to Write

Regina G. Richards, M.A., BCET

Participants explore the various reasons why students develop a reluctance to express themselves in writing, including dyslexia, which involves more than just reading and the issue of dysgraphia. A variety of practical strategies and techniques for reversing this reluctance are described and clarified, including strategies dealing with handwriting, spelling, vocabulary, and information organization (generating ideas, planning, translating the ideas into written format). Participants obtain several proven strategies that they may immediately implement. Discussion involves the validity of each strategy.

CLI 📵 🕕 🐼 👶

Disclosure: Regina Richards has no relevant financial or nonfinancial relationships to disclose.



10:30 a.m. – 2:00 p.m.

INDEPENDENT HEADS OF SCHOOL LUNCH

Facilitators:

Jonathan Green, Director, The Hamilton School at Wheeler Benjamin Powers, Head, Eagle Hill Southport School Cheryl Cook, Academic Dean, Lawrence School

The heads and lead administrators of independent schools for children with learning differences are invited to attend an interactive lunch that is designed to facilitate small-group collegial discussion of topics of common concern, a sharing of ideas and experiences, and the identification of opportunities to collaborate with one another. Specifically, this session will include two roundtable discussion sessions (forty-five minutes each) where administrators can talk with peers about common interests and two or three short talks (fifteen minutes each) on inspiring or research topics related to learning differences.

CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH 📧 RESEARCH TO PRACTICE 💶 BEGINNER 🕲 INTERMEDIATE 🕕 ADVANCED 🔕





10:00 a.m. – 11:00 a.m.



Katie Squires, Ph.D., CCC-SLP, BCS-CL Joanne M. Pierson, Ph.D., CCC-SLP Lauren Katz, Ph.D., CCC-SLP

Typically, dyslexia screening is not considered until a child has fallen behind his or her peers in reading. Recently, a new screening tool was released for use with preschool children. Using a dynamic assessment approach, the Predictive Early Assessment of Reading and Language (PEARL) can be used to predict which children will struggle with phonological-awareness skills. With the ability to predict which students will struggle attaining reading-readiness skills, it is now possible to offer earlier intervention to prevent students from having reading difficulties in later grades.

Disclosure: Katie Squires, Joanne Pierson, and Lauren Katz have no relevant financial or nonfinancial relationships to disclose.

Evidence-Based Strategies that Support a Growth Mindset and Grit in Students With Dyslexia and Other Learning Disabilities

Jane Wilkinson, M.Ed. Becky Stamatiades, Ed.S.

This presentation provides an understanding of a growth mindset and grit research and equips educators with strategies to foster and support growth in these areas. The presenters demonstrate how small changes can support academic learning and growth, particularly with students with dyslexia and other learning disabilities. Research-based strategies are presented to allow educators to: (a) create an environment that encourages risk and growth; (b) help students strengthen and develop characteristics of perseverance; and (c) increase student engagement and responsibility.

rtp 🛽 🕕 🚳 👶

Disclosure: Jane Wilkinson and Becky Stamatiades have no relevant financial or nonfinancial relationships to disclose.

Accessible Middle School Math: Interactive Multimodal Lessons Engage Students

Christopher L. Woodin, Ed.M.

This interactive session features innovative methods to explain concepts and perform procedures customarily taught at the middle school level. Concrete manipulatives and graphic organizers used in hands-on, gross motor/kinesthetic activities provide students with the ability to perceive, process, and describe abstract material that may otherwise elude or overwhelm them. Learn to teach abstract concepts, sophisticated vocabulary, and complex procedures using concrete, structured interactive activities.

RTP 🕕

Disclosure: Chris Woodin is employed by Landmark School, author of Multiplication and Division Facts for the Whole-to-Part Visual Learner and receives royalty payments. No relevant nonfinancial relationship exists.

Lock and Key: Securing iPad Accessibility With Third-Party Keyboards

Jamie Martin

With each new release of its iOS operating system, Apple has improved the built-in accessibility features of the iPad. Students with dyslexia can take advantage of built-in tools like dictation and text-to-speech. In addition, iOS allows for the installation of third-party onscreen keyboards, increasing the amount of assistive technology that can be used universally with apps that involve reading and writing. First, this presentation reviews how alternate onscreen keyboards are installed and used on iPads. Then, a number of specific keyboards are discussed, including Read&Write for iPad, Co:Writer Universal, Dyslexia Keyboard, and Phraseboard Keyboard.

RTP 🚯 🕕

Disclosure: Jamie Martin has no relevant financial or nonfinancial relationships to disclose.



10:00 a.m. – 11:30 a.m.



Carolyn D. Cowen, Ed.M.

Good question, one that remains a bone of contention within the dyslexia field and community. The answer probably isn't binary. We'll begin by considering this question through historical and research lenses and in the context of cerebrodiversity and neurodiversity frameworks. As we go, we'll explore various perspectives and implications, including the role of the environment. We'll wrap up with an activity to capture and share your own thinking on the question.

RTP 🖲 🕕 🔕 😂

Disclosure: Carolyn Cowen has no relevant financial or nonfinancial relationships to disclose.

10:00 a.m. – 12:00 p.m.

Serving All Children With Structured Literacy: Evidence-Based Practices for General Education Within an RTI Framework

Jill Allor, Ed.D. Heather Stephens, Ed.D. Thea Woodruff, Ph.D.

Given research advances, there is an urgent need to provide evidencebased early literacy instruction in general education, thereby minimizing the number of individuals requiring specialized instruction. This presentation (a) highlights research findings that support the provision of structured literacy instruction in general education, (b) provides practical examples and video models of evidence-based practices consistent with structured literacy that are appropriate for all students, and (c) explains how to use data to inform and refine instruction.

RTP B I A

Disclosure: Jill Allor, Heather Stephens, and Thea Woodruff have no relevant financial or nonfinancial relationships to disclose. From Bench to the Classroom: Neurobiology Signatures of Genetic and Environmental Factors for Reading tifficulties, Diagnosis, and Treatment

Tzipi Horowit, Krass, F Scott K Holland, P. D. John Hutton, M.D. Lora Coonce, E.D.

This panel addresses the external and internal components which may contribute to the development of reading difficulties from a neurocognitive and neurobiological perspectives.

RSH A

Disclosure: Tzipi Horowitch Kraus, Scott Holland, John Hutton, and Lora Coonce have no relevant financial or nonfinancial relationships to disclose.





CLINICAL 🛄 PARENT/FAMILY/ADVOCATE 📭 RESEARCH 🛤 RESEARCH TO PRACTICE 💶 BEGINNER 🚯 INTERMEDIATE 🕔 ADVANCED 🔕



THURSDAY, NOVEMBER 9TH



11:15 a.m. – 12:15 p.m.

Blended Learning to Meet the Diverse Literacy Learning Needs of Adolescents

Suzanne Carreker, Ph.D., CALT-QI Pamela Hook, Ph.D.

Adolescence is not too late for reading intervention. This session introduces a new blended-learning product for struggling adolescent readers. This product is designed to provide personalized instruction in word recognition, syntax, and reading comprehension through engaging online instruction and offline teacherdirected lessons.

RTP 🚯 🕕 🐼 🏈

Disclosure: Suzanne Carreker and Pamela Hook have no relevant financial or nonfinancial relationships to disclose. Increasing Teacher Knowledge and Student Success With a Literacy Coach

Amy Erich, M.Ed., CALT, CDT Vanesssa Diffenbacher, M.S.Ed.

Structured literacy demands a high level of teacher preparation and knowledge. This session presents Lawrence School's approach to preparing teachers and how the school supports student learning through the role of a literacy coach. The literacy coach provides professional development and classroom-based coaching in the implementation of multisensory structured-language instruction. The process of hiring a literacy coach and the role of the coach in the implementation of structured literacy while aligning with current research and best practices are the center of discussion.



Disclosure: Amy Erich and Vanessa Diffenback have no relevant financial or nonfinancial relationships to disclose. Parents Can Accurately and Reliably Use an Online Assessment Tool to Assist in the Evaluation of Dyslexia in Children!

David P. Hurford, Ph.D. Autumn Wines Samantha P. Nitcher

Parents are often the first to notice that their children are struggling with reading. This session discusses a present study that was conducted to determine if parents have the ability to objectively and accurately administer a dyslexia evaluation tool to their children. To examine this possibility, parents' scores were compared to the scores of trained professionals. The results indicated that parents effectively and reliably used the online dyslexia assessment tool equally as well as trained professionals. This session includes a discussion of the online dyslexia assessment tool along with the results of the study.

RSH 🖪 🕕 🗛 😂

Disclosure: David Hurford, Autumn Wines, and Samantha P. Nitcher have no relevant financial relationships to disclose. All funds from the evaluation tool are donated to the nonprofit Center for the Assessment and Remediation of Reading Difficulties. No relevant financial relationship exists.

ANNUAL MEMBERSHIP MEETING



Please join the IDA Board Chair, Officers, and Chief Executive Officer

THURSDAY, NOVEMBER 9TH 4:00 p.m. – 5:30 p.m.

Election of new IDA Board Officers and updates on IDA initiatives

CLINICAL CU PARENT/FAMILY/ADVOCATE PFA RESEARCH RESEARCH TO PRACTICE RTP BEGINNER 📵 INTERMEDIATE 🕕 ADVANCED 🔕

11:15 a.m. – 12:15 p.m.

Metacognition in the Classroom: Teaching Students to Think About Thinking

Bruce J. Miller, M.A., M.S.Ed.

As students grow aware of their learning styles and the process of studying, they become more successful. Content disciplines, such as social studies or science, require students to integrate many skills and provide a prime opportunity to explicitly teach metacognition. A structured metacognitive approach can be especially effective and even necessary for struggling readers to succeed, especially for those students with dyslexia. Explore strategies to foster students' ability to "think about thinking" as they face reading and executive-functioning challenges in their content classes.

RTP B

Disclosure: Bruce Miller has no relevant financial or nonfinancial relationships to disclose.

Is the Home Literacy Environment Associated With Dyslexia? A Large Scale Descriptive Epidemiology Study in China

Song Ranran

This presentation discusses the program Tongji Reading Environment and Dyslexia Study (READ), which was designed to explore the interaction between and impact of environment and genetics on dyslexia since 2011. A total of 45,850 students were recruited from grades three to six from seven cities in Hubei province. This presentation discusses the prevalence of Chinese dyslexia and the potential risk factors, including socioeconomic status, unfavorable prenatal and perinatal events, and the home literacy environment, that were explored in the study and the results of the biological samples that were collected and the role of genetic mutation.

RSH 🔿 🌖

Disclosure: Song Ranran has no relevant financial or nonfinancial relationships to disclose.



Tom Pittard Tara Terry, Ph.D.

Success in mathematics requires cognitive and psychological processing about more than just math concepts. Educators who understand these different avenues of processing can more effectively pinpoint specific areas of breakdown for their students. This session helps participants understand how students develop mathematical thinking, explains considerations for a supportive environment to encourage that math development, and covers successful teaching methods for instructing students with and without math learning disabilities.

RTP 1

Disclosure: Tom Pittard and Tara Terry have no relevant financial or nonfinancial relationships to disclose.

What Do Upper Elementary Teachers Know About Teaching Reading to Struggling Readers?

Amy E. Vanden Boogart, Ed.D.

What do upper elementary teachers know about teaching reading to struggling readers? What else should they know? And how can we help them to build this knowledge? This presentation shares the results of a mixed methods study that investigated upper elementary teacher knowledge for teaching reading to struggling readers. As a result of analyses from both a survey and semi-structured interviews, this study begins to fill the gap in the research literature on this type of knowledge among the upper elementary teacher population.



Disclosure: Amy Vanden Boogart has no relevant financial or nonfinancial relationships to disclose.



AY • THURSDAY • THURSDAY

- CLINICAL 💷 PARENT/FAMILY/ADVOCATE (PFA) RESEARCH (RSH) RESEARCH TO PRACTICE (RTP) BEGINNER 📵 INTERMEDIATE 🕕 ADVANCED 🔕



43



POSTER PRESENTATIONS • 12:00 p.m. – 2:00 p.m.



Preparing Preservice Teachers to Teach Struggling

Readers

Monica L. Campbell, Ph.D. Brian Smith, M.Ed.

How are preservice teachers being prepared to teach struggling readers? One university is transforming teacher education through supported clinical practices with at-risk students. These preservice elementary teachers are taught to implement differentiated, multisensory instruction after being equipped with an understanding of the basic constructs of the English language. Preservice teachers apply newly acquired skills and knowledge during carefully supervised tutoring sessions with struggling readers. As a result, struggling readers demonstrate improved phonemic awareness and phonics skills.

RTP (

Disclosure: Monica Campbell and Brian Smith have no relevant financial or nonfinancial relationships to disclose.



Lisa A. Murray, M.P.A., FIT (AOGPE) Janet L. Street, M.Ed., FIT (AOGPE)

Because dyslexic students have a persistant vocabulary deficit that is directly correlated to reading comprehension, it is vital to provide them with direct instruction in the meaning and usage of high-frequency words. This fun and interactive session demonstrates how to effectively teach vocabulary so students retain the meanings of important, highfrequency words.

Disclosure: Lisa A. Murray and Janet L. Street have no relevant financial or nonfinancial relationships to disclose.

Socially Desirable TP3 **Responding and College Students With Dyslexia: Relationships** With Anxiety, Depression, and **Reading Skills**

Jason M. Nelson, Ph.D.

College students with dyslexia may be at increased risk for anxiety/ depression. They may also be at-risk for socially desirable responding on self-report rating scales, which may result in underreporting of these symptoms. This presentation will report the results of a that study examined self-reported anxiety/ depression and the role of socially desirable responding in understanding these symptoms. Results indicated that college students are more likely to engage in socially desirable responding than are college students without dyslexia and that this responding is negatively associated with self-reported symptoms of anxiety and depression.

RSH 🚯 🕕 🔐

Disclosure: Jason Nelson has no relevant financial or nonfinancial relationships to disclose.

Virtual Tutoring for College **Students With Learning Disabilities: The Time Is Now!**

Mary L. Farrell, Ph.D., OG-THT, CDT

This presentation discusses how online tutoring can contribute to the success of students with learning

disabilities. Participants learn about a model in which students receive course specifc support by trained professionals in real-time, faceto-face sessions through an online platform. This presentation includes a discussion of the effectiveness of this approach, the components of online sessions, and student's levels of confidence and comfort.

PFA 🚯 🕕 🔿 🛞

Disclosure: Mary Farrell is employed as a professor by Fairleigh Dickinson University and will discuss a program developed by the university. No relevant financial relationship exists.

Text-to-Speech Applications TP5 for Students With Dyslexia Only and Students With Reading and Language Impairment

Jennifer Keelor, MA, CCC-SLP, M.Ed.

Text-to-speech (TTS) technology can be useful as a compensatory reading strategy; however, the array of TTS presentational features that are most efficacious is uncertain. This presentation is a discussion of a study that investigated the impact of five conditions with and without TTS on the reading comprehension of twentynine struggling readers in grades three through six. Differences are noted in the comprehension performance of students with dyslexia only and students with reading difficulty and a concomitant language impairment.



Disclosure: Jennifer Keelor has no relevant financial or nonfinancial relationships to disclose.

CLINICAL CLI PARENT/FAMILY/ADVOCATE (PFA) RESEARCH (RSH) RESEARCH TO PRACTICE (RTP) BEGINNER 🔞 INTERMEDIATE 🕕 ADVANCED 🔕

POSTER PRESENTATIONS • 12:00 p.m. – 2:00 p.m.

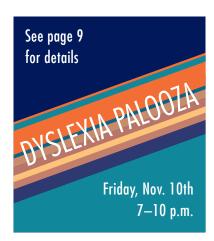
Professional Development in the Structure of the English Language to Support Kindergarten Teachers' Emergent-Literacy Instruction

Anne Cunningham, Ph.D.

Teacher study groups (TSG) can enhance kindergarten teachers' disciplinary and pedagogical knowledge surrounding emergent literacy. Results indicate beneficial changes in teachers' knowledge of the structure of the English language and classroom practices and increases in students' oral language and PA (early predictors of conventional literacy skills). The TSG model, as implemented in low-income districts with teachers of languagedelayed children, provides a unique opportunity to further teacher knowledge and pedagogical practice in a stimulating generative PD environment.

RSH B

Disclosure: Anne Cunningham has no relevant financial or nonfinancial relationships to disclose.



Pre-Teaching Vocabulary, Background Knowledge, and Word Work to Improve Comprehension, Fluency, and Writing for Students With Learning Disabilities

Beverly Weiser, Ph.D.

Students with reading learning disabilities often struggle with reading comprehension because they do not possess the oral or reading vocabulary and/or background knowledge that is critical to understand and retain a variety of narrative and expository texts. In this session, educators, reading specialists, and administrators learn effective and structured, research-based tools to integrate the pre-teaching of critical vocabulary, background knowledge, and word work into lessons to increase the comprehension, fluency, spelling, and writing skills of students experiencing reading learning disabilities.

RTP B 🕕 🗛

Disclosure: Beverly Weiser has no relevant financial or nonfinancial relationships to disclose.

Teacher Preparedness to Implement Response to Intervention: The Efficacy of RTI Professional Development

Emily Ocker Dean, PhD, CALT, LDT Allison Denton

This session examines whether general education teachers perceive themselves as adequately prepared to implement a tiered intervention model. Specifically, it examines whether teachers indicated that they have received training through their teacher certification programs and school district professional development. Teachers' perceptions of their preparedness to implement RTI and their confidence in their ability to provide intervention at all three tier levels are discussed. Practical suggestions to improve teacher training in the RTI process are provided.

Disclosure: Emily Ocker Dean and Allison Denton have no relevant financial or nonfinancial relationships to disclose.



CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RSH RESEARCH TO PRACTICE RTP BEGINNER 🚳 INTERMEDIATE 🕕 ADVANCED 🔕

AY ullet THURSDAY ullet

THURSDAY, NOVEMBER 9TH



2:00 p.m. - 3:00 p.m.

T19 A Frickin' Elephant

Lavinia Mancuso, M.S., MIS

It takes more than phonics to recognize an African elephant. Letters are the symbolic representation of the sounds of language. Being able to hear and produce sounds and words is the precursor to reading. Through a PowerPoint presentation and oral exercises, participants review the five pillars of reading and the foundation of writing with a focus on phonological awareness. Participants practice explicit instruction and correct practice in phonological awareness and the link to phonics.

Disclosure: Lavinia Mancuso has no relevant financial or nonfinancial relationships to disclose.

Creating an Instructional System that Meets the Needs of the Dyslexic Student

Janet Miltenberger, M.Ed. Samuel Hafner, M.Ed.

There are systemic structures and instructional practices that must be implemented to effectively meet the needs of the dyslexic student in the school setting. This presentation provides the specifics of Liberty Bell Elementary School's successful system for teaching struggling readers and helping them achieve success. An overview of the systemand the details on its research-based creation are provided. Attendees leave the session with a format that can be replicated in their own schools.

RTP 📵 🕕 🙆 🝪

Disclosure: Janet Miltenberg and Samuel Hafner have no relevant financial or nonfinancial relationships to disclose. The Contribution of Distinct Reading and Cognitive Skills to Reading Comprehension in Students With Dyslexia

Melissa Fetterer Robinson, M.A. Ashley Anne Mayhew, M.A.

This presentation presents the results of two research studies that examined the relationship between reading skills (i.e., oral and silent fluency) and cognitive skills (i.e., phonemic awareness, rapid naming speed, short-term and working memory) and their relationship with reading comprehension. Both studies utilized elementary students attending a school that provided intensive remediation for students with dyslexia. Participants learn to understand the unique contribution of neurocognitive skills to reading so they can develop effective literacy interventions for their students with dyslexia.

RSH 🕒 🕕 😣 🛞

Disclosure: Melissa Fetterer Robinson and Ashley Anne Mayhew have no relevant financial or nonfinancial relationships to disclose.

Teaching Teachers: Five Evidence-Based Methods for Integrating Structured Literacy Instruction Within Teacher Preparation

Kristin L. Sayeski, Ph.D.

IDA's Knowledge and Practice Standards established a roadmap for teacher-preparation programs. These standards provide educators with information on what to teach, yet limited information is available on how—i.e., which methods work best to ensure candidate mastery of content. In this presentation, findings from a series of studies are presented. Specifically, information on how to apply principles of cognitive psychology, such as distributed practice, retrieval, integration, and performance feedback, for reading teacher preparation are presented.

RTP 🕕 🔿

Disclosure: Kristin Sayeski has no relevant financial or nonfinancial relationships to disclose.

ACTIVE Learning: Strategies to Strengthen Comprehension

Jennifer Schley-Johnson, M.S.Ed. Wendy Ellis, M.S., CCC-SLP

The ACTIVE Learning session provides an overview of six metacognitive strategies shown to improve comprehension. With explicit, multisensory lessons, attendants learn how to introduce and build upon targeted strategies used in the acronym ACTIVE. To engage students more deeply with the text, participants are introduced to graphic organizers and structured-language activities to help their students organize their thinking and expression of ideas.

RTP B

Disclosure: Jennifer Schley-Johnson and Wendy Ellis have no relevant financial or nonfinancial relationships to disclose.

THURSDAY, NOVEMBER 9TH

2:00 p.m. - 3:30 p.m.

Has Handwriting Become an Instructional Dinosaur? Handwriting May Be More Important Than You Think!

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

Manuscript, cursive, and keyboarding have advantages at different ages. Handwriting involves both cognitive and motor skills-and influences reading, written expression, and critical thinking. Sequential hand movements activate brain regions associated with thinking, working memory, and language. A note-taking study showed better comprehension and retention of content for handwriters. Elementary students composing by hand wrote faster, longer pieces with more ideas. Crossdisciplinary research demonstrates effectiveness of explicit, integrated handwriting instruction from kindergarten to high school.

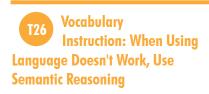
Disclosure: Nancy Cushen White has no relevant financial or nonfinancial relationships to disclose.

The Comprehension Blueprint: A Structured Approach to Constructing Meaning

Nancy Hennessy, M.Ed., LDT-C

The construction of meaning is complex and demands an informed approach to instruction whether reading by ear or eye. Explore a blueprint that aligns with essential language and cognitive processes and provides structure for the design and delivery of effective instruction for students with dyslexia. Deepen your understanding of the relationships between contributors, such as vocabulary, sentence comprehension, background knowledge, text structure and inference, and increase your knowledge of instructional routines, activities, and assessment strategies applicable to challenging texts.

Disclosure: Nancy Hennessy has no relevant financial or nonfinancial relationships to disclose.



Beth Lawrence, M.A., CCC-SLP Deena Seifert, M.S., CCC-SLP

Seasoned speech-language pathologists will, in the context of gold-standard vocabulary instruction methods, share their highly visual instruction techniques, InferCabulary and WordQuations. Results of a recent independent research study are shared, showing the very significant impact the InferCabulary method has had on vocabulary learning. Materials are provided so attendees can immediately implement the methods.

CLI 📵 🕕 🔕 🛞

Disclosure: Beth Lawrence and Donna Seifert hold trademark and copyright intellectual property on Communication APPtitude, InferCabulary and WordQuations which may be discussed in their session. They receive a financial benefit from the sales of InferCabulary and WordQuations apps and royalties on the sale of the Test of Semantic Reasoning. No relevant financial relationship exists.



Nancy Mather, Ph.D.

Oral reading fluency (ORF) norms have helped educators, researchers, and parents make decisions about students' reading for the past several decades. In 1992 and again in 2006, Dr. Jan Hasbrouck and Dr. Jerry Tindal published studies in which they had compiled ORF data from students who had been assessed using a variety of different assessments, and they created a set of assessment-neutral percentile norms that displayed words correct per minute scores across three time periods and several grade levels. This session shares the updated ORF norms and discusses the implications for practice.



Disclosure: Nancy Mather has no relevant financial or nonfinancial relationships to disclose.



clinical 💷 parent/family/advocate 📭 research 🛤 research to practice 💶 beginner 🚯 intermediate 🕔 advanced 🔕



47

THURSDAY, NOVEMBER 9TH



2:00 p.m. - 3:30 p.m.

The Devil is in the Details: **T28 Scaling Literacy Initiatives** for Successful and Sustainable Change

Tracy Weeden, Ed.D. Arturo Cavazos, Ed.D.

District superintendents shape change through initiatives with varying degrees of effectiveness and success. At times, initiatives create confusion and resistance to change. Ideally, a responsible roll out of an

initiative creates clarity about why change is imperative, diversity of input sets the initiative up for buyin, and positive change is advanced with a sustainable impact. It all starts at the top! Learn from this case study how the superintendent of Harlingen Consolidated School **District and Neuhaus Education** Center are partnering to dynamically move the needle within the district's early childhood program through a thoughtfully planned, responsible roll out to prevent reading failure. District formative assessment data will be presented providing evidence

of how quality strategic planning in advance of committing to a course of action produces more rapid return on investment for the three variables that can be impacted in any district initiative; time, talent, and funding.



Disclosure: Tracy Weeden and Arturo Cavazos have no relevant financial or nonfinancial relationships to disclose.

2:00 p.m. – 4:00 p.m.

IDA Educator Training T29 **Initiatives: Future Directions** in Standards-Based Accreditation and **Certification Practices**

B

Disclosure: Louisa Moats, Jule McCombes-Tolis, and Suzanne Carreker have no relevant financial or nonfinancial relationships to disclose.

Louisa Moats, Ed.D. Jule McCombes-Tolis, Ph.D. Suzanne Carreker, Ph.D., CALT

IDA's Educator Training Initiatives are committed to advancing excellence in reading education for pre-service and in-service educators, including those in private practice. Participants in this session will learn about how refinements to IDA's **Knowledge and Practice Standards** (KPS) will inform Accreditation and Certification processes.



CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RSH RESEARCH TO PRACTICE RTP BEGINNER 📵 INTERMEDIATE 🕕 ADVANCED 🔕

3:15 p.m. – 4:15 p.m.

Tauma-Informed Practices in Structured Literacy

Maria Diaz, M.S. Ed., Ed.M.

The direct instruction of morphological knowledge allows for students to effectively make sense of unknown, complex words and has a far-reaching influence on pseudo-word reading, extending and applying word structure for decoding, spelling, accuracy, vocabulary study, and comprehension. This presentation provides participants with instructional activities that will motivate students, encourage focused attention to content, and develop word consciousness. Participants review sample interactive notebooks and receive materials to implement learned strategies immediately.

RTP 🚯 🕕 🚳

Disclosure: Maria Diaz has no relevant financial or nonfinancial relationships to disclose.

Research to Practice: Expanding the Outreach of Empower™ Reading, an Evidence-Based Intervention Program, With a Global Partner in India

Maria De Palma, M.A. Uma Kulkarni, MBBS, DCH, PGDHHM

This presentation describes a partnership between The Hospital for Sick Children (in Canada) and the Morris Foundation in Pune, India, an IDA Global Partner and a resource center for children and teens with LD. The focus is on implementation of Empower[™] Reading, a comprehensive, evidence-based, literacy program for children and teens with reading disabilities. The culmination of 35 years of research, Empower[™] Reading has reached more than 25,000 Canadian children. This new collaboration will explore whether the program could benefit children in developing countries where English is the main language of instruction.

RTP 🖲 🕕 🙆 🏈

Disclosure: Maria De Palma is employed by the Hospital for Sick Children. Uma Kulkarni is employed by the Dr. Anjali Morris Education and Health Foundation. No relevant financial relationship exists.

Thinking Through the SAT: Helping Students Bring Advanced Comprehension and Problem-Solving Strategies to the Reading Test

Robin Forsyth, M.S.

This presentation demonstrates instructional practices designed to help dyslexic students apply advanced comprehension strategies to the reading test on the SAT. Although these passages challenge their ability to understand difficult subject-matter text, by learning to identify central ideas and support, make inferences, analyze arguments, and interpret information presented in graphs and charts, students who struggle with reading and language skills can increase their test-taking confidence and score.

RTP (

Disclosure: Robin Forsyth has no relevant financial or nonfinancial relationships to disclose.

Stages of Instruction for Teaching Reading, Spelling, and Vocabulary

Karen Leopold, M.S.Ed.

Three stages of reading, spelling, and vocabulary instruction exist in the Orton-Gillingham approach, and each stage requires students to make a cognitive shift in thinking as they learn specific skills. Effective instruction progresses logically and systematically from simple to complex, enabling the student to make connections with the information taught at each stage. Fitting the instruction to the individual is paramount in helping the student make the greatest gains. This presentation discusses these stages.

RTP (B) (D) (A)

Disclosure: Karen Leopold has no relevant financial or nonfinancial relationships to disclose.

Structured Literacy in Preschool: Early Hope for Struggling Readers

Blanche Podhajski, Ph.D.

This presentation describes what structured literacy looks like in preschool and why early educators are key to reading success. Participants learn how decades of research have shown us the reasons why it's important to embed key emergentliteracy skills across phonological awareness, alphabet skills that explicate speech to print, oral language, and executive function within play-based, developmentally appropriate activities. This session includes the implications of elevating the expertise of the early childhood workforce to identify and teach vulnerable readers.

Disclosure: Blanche Podhajski has no relevant financial or nonfinancial relationships to disclose.

CLINICAL CLI PARENT/FAMILY/ADVOCATE (PFA) RESEARCH (RSH) RESEARCH TO PRACTICE (RTP) BEGINNER (B) INTERMEDIATE (D) ADVANCED (Q)

THURSDAY, NOVEMBER 9TH



3:45 p.m. – 4:45 p.m.

Who Can Say Dyslexia? T35 **Identification of Students** With Dyslexia in Our Public Schools

Charlotte G. Andrist, Ph.D., NCSP

This workshop is for educators and school psychologists interested in learning the hows and whys of identifying students with dyslexia. An overview of the reading process and a short history of reading disabilities are presented. During this presentation, the assessment of dyslexia is based on the IDA definition of dyslexia and the I.D.E.A. framework for assessment. Participants use sample case studies of struggling reader to determine whether performance patterns are consistent patterns of dyslexia. The use of the term dyslexia in our public schools is also discussed.

Disclosure: Charlotte G. Andrist has no relevant financial or nonfinancial relationships to disclose.

Teaching Students With LD T36 Online: Key Challenges and Ways to Overcome Them

Ibrahim Dahlstrom-Hakki, Ph.D. Manju Banerjee, Ph.D. Zachary Alstad, Ph.D.

Online education has experienced exponential growth during the past few decades; however, the online environment poses significant challenges for students with executivefunction and language-processing weaknesses. This session explores the sources of struggle for students with LD online and presents lessons learned from research and practice on ways to overcome those challenges.

Participants leave with practical guidelines for improving the cognitive accessibility of their online courses.

RTP 🚯 🕕

Disclosure: Ibrahim Dahlstrom-Hakki and Manju Banerjee have no relevant financial or nonfinancial relationships to disclose.

Infographic Learning in the T37 **Common Core Era for Students With Dyslexia**

Sunjung Kim, Ph.D., CCC-SLP Rebecca Wiseheart, Ph.D., CCC-SLP

Informational text makes up 50% of required reading at the elementary level and up to 80% in college. As opposed to narrative text, informational text includes figures, tables, and graphs, collectively known as infographics. These graphic aides may enhance a reader's comprehension of informational text, especially for students with dyslexia who struggle in text-dominant educational environments. This presentation reviews the findings from three eyetracking studies investigating how students with dyslexia use infographics. **Recommendations for improving** comprehension of informational text are also included.

RSH 🚯 🕕 🗛 🤮

Disclosure: Sunjung Kim and Rebecca Wiseheart have no relevant financial or nonfinancial relationships to disclose.

Beyond Vocabulary: T38 Creating Lessons That Will Develop the Language Skills Needed to Read, Write, and **Comprehend Complex Text**

Helen Mannion, M.A., CALT Kathleen Koehler

The Common Core Sate Standards

require teachers to develop the skills students need to interact with increasingly complex text. How can teachers support students' ability to read, write, and comprehend complex text without losing focus of the curriculum in their content areas? Science, history, and other subjects present major challenges to students, and a great part of this challenge is linguistic. This session helps teachers learn how to develop lessons that will help support their students' ability to read, write, and comprehend the complex text in their content areas.

RTP (

Disclosure: Helen Mannion and Kathleen Koehler have no relevant financial or nonfinancial relationships to disclose.

Multisensory Math: T39 **Mastering the Middle School** Move From Arithmetic to Algebra

Marilyn Zecher, M.A., CALT

The transition from arithmetic to algebra can be problematic for students who struggle with language. This presentation focuses on instructional techniques and explicit language for supporting students with dyslexia as they transition to pre-algebra and algebra. Using manipulative objects and instructional techniques from structured literacy instruction, an educator can help students master essential concepts and procedures. Learn how to use morphology, coding, structured procedures, and manipulatives to teach expressions, equations, integers, exponents, and linear functions.

RTP (B) (

Disclosure: Marilyn Zecher has no relevant financial or nonfinancial relationships to disclose.

CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RESEARCH TO PRACTICE RTP BEGINNER 📵 INTERMEDIATE 🕕 ADVANCED 🔕

4:30 p.m. - 6:00 p.m.

Comprehending Text Versus Answering Comprehension Questions: Instructional Implications

Nancy Chapel Eberhardt, M.A. Margie B. Gillis, Ed.D., CALT

Comprehending text and answering comprehension questions are related, but they are not the same. To comprehend text, students must build a mental model while reading. This involves the integration of vocabulary. syntax, and background knowledge. Answering questions requires other abilities, such as creating schema to organize and remember content and interpreting questions. This session examines the differences and interaction between these two related, but distinct, reading processes. Participants learn and practice specific instructional activities and strategies during the session.

RTP 🕕 🔿

Disclosure: Nancy Chapel Eberhardt and Margie B. Gillis have no relevant financial or nonfinancial relationships to disclose.

Assessing Listening Comprehension in a Comprehensive Reading Evaluation: The Heart of the Matter

Melissa Lee Farrall, Ph.D.

This presentation focuses on the orallanguage foundation that supports reading comprehension and its potential for informing instruction. The workshop examines how tests of listening comprehension can be used to shed light on the orallanguage skills that are integral to reading comprehension. Different views of listening comprehension are examined, and standardized tests are compared and contrasted. Participants learn how to make informed decisions regarding test selection and how a well-designed evaluation can provide a window into the mind of the reader.

Disclosure: Melissa Lee Farrall has no relevant financial or nonfinancial relationships to disclose.

Making Structured Language Teaching Child Friendly, Engaging, and Multisensory

Rebecca Felton, Ph.D. Vickie Norris

This interactive session engages participants from the beginning! Attendees explore the importance of engaging the whole child through the use of visual and auditory cues and mnemonics to support the development of fluent reading and spelling. Teachers of struggling readers find the engaging strategies to develop phonemic awareness, automatic decoding, and accurate spelling a successful approach in developing their students' individual literacy skills. Child-friendly approaches motivate all learners, but these strategies have special appeal for children with dyslexia.

RTP 🚯 🕕 🔕 🚳

Disclosure: Rebecca Felton and Vicki Norris have no relevant financial or nonfinancial relationships to disclose.

T43 Keeping Up With the Times: Updated LD Guidelines at ETS and the Changing Legal Landscape

Nora Pollard, Ph.D. Morgan Murray, M.S.Ed.

During the past three years, the legal landscape focusing on accommodations on high-stakes tests has changed. The Department of Justice (DOJ) has published guidance specifically targeted to testing agencies that have had a significant impact on how these entities review documentation. As a result, ETS has made substantial changes to our documentation guidelines and procedures. In this presentation, ETS representatives discuss the newly published Guidelines for Documenting Learning Disabilities (4th ed.), the expanded use of the Certification of Eligibility, and the importance of personal statements for test takers.

CU 🕕 🛞

Disclosure: Nora Pollard and Morgan Murray have no relevant financial or nonfinancial relationships to disclose.

5 Syntax Matters! Developing Sentence Sense in Struggling Writers

William Van Cleave

Too often, instructors overlook the sentence level in working with student writing. Syntax is essential for developing students' writing and comprehension skills. This hands-on, interactive workshop explores useful strategies for developing students' sentence sense. Beginning with a brief overview of writing research, participants then focus on parts of speech and sentence parts as they apply to the act of writing. They learn about the components of a good lesson and practice with introduced techniques, many of which they can then apply the very next day in their classrooms!

RTP (B) (1) (A)

Disclosure: William Van Cleave has no relevant financial or nonfinancial relationships to disclose.

CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RSH RESEARCH TO PRACTICE RTP BEGINNER 🖲 INTERMEDIATE 🕕 ADVANCED 🔕

THURSDAY, NOVEMBER 9TH



5:00 p.m. - 6:00 p.m.

Mississippi Momentum: T45 **Teacher Preparation for Early Literacy Instruction--Findings** and Lessons From a Statewide Study

Kelly Butler, Ed.M. Linda Farrell, Ed.M.

A representative from the Barksdale Reading Institute (BRI) and lead author will describe a Statewide Study of all fifteen teacher preparation programs in Mississippi to assess how well pre-service candidates are being prepared to teach reading. The study began with 4 essential questions which led to 9 key findings and 3 big ideas for improving teacher preparation for early literacy in Mississippi. The Study was conducted in collaboration with the Institutions of Higher Learning (IHL). Educator Preparation Program participation in the Study was voluntary and unanimous and included both public and private institutions. At the completion of the Study the Governor of Mississippi established a Task Force to develop

action plans for addressing all of the Study's recommendations.

RTP

Disclosure: Kelly Butler and Linda Farrell have no relevant financial or nonfinancial relationships to disclose.

Predictors of Reading T46 **Fluency Growth in Students** With Dyslexia

Elizabeth B. Meisinger, Ph.D. Lyle H. Davis, Ph.D.

This session presents a study examining the predictors of longitudinal reading-fluency growth in students with dyslexia. Eighty students (grades 2-5) attending a day treatment program for students with dyslexia completed measures of processing skills (i.e., phonemic awareness, rapid naming speed, and short-term verbal memory) and reading skills (i.e., word reading, nonword decoding, oral and silent reading fluency, and

comprehension). These variables were examined to determine predictors of fluent reading skills across the school year, and specific subgroups of readers were identified.



Disclosure: Elizabeth B. Meisinger and Lyle H. Davis have no relevant financial or nonfinancial relationships to disclose.



Anne Cunningham, Ph.D.

Reading aloud to and with young children is an experience that serves a variety of purposes. The presenter explains how the reading experience can jumpstart the career of a successful reader. Parents and teachers are provided with the most powerful, engaging, and proven strategies for helping children develop



CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RESEARCH TO PRACTICE RTP BEGINNER 📵 INTERMEDIATE 🕕 ADVANCED 🔕

52

5:00 p.m. - 6:00 p.m.

oral-language skills through reading together. This hands-on workshop reviews current shared reading practices. Attendees receive tips/ pamphlets on shared reading and role-play suggested evidence-based activities for children with delayed language skills.

rtp 🚯 🕕 🝪

Disclosure: Anne Cunningham has no relevant financial or nonfinancial relationships to disclose.

Can Young Adolescents With Dyslexia Close Achievement Gaps With their Peers? A Longitudinal Case Study

Louise Spear-Swerling, Ph.D.

This session uses detailed longitudinal assessment data involving a sixthgrader with dyslexia to show that appropriate research-based changes to a student's educational program, if implemented with fidelity, can make a very substantial impact on the student's achievement. After about two and a half years, multiple adjustments to the student's special education interventions resulted in a significant narrowing and even some closing of her achievement gaps in reading. The session concludes with suggestions for educators for designing and improving interventions for students with dyslexia.

rtp 🚯 🕕 🔕 👶

Disclosure: Louise Spear-Swerling has no relevant financial or nonfinancial relationships to disclose.

College Students: Activating the Inactive Learner

Manju Banerjee, Ph.D. Loring Brinckerhoff, Ph.D.

Study skills have come a long way since handwritten flashcards and two-column noting-taking. Drawing from current neuroplasticity research, this session presents novel ways to look at study skills as a dynamic developmental process, including specific strategies to address collegelevel course assignments and new ways to engage hard-to-reach students. Case studies and webbased demonstrations are presented to further illustrate ways to engage students in study skills across content areas.

RTP 🕕 😂

Disclosure: Manju Banerjee and Loring Brinckerhof have no relevant financial or nonfinancial relationships to disclose.

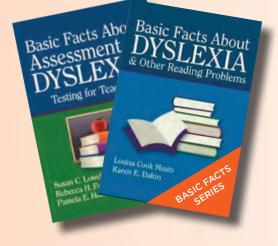


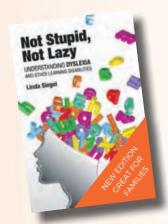
CLINICAL CLI PARENT/FAMILY/ADVOCATE (PFA) RESEARCH (RSH) RESEARCH TO PRACTICE (RTP) BEGINNER 🔞 INTERMEDIATE 🕕 ADVANCED 🔕



VISIT THE IDA BOOKSTORE!

Browse titles by your favorite authors and speakers at booth 313 in the Exhibit Hall.





SPONSORED BY:



Expert Perspectives on Interventions for Readin

8:30 a.m. – 9:30 a.m.

Evidence-Based, Research-Based, Consensus-Based, or Anecdotal Support for a Dyslexia Treatment Method: What's the Difference and Why Should You Care?

Tim Conway, Ph.D.

The term evidence-based is popular with reading instruction programs, but what does it mean for something to be evidence-based? Do all programs that claim the title meet the standard? In this session, Dr. Tim Conway, a research neuropsychologist with 30 years of experience with dyslexia, presents a working definition of evidence-based and provides criteria for judging what type of evidence for effectiveness a program actually has. He provides a clear understanding of which type of support is most meaningful and the merits and weaknesses of other types of support.

RTP 🖪 🕕 🔕 😂

Disclosure: Tim Conway is employed by Neurodevelopment of Words. No relevant financial relationship exists.

F2 The Importance of Structured Vocabulary Instruction in Math—Why, What, and How

Cheryl Cook, M.S. Jamie Williamson, Ed.S.

For students with dyslexia, learning math can be just as challenging as learning to read. Educators know that vocabulary instruction is critical for students' success in reading, but they often forget about how this plays out in math. This session focuses on why structured vocabulary instruction is critical for students' success in math, what methodology best supports this vocabulary development, and how to implement these researchbased strategies with students. All participants leave this session with tools to help students overcome the challenges of understanding the language of math.

rtp 🚯 🕕 🔕 👶

Disclosure: Cheryl Cook and Jamie Williamson have no relevant financial or nonfinancial relationships to disclose.

F3 Story Frames: Using Narrative Structure to Improve Written Language, Reading Comprehension, and Executive Function Skills.

Carolee Dean, M.S., CCC-SLP Paula Moraine, M.Ed.

Written expression is often challenging for students with dyslexia or dysgraphia. Using story frames is a means of scaffolding the higher-level skills needed for achieve proficiency in written language. This approach links executive function skills to the various stages of the writing process, enhances language-processing skills, and improves comprehension for students of all ages. Story frames use storyboards, pictography, and the structure of story grammar to address the underlying skills required for comprehension and writing at the sentence, paragraph, and essay level across ability levels.

CLI 🛽 🕕 🛞

Disclosure: Carolee Dean and Paula Moraine have no relevant financial or nonfinancial relationships to disclose.

Audio-Assisted Reading as Remediation: Beyond Assistive Technology

Bill Keeney, Ph.D., CALP

Audio-assisted reading as an accommodation provides practical

benefits for struggling readers in a classroom, but evidence suggests it might also remediate a student's own independent silent reading automaticity. This presentation seeks to explain why, how to identify who will benefit from such a program, and some of the pragmatics for implementation: a procedure and rubric for identifying candidates, practical steps toward training the students in its use, and specific advice on how to successfully move students toward independent use of these very valuable tools.

RTP 🕕 🔕 音

Disclosure: Bill Keeney has no relevant financial or nonfinancial relationships to disclose.

Take This Down: Note-Taking Skills and Strategies for Students With Dyslexia and Other Language-Learning Disabilities and Differences friday • Fr

Joseph A. Walsh, M.S., M.Ed., CCC-SLP Scott D. Goode, M.S.

Note-taking requires a constellation of skills more complicated than you may think, in more ways than you probably imagine. Successful note-taking requires either the mastery of a highly complex developmental language progression or very sophisticated strategies and work-arounds-and these are seldom fostered by the direct classroom instruction they require. In this presentation, we offer a model for successful note-taking that emphasizes processing over capture and provide many of the tools teachers need to ensure that their students approach mastery by the time they graduate high school.



Disclosure: Joseph A. Walsh and Scott D. Goode have no relevant financial or nonfinancial relationships to disclose.

FRIDAY, NOVEMBER 10TH



8:30 a.m. – 9:30 a.m.



Maxann Wanamaker, M.Ed. Megan Hartmann

Dyslexic learners can greatly benefit from the integration of technology in a 21st century education. This presentation provides a structured overview of validated interventions using Web 2.0 Tools and Google Classroom. Teachers leave with specific resources and activities to promote beneficial student interaction through technology.

RTP B

Disclosure: Maxann Wanamaker and Megan Hartmann have no relevant financial or nonfinancial relationships to disclose.





Mary Wennersten, M.Ed.

This highly engaging session helps educators understand what is necessary for a comprehensive assessment system within a multitiered system of support. These assessments will help to answer the following questions: "How much have students learned at this particular point in time? and "How can we use assessment information to help students learn to read?"

RTP B

Disclosure: Mary Wennersten has no relevant financial or nonfinancial relationships to disclose.



Thomas G. West, M.A.

In a 1925 article, Dr. Samuel Torrey Orton noted that his patient, MP, could not read but had superior powers with regard to visualization and mechanical questions. Dr. Orton asserted that conventional measures of intelligence were not able to assess these superior talents. As modern computer systems and scientific information visualization become more important, the visual skills and talents seen in many dyslexics are becoming increasingly valuable in a rapidly changing global economy.



Disclosure: Thomas West has no relevant financial or nonfinancial relationships to disclose.



Navigating the IEP for Children With Dyslexia

Emily Whitsett, M.Ed.

Knowledge is power. Collaborating with your school to create an individualized education plan (IEP) does not have to be a terrifying task or a negative experience. Parents are an integral part of developing their child's IEP and will be stronger advocates when they understand and are comfortable with the components of an IEP and the laws regulating it. This session reviews each part of an IEP and explains how SMART goals, appropriate accommodations, and proper services can be used to develop the best individualized plan for your child.

PFA 🚯 🕕 🛞

Disclosure: Emily Whitsett has no relevant financial or nonfinancial relationships to disclose.



Mary H. Yarus, M.Ed., LDT, CALT

The diagnosis of dyslexia can be overwhelming for a family. Your child is frustrated from working so hard to read, write, and spell without reaching success. Worse yet, classmates and siblings may be exceling, which only adds to the frustration. The dyslexia diagnosis can be a relief, but what does it mean? What happens next? What does the future hold? It is important for families to have accurate information to understand the diagnosis and intervention. An informed parent is an empowered parent.



Disclosure: Mary H. Yarus has no relevant financial or nonfinancial relationships to disclose.

#DyslexiaCon17 f

CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RESEARCH TO PRACTICE RTP BEGINNER 📵 INTERMEDIATE 🕕 ADVANCED 🔕

Register online at DyslexiaIDA.org



FID The Challenge of Evolving Diagnoses

Jonathan Green, Ed.M. Megan O'Hara, MAT

Whether parents receive an evaluation from a public school that diagnoses a "reading disorder" or a private evaluation that suggests a "rule out" for ADHD, diagnoses for learning differences are rarely as straight forward as they might initially appear. Understanding and teasing out additional subtle learning variations is crucial. Diagnoses tend to "evolve" over time, in part depending on the demands of the school grade, but also due to the brain growing and developing. Students and parents need to understand and accept the learning differences so that significant progress can be made.

CLI 🖪 🕕 🗛 😂

Disclosure: Jonathan Green and Megan O'Hara have no relevant financial or nonfinancial relationships to disclose.

F12 College Transition: Correcting the Myths and Misunderstandings to Help Students Be Successful in the Post-Secondary Environment

Elizabeth C. Hamblet, M.S., LDT-C

Myths about college disability services and accommodations can leave students without the critical knowledge that they need. Thinking that colleges don't offer any of these services may discourage students from attending college, but, on the other hand, believing that colleges provide every service that students had in high school might not properly prepare students for the transition either. Laws and expectations at the college level are different, but with the proper preparation and understanding, students can be successful! Learn what really happens at college and what skills students need to succeed in this exciting new environment.

PFA 📵 🕕 😵

Disclosure: Elizabeth Hamblet is the author of 7Steps for Success: High School to College Transition Strategies for Students with Disabilities, which may be referenced during the sessions. No relevant financial relationship exists.



Diana Hanbury King, Lit.hum.h.c.

People of any age can become literate, but teaching them is not like teaching children. The correct approach is especially important when teaching English as a foreign language or when working with adults of any age.

CLI 🔕 🏈

Disclosure: Diana Hanbury King has no relevant financial or nonfinancial relationships to disclose.

F14 Partnerships in Structured Literacy: Case Studies on Collaborations

Benjamin Powers Jeffrey Ruggiero, M.Ed.

This session features a discussion on how a school for students with dyslexia and ADHD created effective partnership programs in structured literacy with public schools, independent schools, and institutions of higher education. Case studies focus on strategies to engage in those opportunities, lessons learned, and actionable suggestions for school leaders to consider in forming their own partnership opportunities. This presentation will be engaging for leaders in LD schools and with potential partner-schools interested in collaborating with independent LD school programs.

PFA 🖪 🕕 🗛 音

Disclosure: Benjamin Powers and Jeffrey Ruggiero have no relevant financial or nonfinancial relationships to disclose.







10:00 a.m. – 11:30 a.m.

F15 Avoiding Conflict to Obtain the Right Result for the Child

Emerson Dickman, J.D.

Why is there so much conflict in the field of special education? It is critical for a parent or advocate to be able to effectively communicate and collaborate with district personnel. Understanding the interpersonal dynamics that impede meaningful communication is imperative. This presentation introduces nine specific strategies for understanding causes and avoiding related conflict. Empowered parents and informed instruction ensure a successful child.

PFA 🕕 🛞

Disclosure: Emerson Dickman has no relevant financial or nonfinancial relationships to disclose.

F16 Motivating Students With Dyslexia to Learn: Practical Strategies for Teachers

Gad Elbeheri, Ph.D.

This presentation discusses an important and necessary requirement for learning—motivation. Motivation is both central and essential for learning, most notably in the case of students with learning disabilities who face daily instances of low self-esteem and lack of confidence. This presentation looks at current knowledge and its application to motivate students with dyslexia and focuses on practical strategies to empower teachers while trying to help their students with dyslexia.

RTP 🖲 🕕 🝪 🏈

Disclosure: Gad Elbeheri has no relevant financial or nonfinancial relationships to disclose.

FIT Beyond Graphic Organizers: Strategies for Developing Narrative and Expository Language

Charles W. Haynes, Ed.D., CCC-SLP

This interactive session, for instructors working with elementary, middle, and high school students with languagelearning disabilities, provides concrete, theme-centered strategies for supporting language skills at the word, sentence, and paragraph levels. During the presentation, an emphasis is placed on leveraging semantic-feature analysis and micro-discourse for developing cohesion and elaboration of the personal sequence narrative (PSN). Participants see how these PSN techniques help to bridge narrative and expository discourse skills.

RTP B I A

Disclosure: Charles Haynes is the co-author of From Talking to Writing & OO2 and received royalties from the sales of this book. No relevant financial relationship exists.

F18 Topic Webs, Two-Column Notes, and Summarizing: Keys to Comprehension

Joan Sedita, M.Ed.

This session presents hands-on strategies for teaching students to use topic webs, two-column notes, and summarizing to support comprehension before, during, and after reading. Participants learn how to combine these reading/ writing strategies to support close reading following a gradual release of responsibility model (I, We, You). These strategies are aligned with several Common Core standards related to identifying main ideas and supporting details and writing using sources.

RTP 🚯 🕕 🔕

Disclosure: Joan Sedita is the owner of a publishing company and author of several publications. No relevant financial relationship exists.

F19 The Memory Connection: Multisensory Strategies for Boosting Students' Working Memory Throughout

Jennifer A. Hasser, M.Ed.

Reading and comprehending text employs working memory, the brain's system for storing and managing information. In this workshop, we discuss the research linking dyslexia and working memory deficits and present proven strategies to improve working memory simultaneously with all levels of phonics instruction. Participants learn engaging multisensory activities to use with students of any age to boost working memory and pave the way to fluent reading. We demonstrate methods of scaffolding instruction so both teachers and students feel successful. Techniques support OG/MSL teaching.

RTP 🖲 🕕 🔕 👶

Disclosure: Jennifer Hasser has no relevant financial or nonfinancial relationships to disclose.



CLINICAL CUI PARENT/FAMILY/ADVOCATE PFA RESEARCH REAL RESEARCH TO PRACTICE RTP BEGINNER 🕲 INTERMEDIATE 🕕 ADVANCED 🔕

10:00 a.m. – 12:00 p.m.

F20 Testing for Teaching— Basic Facts About the Dyslexia Assessment

Eric Q. Tridas, M.D. Susan C. Lowell, M.A., B.C.E.T.

During this presentation, the speakers describe the components of the evaluation of an individual with dyslexia based on its definition and criteria for identification. The presenters offer information regarding standardized assessment measures to assess dyslexia and how to use this information to provide remediation and accommodations. The participants learn strategies about gathering information from and providing feedback to caregivers and other professionals.

CU 🛽 🖉 🗶 🛞

Disclosure: Eric Tridas and Susan C. Lowell have no relevant financial or nonfinancial relationships to disclose.

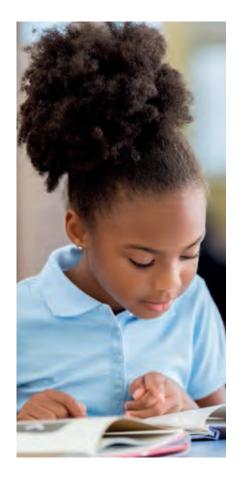


Cawley Carr, MS, CCC-SLP Nancy Redding, M.Ed., FIT/ AOGPE, CDT/IDA

What is it like to have dyslexia and related learning disabilities, such as dysgraphia? Recently updated by the Northern California Branch of IDA, Experience Dyslexia® is a handson simulation that provides a lively, thought-provoking activity for parents, teachers, or anyone interested in better understanding the lives of individuals with dyslexia.

PFA B 🛞

Disclosure: Nancy Redding and Cawley Carr have no relevant financial relationships to disclose. All presenters are members of the Northern California Branch of International Dyslexia Association, in whose name the simulation Experience Dyslexia® is registered.





CREATING NEW DYSLEXIA LEGISLATION: NAVIGATING THE PROCESS

In this interactive panel discussion, Decoding Dyslexia leaders will discuss how parents in several states have successfully navigated the legislative process, which led to new Dyslexia Laws in those states.

Panelists will share tips and suggestions on their "start to finish roadmap" which participants could duplicate in their own states.

Decoding Dyslexia is a grassroots movement driven by passionate parents to empower families and professionals to make a difference for people impacted with dyslexia.



CLINICAL 📶 PARENT/FAMILY/ADVOCATE 📴 RESEARCH 📧 RESEARCH TO PRACTICE 💶 BEGINNER 🚯 INTERMEDIATE 🕕 ADVANCED 🔕



11:15 a.m. – 12:15 p.m.

F22 What Comes Next? Supporting Students With LBLD Through the Postsecondary Planning Process

Kerri Coen, M.Ed.

Stress and confusion can be typical for high school seniors as they consider what to do after graduation. For the student with LBLD, the challenges of this process are magnified. This practical workshop presents tools and strategies to help students understand their goals, learning profiles, and options, along with strategies to help them make their final decisions.

PFA 🖪 🕕 😤

Disclosure: Kerri Coen has no relevant financial or nonfinancial relationships to disclose.

F23 From Kindergarten Through College With Dyslexia: Parent Perspective and Student Voice

Mary Heather Munger, Ph.D. Max Munger

Dr. Mary Heather Munger and her son, Max, share what they have learned while navigating K-16 continuum with dyslexia. The experience inspired Dr. Munger to pursue her doctorate, and she currently teaches reading to future teachers at the University of Findlay. Max survived and thrived through the challenges of his academic life and is now a proud graduate of Purdue University. He currently resides in Chicago and works for Yelp. This opportunity is designed for conference attendees to learn from the Mungers' experiences to make their own individual journeys as smooth as possible.

PFA 🚯 🕕 🗛 🛞

Disclosure: Mary Heather Munger and Max Munger have no relevant financial or nonfinancial relationships to disclose. F24 Read the Room: Developing Social and Emotional Skills for Young People With Dyslexia and Other Language-Based Learning Disabilities

M. Bradley Rogers, Jr.

Learn the process of developing these critical skills for young people with dyslexia and other languagebased learning differences to achieve college and life success. This session identifies and focuses on the essential nonacademic skills these young people need to learn to self-advocate, problem solve, manage time, talk persuasively, process nonverbal messages, manage personal finances, leverage their strengths with ownership, and bypass their weaknesses.



Disclosure: M. Bradley Rogers has no relevant financial or nonfinancial relationships to disclose.

F25 Technol-OGy: EdTech to Enhance Structured-Literacy Instruction

Theresa Collins, MS, F/AOGPE Sharon LePage Plante, M.Ed

Historically, structured-literacy approaches have been the most effective for remediating language difficulties. The utilization of technology can make this type of instruction a multisensory process that is engaging and explicit while still maintaining the individualization and diagnostic-prescriptive aspects that are its hallmarks. In this presentation, an Orton-Gillingham Fellow and a director of technology share how they have collaborated to include technology as an instructive and assistive tool following the traditional Orton-Gillingham approach in the small classroom setting.



Disclosure: Theresa Collins and Sharon LePage Plante have no relevant financial or nonfinancial relationships to disclose.

CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RESEARCH TO PRACTICE RTP BEGINNER 📵 INTERMEDIATE 🕕 ADVANCED 🔕

#DyslexiaCon17 **f**

Download the 2017 IDA Annual Conference App Dyslexia Con177

The Conference app offers interactive, easy-to-use features to enhance your conference experience.

Activity

XDYSLEXIACON17 READING, LITERACY & LEARNING CONFERENCE





Check the conference agenda, explore sessions, and keep current on what's happening each day.

Review your personal schedule so you won't miss a single session.

Find session room locations and speaker information.

Keep notes on sessions, keynotes, and exhibitor booths.

Interact with a real-time feed of all event activity, including trending sessions, most popular photos, and hot topics of discussion.

Earn points, badges, and prizes for being active on the app and at the event. Check the leaderboard to compare your engagement to other attendees.

Expand your professional network and have fun!

DyslexiaCon17 app available for download in October.



POSTER PRESENTATIONS • 12:00 p.m. – 2:00 p.m.

Reliability and Validity of a Chinese Literacy Assessment for School Learners in Singapore

Tan Ah Hong, Ph.D. Yun Rui Kong

This session covers the development of a tool used to assess the learning ability and needs of students learning Chinese, arising from the absence of a standardized testing tool for Chinese in Singapore. The cognitiveand literacy-related skills covered in the tool are word recognition, morphological awareness, visuoorthographic skills, copying, spelling, and comprehension. Findings of the study and its implication are discussed. The formulated guidelines discussed in this presentation can inform the development of appropriate interventions for learners with language-learning difficulties.

RSH 🕑 🕕 🏈

Disclosure: Tan Ah Kong and Yun Rui Kong have no relevant financial or nonfinancial relationships to disclose.

FP2 The Effectiveness of a Chinese Intervention Program for Dyslexics and Struggling Learners

Yun Rui Kong

This session covers the similarities and differences between dyslexics and struggling learners in Chinese, reading and writing errors common to dyslexics, and the effectiveness of intervention for dyslexics and struggling learners. It includes findings from surveys done with students and their parents to investigate their language attitudes and perceptions when learning, and it also covers how a typical intervention session at the Dyslexia Association of Singapore is designed and planned. Practical demonstrations of how reviews are carried out and word recognition strategies are taught.

RSH 📵 🕕 🏈

Disclosure: Yun Rui Kong has no relevant financial or nonfinancial relationships to disclose.



Jamie Bouck, MAT Donna Cherry, M.Ed.

21st-century students are global collaborators, creative communicators and computational thinkers (ISTE, 2016). This poster chronicles a model project combining 3D design with global partnership. Students collaborate with peers across the globe, benefiting from an authentic audience. Through the engineering design cycle, students apply math skills and visual-spatial abilities to solve real-world problems. Such initiatives are possible even for schools constrained by space and time. Conference participants walk away with resources for global connections promoting 21st-century literacies.

RTP 🖲 🕕 🏈

Disclosure: Jamie Bouck and Donna Cherry are employed by the Swift School. No relevant nonfinancial relationship exists.

FP4 Evaluating the Impact of Dyslexia Laws on Identification of Specific Learning Disability and Dyslexia

Beverly Anne Phillips, M.A.Ed., M.S. Tim N. Odegard, Ph.D., CALP

This poster presents the research of an examination of the dyslexia legislation in the United States. Results include a comparison of the prevalence rates of specific learning disability in those states that have implemented dyslexia legislation to those states that have not implemented dyslexia legislation, a comparison of SLD rates in years prior to legislation to rates post legislation within states with legislation, and a comparison of rates in states that specifically identify dyslexia.

RSH 🖪 🕕 🝪

Disclosure: Beverly Anne Phillips and Tim N. Odegard have no relevant financial or nonfinancial relationships to disclose.

Awareness of Verbal Inflectional Morphology in Greek Children With Reading Difficulties

Kyriakoula M. Rothou, Ph.D. Susana Padeliadu

This presentation provides some preliminary data about the morphological skills of Greek children with reading difficulties. It also aims to reveal the contribution of oral language and cognitive skills to morphological awareness.

RSH 🕕 🙆 🏈

Disclosure: Kyriakoula M. Rothou and Susana Padeliadu have no relevant financial or nonfinancial relationships to disclose.

FP6 Identification Skills and Rhyme Production in Children With Developmental Dyslexia, Learning Difficulties and Proficient in Reading

Cíntia Alves Salgado Azoni, Ph.D. Jéssika Santiago da Rocha

Rhyme has been a widely studied phonological awareness as one of the predictors of reading. Objectives: to characterize and compare the identification of skills and rhyme production in children with different conditions. Method: 95 children, 33 with

DADENIT /EANILY / ADV/OCATE	DEA	DECEADOL	DCL	DECENDOU TO DDACTICE	DTD		(\mathbf{R})				(Δ)
PARENT/FAMILY/ADVOCATE	FFA	KESEAKUN	KSEL	RESEARCH TO PRACTICE	KIF	DEGIININEK	S	INTERNEDIATE	$\mathbf{\cdot}$	ADVAINCED	$\overline{\mathbf{v}}$
 , ,			_				_		_		-



POSTER PRESENTATIONS • 12:00 p.m. – 2:00 p.m.

dyslexia (G1), 26 with school difficulties of pedagogical order (G2) and 36 without complaint from any difficulty in reading (G3). CONFIAS Test–rhyming tasks was employed. Results: G3 performed better on both tasks; G1 and G2 have no statistically significant differences; G2 presented no significant breakthrough performance over the age.

RSH 🕕 🌎

Disclosure: Cíntia Alves Salgado Azoni and Jéssika Santiago da Rocha have no relevant financial or nonfinancial relationships to disclose.

(FP7) When Phonics Isn't Enough: Building Sight Vocabularies in Beginning Readers

Ashley E. Pennell, M.A., doctoral student

Do you struggle with teaching sight words to beginning readers? Can authentic reading experiences provide the foundation for sight-word growth? In this poster session, the researcher: (a) describes a pilot study conducted in a first-grade classroom, (b) provides detailed case studies of ten struggling readers, and (c) shares rich descriptions of instructional strategies that worked with these students.

RTP B

Disclosure: Ashley Pennell has no relevant financial or nonfinancial relationships to disclose.



Avery L. Poirier

A fun and informative presentation by 19-year-old Avery Poirier, "Dyslexia from the Inside Out" is geared toward people aged 8 to adult. Developed as a way of explaining to her nondyslexic classmates—"once and for all"—her use of technology, tutoring, and curriculum accommodations, Avery's program covers the basic neuroscience of dyslexia; its prevalence, symptoms, and psychosocial impact; and suggestions for accommodations at home and school. The program ends with simple exercises that demonstrate the extra effort dyslexic brains make to effectively process spoken and written language.

PFA 🛯 🕕 🔿 😁

Disclosure: Avery Poirier has no relevant financial or nonfinancial relationships to disclose.

FPP Students Identified as Long-Term English Learners With Learning Disabilities: Struggling to Read, Struggling With English, or Both?

Laura Rhinehart, M.Ed.

This session shares the results from a study of the demographic characteristics and standardized English language development (ELD) test scores of 828 long-term English learners (LTELs) with and without learning disabilities (LD). Results from this measure allow for comparisons between the different domains of ELD, including reading, writing, listening, and speaking. Multiple findings are presented, including the finding that the reading domain was the most challenging subtest for these students. Implications for policy and practice related to LTELs, including LTELs with LD, are discussed.

RSH 🖪 🕕 🗛 👶 🏈

Disclosure: Laura Rhinehart has no relevant financial or nonfinancial relationships to disclose.

FP10 A Study of Public Educators' Knowledge of Dyslexia: Myths and Realities

K. Melissa McMahan, M.Ed., LDT, CALT-ICALP Tim N. Odegard, Ph.D., CALP

Classroom teachers are on the front lines in the fight for literacy

advancement. If students with the characteristics of dyslexia are to be identified early, these frontline fighters require knowledge of the characteristics of dyslexia and evidence-based reading interventions. This presentation reports the results of a survey of teacher knowledge and beliefs about dyslexia and the myths and realities held. Additionally, evidence-based suggestions for training and development are presented.

RTP 🖲 🕕 🗛

Disclosure: K. Melissa McMahan and Tim N. Odegard have no relevant financial or nonfinancial relationships to disclose.

(FP11) Screening for Reading Deficits Using Eye Tracking and Machine Learning

Gustaf Öqvist Seimyr, Ph.D. Mattias Nilsson Benfatto, Ph.D.

We present a method that quickly, within minutes, predicts reading deficits in children with an accuracy of 95% and a good balance between sensitivity and specificity. We use machine learning of eye movements during reading to identify children with reading problems, relative to grade- and age-level expectations. Although irregular eye movements are symptomatic rather than causal, our results demonstrate that eye movements can be useful in the early discovery of reading deficits. In this presentation, we show how our method works for English and discuss how it can be used for screening in schools.

RTP 🚯 🕕 🔕 🚱 🄇

Disclosure: Gustaf Öqvist Seimyr and Mattias Nilsson Benfatto are founders and own equity in Lexplore. The method outlined in this session is a product of Lexplore. No relevant financial relationship exists.

CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RSH RESEARCH TO PRACTICE RTP BEGINNER 📵 INTERMEDIATE 🕕 ADVANCED 🔕



63



FRIDAY GENERAL SESSION

2:00 p.m. – 3:30 p.m. Norman Geschwind Memorial Lecture

New Data on How Literacy Transforms the Brain

The acquisition of literacy is accompanied by a major reorganization of cortical circuits in order to "recycle" them for the efficient processing of written words. Mr. Dehaene will describe the results of a new longitudinal study where functional MRI data was collected every two months before, during and after the acquisition of reading in individual children. The results shed light on the hurdles that face any young reader. Cognitive neuroscientist and director of the Cognitive NeuroImaging Unit at NeuroSpin in Saclay, France, Stanislas Dehaene has made the study of the human brain his life work. His research combines the methods of experimental psychology, neuropsychology, neuroimaging and mathematical modeling to dissect the brain mechanisms associated with human competence, including mathematics, language processing, and access to consciousness. The scientific contributions and ongoing research led by Dehaene have resulted in important advancements in understanding the brain organization of human cognitive abilities and pathologies.



STANISLAS DEHAENE



ERIC TRIDAS, M.D.

PRESENTATION OF THE MARGARET BYRD RAWSON LIFETIME ACHIEVEMENT AWARD TO ERIC TRIDAS, M.D.

Dr. Tridas is the Medical Director of the Tridas Center for Child Development, a Clinical Associate Professor in Pediatrics at the University of South Florida, Morsani College of Medicine, a member of the National Joint Committee on Learning Disabilities (NJCLD) and a past president of the International Dyslexia Association. He is also the State Medical Director for Pediatric Health Choice-Prescribed Pediatric Extended Care Facilities (PPEC). He is an International Advisor for Project Difference, an organization that provides support for children with learning differences in Barcelona, Spain.

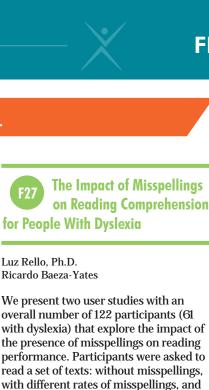
Dr. Tridas is a Developmental Pediatrician who specializes in the diagnosis and management of neurodevelopmental conditions including ADHD, learning differences, dyslexia, autism spectrum disorders, intellectual disabilities and other developmental and behavioral problems. Dr. Tridas is also a founder and partner of Tridas, LLC, a software company that developed the Tridas eWriter, an application for web-based structured interviews of caregivers and teachers that generates a customized evaluation report and provides hundreds of specific recommendations.

Dr. Tridas lectures and consults nationally and internationally on topics such as dyslexia, learning disorders, ADHD, autism spectrum disorders, anxiety, executive functions and other behavioral and developmental pediatrics related subjects. He is editor and co-author of a book for parents titled From ABC to ADHD: What Every Parent Should Know About Dyslexia and Attention Problems.

Dr. Tridas has resided in the Tampa Bay area in Florida since 1982. He completed his fellowship in Ambulatory Pediatrics with emphasis on Developmental Disabilities at the Children's Hospital Medical Center in Boston. During that time he held an appointment as a Teaching Fellow at Harvard University. Dr. Tridas completed his residency in Pediatrics at the Children's Hospital of Buffalo and is a graduate of the University of Puerto Rico, School of Medicine.

CLINICAL CLI PARENT/FAMILY/ADVOCATE (PFA) RESEARCH (RSH) RESEARCH TO PRACTICE (RTP) BEGINNER 🚯 INTERMEDIATE 🕕 ADVANCED 🔕





texts with jumbled letters. Readability

was measured via eye-tracking measures

The main conclusion is that the presence

of errors in the text does not impact the

reading performance of people with

dyslexia as much as it does for people

Disclosure: Luz Rello and Ricardo Baeza-Yates

A Parent's Guide to

Dyslexia Get Ready for College

Helping Your Student With

have no relevant financial or nonfinancial

and comprehension via questionnaires.

The Big Shift: Dyslexia F29 **Beyond High School**

Jennifer C. Zvi, Ph.D. Tara Joyce, Ed.D.

This presentation focuses on the various issues facing the postsecondary student with dyslexia, including skill deficits, appropriate accommodations and compensatory strategies, the laws pertaining to postsecondary students with disabilities, and the importance of self-advocacy and personal success attributes.

PFA 🚯 🤮

Disclosure: Jennifer C. Zvi and Tara Joyce have no relevant financial or nonfinancial relationships to disclose.

Linguistic and Cognitive F30 **Characteristics of Greek Dyslexic and Nondyslexic Students'** Writing Profiles in Greek and in **English as a Foreign Language**

Georgia Andreou, Ph.D. Sotiria Tzivinikou, Ph.D. Julie Baseki, Ph.D.

This study explores similarities and differences between Greek dyslexic and non dyslexic students in the linguistic and cognitive processes involved in their writing and the effect of the use of English as a foreign language on their composing profiles. Dyslexic students' deficient low-level linguistic skills seem to have an effect on their pausing and revision behaviour while these children's both low-level and higher-level processes involved in writing seem to be lagging rather than deviant.

RSH 🕕 🎧

Disclosure: Georgia Andreou, Sotiria Tzivinikou, and Julie Baseki have no relevant financial or nonfinancial relationships to disclose.

3:45 p.m. – 4:45 p.m.

Longitudinal Evidence of F26 **Summer Slide for Elementary** Age Students in the Context of an **Effective Blended-Learning Approach** to Reading Instruction

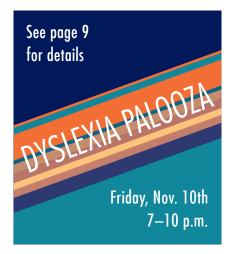
Paul Macaruso, Ph.D. Raffaela Wolf Elizabeth Kazakoff, Ph.D.

This presentation discusses longitudinally examined K-3grade students from a low SES school district who received literacy instruction with a blended-learning reading program during two school years. Significant gains were found on a standardized reading test at the end of each school year. However, between school years, students showed a notable drop in performance consistent with a summer slide. This presentation discusses the results of the study and possible options to lessen the impact of summer slide.

RSH 🖪 🕕 🔕 🔒

Ø

Disclosure: Paul Macaruso, Raffaela Wolf, and Elizabeth Kazakoff are employed by Lexia Learning whose software was used in the presented study. No relevant financial relationship exists.



#DyslexiaCon17

Janet P. Thibeau

F28

without dyslexia.

RSH 🕕 🤮 🏈

relationships to disclose.

For any parent, helping a student get ready for college can be challenging. Those challenges can seem even more daunting if your child has dyslexia. This interactive session helps you understand some of the key factors to consider while your child chooses colleges of interest, completes applications, writes essays, seeks accommodations, and transitions to college life. This session is designed to help you better support your child through the college process so that you and your child-are ready for college.



Disclosure: Janet Thibeau has no relevant financial or nonfinancial relationships to disclose.



Register online at DyslexialDA.org

CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RSH RESEARCH TO PRACTICE RTP BEGINNER 📵 INTERMEDIATE 🕕 ADVANCED 🔕



Parent Roundtables: Ask the Experts 😂





3:45 p.m. – 5:30 p.m.

Decoding Dyslexia has put together this rare opportunity to have small group discussions with experts in the field of dyslexia and other learning differences to discuss topics such as IEP's, classroom accommodations, dyscalculia, homeschooling, student advocacy, understanding evaluations, and assistive technology. Parents will be able to rotate among several concurrent topics during this session.

Decoding Dyslexia is a grassroots movement driven by passionate parents to empower families and professionals to make a difference for people impacted with dyslexia.

3:45 p.m. – 5:15 p.m.

Executive Functions: What F31 Are They, Why Are They Important, and How Can I Help?

Cheryl Ann Chase, Ph.D.

Executive functions are a set of cognitive skills that, when working properly, allow students to behave in deliberate, organized ways. When development of these skills is delayed, academic performance suffers. When serving students who have special educational needs, it is imperative that we consider if the student is displaying age-appropriate executive skills; additional assessment and intervention may be needed. This recently updated talk defines the term executive functions, and describe how they are assessed, ways they impact learning and performance, and strategies we can use to help.



Disclosure: Cheryl Ann Chase has no relevant financial or nonfinancial relationships to disclose.



Mobile Apps to Enhance Structured Literacy

Elaine Cheesman, Ph.D., Certified Dyslexia Specialist, CALT, QI David Winters, Ph.D., Certified Dyslexia Therapist, Fellow (AOGPE)

Mobile apps, for both iPad and Android platforms, are effective tools to support structured literacy. This session highlights the use of assistive and instructional technologies for students who struggle with reading and writing skills. This session covers several free or low-cost computer and mobile apps, programs, and devices that can enhance a person's ability to succeed in the classroom, on the job, or in community situations. This presentation highlights some of the best apps currently available.



Disclosure: Elaine Cheesman and David Winters have no relevant financial or nonfinancial relationships to disclose.

Morphology for the F33 **Primary Grades in the Public Schools**

Ronald Yoshimoto, M.Ed, M.S.W.

The session discusses the definition of morphology and its importance in structured literacy instruction in grades K–2. Scope and sequence; a card drill with morphology cards; procedures for introducing prefixes, suffixes, and Latin roots; strategies for word building with morphemes; and ways to integrate morphology with other subject areas are all described in this hands-on session. Participants are provided with a CD of worksheets and mini-card decks.

RTP 📵 🕕 音

Disclosure: Ronald Yoshimoto has no relevant financial or nonfinancial relationships to disclose.

#DyslexiaCon17 f

CLINICAL CUI PARENT/FAMILY/ADVOCATE (PFA) RESEARCH (RSH) RESEARCH TO PRACTICE (RTP) BEGINNER 📵 INTERMEDIATE 🕕 ADVANCED 🔕

3:45 p.m. – 5:45 p.m.

F34 The 4 Ds: Describe, Design, Deliver, Determine

Elsa Cárdenas-Hagan, Ed.D, CCC/SLP, CALT, QI Suzanne Carreker, Ph.D, CALT, QI Eric Q. Tridas, M.D.

It is necessary for educators to understand and describe students' strengths and weaknesses to design a treatment plan, deliver appropriate instruction, and, thus, determine effectiveness. This session addresses methods for understanding and describing students' language, reading, spelling, and written language skills. Participants learn a procedure for gathering relevant background information, practice the collection and analysis of data, and align this information with evidencebased treatment. A continual process for determining effectiveness is also included.

RTP 🕕

Disclosure: Elsa Cárdenas-Hagan, Suzanne Carreker, and Eric Q. Tridas have no relevant financial or nonfinancial relationships to disclose. **F35** Using the Science of Learning Difficulties to Interpret and Implement 504 Accommodations

Fumiko Hoeft, M.D., Ph.D. Nicole Ofiesh, Ph.D. Nancy Cushen White, Ed.D. Nancy Redding, M.Ed.

This workshop focuses on helping parents and professionals understand the links between cognition, science, and 504 accommodations. The session begins with an overview of the neuroscience of learning disorders. Then, participants, in small groups, discuss the cognitive underpinnings of accommodations, review case studies of students with 504 accommodation plans, and generate appropriate ways of implementing accommodations in the classroom. Finally, participants learn the rationale and research behind the most common accommodations used by schools today.

RTP 🖲 🕕 🔕 🝪

Disclosure: Fumiko Hoeft, Nicole Ofiesh, Nancy Cushen White, and Nancy Redding have no relevant financial or nonfinancial relationships to disclose.



clinical 💷 parent/family/advocate 📭 research 📧 research to practice 💶 beginner 🚯 intermediate 🕔 advanced 🔕

friday • Fr

Ø



FRIDAY, NOVEMBER 10TH



5:00 p.m. - 6:00 p.m.

F36 Academic Language and Its Connection to Reading Success: The Speech-Language Pathologist's Role in Supporting Struggling Readers

Carlyn Friedberg, M.S., CCC-SLP

To meet the demands of rigorous educational standards across the curriculum, students must master academic language skills. This session features ways that speech-language pathologists can work directly in the classroom to support the development of these skills for struggling readers. Participants learn about current research on academic language and its relationship with reading comprehension, along with practical ways that speech-language pathologists can promote students' academic language skills through meaningful assessment, co-teaching strategies, and explicit instruction.

RTP 🕕 🝪

Disclosure: Carlyn Friedberg has no relevant financial or nonfinancial relationships to disclose.

F37 The Hand-off to College: From ADHD Parent Coach to Higher Ed Student Services— Bridging the Support for Success

Jacqueline Jewett, Ed.M. Cindy Goldrich, Ed.M., ACAC

Navigating higher education support services is a difficult process for ADHD and EF students and even more frustrating for parents. This presentation will help both student and parent navigate and build a tool box for success.

PFA 🖲 🕕 音

Disclosure: Jacqueline Jewett has not relevant financial information to disclose. Cindy Goldrich

is the author of 8 Keys to Parenting Children with ADHD. No relevant financial relationship exists.

F38 Do All U.S. High School Students Have a Foreign Language Reading "Disability"? Reading Without Meaning and the Simple View

Richard L. Sparks, Ed.D.

The Simple View of Reading (SVR) posits that reading comprehension is the product of word decoding and language comprehension and that there are four types of readers-good, dyslexic, hyperlexic, and garden variety. U.S. high school students completing first-, second-, and thirdyear Spanish were administered Spanish word decoding and reading comprehension measures, compared to native Spanish readers, and classified by SVR reader type. All students fit the hyperlexic or garden variety profiles. Findings call into question diagnosing a foreign-language disability before a student engages in FL study.

RSH B I A

Disclosure: Richard Sparks has no relevant financial or nonfinancial relationships to disclose.

F39 Dyslexia in Adolescence: What Happens After Students Learn to Decode?

Devery Mock Ward, Ph.D.

The Appalachian State University Reading Clinic provides reading instruction to students who struggle with dyslexia and supports these students as they transition through middle and high school. Many of these students master decoding before leaving elementary school, yet they struggle with reading fluency throughout the upper grades. In this session, parents and tutors learn about: (1) accommodations and modifications that support disfluent readers in secondary classrooms, and (2) instructional practices that facilitate the development of reading fluency throughout adolescence.

PFA 🚯 🕕 🔮

Disclosure: Devery Mock Ward has no relevant financial or nonfinancial relationships to disclose.

F40 Mr. and Mrs. Doe v. Cape Elizabeth School Department: Anatomy of a Dyslexia Case

Claire A. Ginder Victoria Papageorge, M.Ed., M.S. Amy Phalon, Esq.

This session details Mr. and Mrs. Doe's advocacy on behalf of their daughter Jane, a student with dyslexia. Mrs. Doe and two members of the legal and professional team who worked on the case share real-world strategies for effective advocacy at every level of the process from the classroom to the courtroom. They also discuss how the rulings in the case and other recent special education-related cases may have an impact on how the needs of children with dyslexia are addressed in public schools. This session is a companion to Mr. and Mrs. Doe v. Cape Elizabeth School Department: Inherit the IEP.

PFA 🖪 🕕 🔕 🛞

Disclosure: Claire Ginder, Victoria Papageorge, and Amy Phalon have no relevant financial or nonfinancial relationships to disclose.







BUILDING FOUNDATIONS. ENABLING SUCCESS.









Focused, accelerated, dyslexia remediation Small class size Intense, full-day academic program for students grades K-6 Summer Academic Program Teachers trained in the *Orton-Gillingham Approach*



schenck.org

f fb/SchenckSchool

@schenckschool

@schenckschool





SATURDAY GENERAL SESSION

9:00 a.m. – 10:30 a.m. Thinking Differently: Reframing Learning for a New Generation

What does it mean to be a "different thinker?" How can we make strides toward creating a world in which every learner is recognized? By sharing some of his own LD/ADHD journey, Mr. Flink will provide answers to these questions. At the core is a message of personal empowerment, academic success, and educational revolution for people who think differently.



DAVID FLINK

David Flink is the Founder and Chief Empowerment Officer of Eye to Eye, the only national mentoring movement run for and by people with LD/ADHD. David holds a master's degree in disability studies in education from Columbia University and bachelor's degrees with honors in education and psychology from Brown University.

David sits on three national nonprofit boards: Hunt Alternatives, Generation Citizen, and CAST. He was awarded a Prime Movers Fellowship sponsored by the Hunt Alternatives Fund, is an Ashoka Fellow, and received the GQ Gentleman's Fund Leader Award. He regularly speaks to audiences ranging from students and educators to social entrepreneurs, policy makers, and corporate leaders.

He is the author of *Thinking Differently*, in which he enlarges our understanding of learning and offers new, powerful strategies for teaching, parenting, and supporting kids with learning and attention issues. For more information about David, his book, and Eye to Eye, visit davidflink.com and eyetoeyenational.org.

#DyslexiaCon17 f



CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH 📧 RESEARCH TO PRACTICE 💶 BEGINNER 🚯 INTERMEDIATE 🕕 ADVANCED 🔕

10:45 a.m. – 11:45 a.m.

Teaching, Intervening, and **S1 Advancing Comprehension** Instruction: Meeting CCSSs and Assuring **Understanding for Every Student**

Donna L. Knoell, Ph.D.

This presentation provides multisensory strategies and activities to help students comprehend both fiction and nonfiction text, including specific ideas to help students construct meaning and connect with text and vocabulary-building strategies. The presenter demonstrates how comprehension of both text and visuals is key to meeting Common Core State Standards, while building deep levels of understanding. Strategies and activities are effective for all readers, dyslexic students and those in regular classrooms without LD identification.

rtp 🚯 🕕 🗛 🤮

Disclosure: Donna Knoell has no relevant financial or nonfinancial relationships to disclose.

Talking to Students and S2 Parents About Dyslexia -**Translating Research Findings Into Everyday Language**

Susan C. Lowell, M.A., B.C.E.T. Margie B. Gillis, Ed.D.

This presentation suggests ways that professionals can talk to students and parents about dyslexia, sharing decades of literacy research using simple, everyday language. Students and parents who understand literacy acquisition, including the prevalence, definition, symptoms, diagnosis, and treatment of dyslexia, will be informed and able to find the best, most effective educational treatment. Once students and parents know how pervasive literacy problems are and understand

that effective educational treatment is remediation and accommodation, they gain empowering insights.

PFA 🚯 🕕 🔮

Disclosure: Susan Lowell and Margie B. Gillis have no relevant financial or nonfinancial relationships to disclose.

Structuring Literacy for African American Students: What Teachers Need to Know

Ramona T. Pittman, Ph.D. Benita R. Brooks, Ph.D.

This presentation focuses on teachers' knowledge and perceptions of African American English (AAE). AAE is the language that roughly 80% of African Americans speak, and it is a rule-governed dialect that differs phonologically, grammatically, and syntactically from Academic English. Presenters share and discuss the results of a survey that was administered to teachers. In addition, practical implications are shared through audience participation in structuredliteracy activities, especially those centered around phonological awareness and its importance for African American students.

rtp 🚯 🕕 🔕 🔒

Disclosure: Ramona T. Pittman and Benita R. Brooks have no relevant financial or nonfinancial relationships to disclose.



Mary-Margaret Scholtens, M.S.E. Reading

If dyslexics think in 3D, then let's teach them in 3D. Add a new level to any OG/MSL approach by teaching in three dimensions. Phonemic objects aren't just for teaching initial consonants anymore. Learn how to teach blending, segmenting, and even

71

spelling and reading rules in 3D-the way dyslexics think. This workshop also shows other multisensory ways to teach the brain. Participants receive: phonemic objects, a 3D early intervention packet, sand tray beads, and more.

RTP B

Disclosure: Mary-Margaret Scholtens has no relevant financial or nonfinancial relationships to disclose.

Barebones Grammar for S5 **Reading and Writing: A** Structured Literacy Approach to Sentence-Level Writing and Comprehension

Wendy Stacy, M.S., CCC-SLP, LDT, CALT-QI, CDT

An understanding of the function or grammatical roles that words play in sentences is a necessary precursor to developing fluent sentence formation and comprehension skills. In this hands-on, interactive workshop, participants are exposed to an explicit, systematic, inquiry-based approach to sentence analysis, formation, and comprehension. They practice with the concepts introduced and leave with tools they can immediately implement in their classrooms.



Disclosure: Wendy Stacy is the author of products that will be discussed in the session. No relevant nonfinancial relationship exists.



SATURDAY, NOVEMBER 11TH





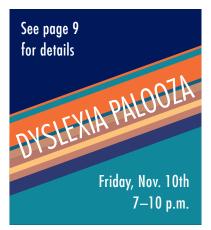
Bob Cunningham, Ed.M. Joseph Cortes

One of every five kids has learning and attention issues. Have you ever wished you could better understand what your child is experiencing? In this session, led by Understood.org, you

have an opportunity to hear from kids, experience a simulation, and learn from experts. When you can see it from their side, you can be on their side.

PFA 🚯 🕕 🔮

Disclosure: Bob Cunningham and Joseph Cortes have no relevant financial or nonfinancial relationships to disclose.



10:45 a.m. – 12:45 p.m.

State-Level Dyslexia S7 Legislation: Models for How States Are Training Educators and Providing Validated Interventions

Carrie Thomas Beck, Ph.D.

This session provides an opportunity for state-level dyslexia specialists and other stakeholders to learn about different states' models for implementing teacher training and intervention requirements of adopted dyslexia legislation. During this session, a panel, consisting of statelevel personnel leading the dyslexia reform efforts in various states. present a brief summary of their state legislation and the specifics on how the state is rolling out the requirements specific to teacher training and intervention in schools and districts.

PFA 🖪 🕕 🗛 🚷

Disclosure: Carrie Thomas-Beck has no relevant financial or nonfinancial relationships to disclose

Teaching the Teachers: S8 Effective Models for Colleges and Universities

Karen S. Vickery, Ed.D., LDT, CALT, QI Missy Schraeder, M.S., CCC-SLP, CALT, QI Kay Peterson, M.S., LDT, CALT, QI Mary Farrell, Ph.D.

This panel presentation provides information on four university or college settings that provide course instruction in phonetic, multisensory, structured language strategies. College and university staff can learn to encourage, support, and integrate MSL training into an established core curriculum.

RTP 🚯 🕕 🔕

Disclosure: Karen S. Vickery, Missy Schraeder, Kay Peterson, and Mary Farrell have no relevant financial or nonfinancial relationships to disclose

Making Connections: The S9 Ten-Year Journey of an Independent School to Build Bridges Between Research to Practice and Practice to Sustainable Implementation

Michelle A. Duda, Ph.D., BCBA-D Patricia M. Roberts Julia Salamone, M.Ed.

All students, whether they attend independent or public schools, deserve access to effective instruction and effective literacy programs today and for generations to come. This session describes the ten-year journey of a successful independent school to create a comprehensive and evidencebased literacy model and the use of implementation science of best practices to replicate and sustain it. This presentation shares both the development of the comprehensive model from research into defining what it looks like in practice and how to empower educators to implement and sustain it across school settings.

(B)

Disclosure: Michelle A. Duda, Patricia Roberts, and Julia Salamone have no relevant financial or nonfinancial relationships to disclose.

#DyslexiaCon17

CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RSH RESEARCH TO PRACTICE RTP BEGINNER 📵 INTERMEDIATE 🕕 ADVANCED 🔕

12:00 p.m. – 1:00 p.m.

S10 Designing and Implementing a Districtwide Screening for At-Risk Readers: One District's Successful Compliance With New State Dyslexia Legislation

Elizabeth Kenny-Foggin, M. S., M.A., OG-TT (IMSLEC) Donna Salimando, M.S., Wilson One Certified Elizabeth Smith

This session presents one district's journey to develop and implement valid research-based screening tools to identify at-risk readers; provide appropriate interventions, such as structured language skills based on student needs, and compliance with state dyslexia laws. Discussion points: committee responsibilities, procedures for screening, review of results, implementing researchbased practices and interventions to support student growth, and future considerations. Participants take away a blueprint of one district's success to contemplate when designing their districts' initiatives.

rtp 📵 🕕 🍪

Disclosure: Elizabeth Kenny-Foggin sells her resources through a third-party teacher resource website; one of these resources may discussed during the session. Donna Salimando and Elizabeth Smith have no relevant financial relationship to disclose. Elizabeth Kenny-Foggin, Donna Salimando, and Elizabeth Smith have not relevant nonfinancial relationship to disclose.



Deborah Lynam Colleen Beguiristain

Parenting a child with dyslexia can feel confusing and often lonely. You may need to work through deeply personal feelings, including frustration or grief, and may become disillusioned with educational professionals that can't offer quick fixes. There is much to learn and an overwhelming amount of information to absorb. It's important for parents to map out a path from awareness to advocacy. Becoming a persuasive and courageous advocate takes focus, but you may ultimately find yourself in a position to speak out to a broader audience about systemic change!

PFA 📵 🕕 🔕 音

Disclosure: Deborah Lynam and Colleen Beguiristain have no relevant financial or nonfinancial relationships to disclose.

S12 Teaching Morphological Awareness: Increasing Engagement and Enhancing Memory With Interactive Notebooks

Kirstina Ordetx, Ed.D, IMSE Certified Trainer

The direct instruction of morphological knowledge allows for students to effectively make sense of unknown, complex words and has a far-reaching influence on pseudo-word reading, extending and applying word structure for decoding, spelling, accuracy, vocabulary study, and comprehension. This presentation provides participants with instructional activities that will motivate students, encourage focused attention to content, and develop word consciousness. Participants review sample interactive notebooks and receive materials to implement learned strategies immediately.

RTP 🕕

Disclosure: Kirstina Ordetx has no relevant financial or nonfinancial relationships to disclose.



January Reed, M.Ed Mckenzie Reed

There are so many different apps available to students to help with their learning disabilities, but how many of them are user-friendly? How many of them really work? Learn from a high school student how Wunderlist, Notability, Accessibility, and other applications have helped her overcome her struggles with dyslexia. During this session, participants are exposed to tech tools that will change a student's study habits, including the most effective and current organizational strategies. These strategies not only take the anxiety out of learning, but promote academic success.

PFA 🚯 🕕 🐼 🛞

Disclosure: January Reed and Mckenzie Reed have no relevant financial or nonfinancial relationships to disclose.

S14 The Imagery-Language Foundation for Word Reading, Comprehension, and Math

Nanci Bell, M.A. Angelica Benson, Ed.M.

Neurological and behavioral research validates the imagery-language connection and its importance for reading and comprehension in all students, including those with dyslexia. New research links dyslexia with difficulties in math. Is there an underlying weakness that is the basis for these difficulties? Does the sensorycognitive foundation of imagery have a role? This session explores the nature and role of imagery in reading, comprehension, and math. Evidence from struggling readers reveals that dualcoding imagery and language is a critical factor in the development of these skills.

RTP 📵 🚷

Disclosure: Nanci Bell and Angelica Benson have no relevant financial or nonfinancial relationships to disclose.

CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RSH RESEARCH TO PRACTICE RTP BEGINNER 🖲 INTERMEDIATE 🕕 ADVANCED 🔕



73

SATURDAY, NOVEMBER 11TH





Joseph Cortes Bob Cunningham, Ed.M.

All parents have a story. Parents of the one in five have a particular story and experience that can illuminate what the journey is like. Stories can be hugely effective in connecting and communicating

awareness around the one in five, as well as breaking down the myths and stereotypes that surround it. This workshop gives a framework and structure to your story; how to tell it, what to highlight, and how your story can be used.



Disclosure: January Reed and Mckenzie Reed have no relevant financial or nonfinancial relationships to disclose.



1:15 p.m. – 2:15 p.m.



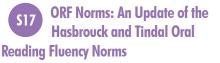
Using IDA Standards to Design Powerful and Effective Professional-Development Experiences for Teachers

Vivian Gonsalves, Ph.D. Holly Lane, Ph.D.

This is an overview of the process for designing a professional-development experience for those working with dyslexic students. The Dyslexia Certificate has been designed to develop the knowledge and skills required to effectively assess and implement evidence-based interventions with these students. The certificate content and activities have been designed using the **IDA Knowledge and Practice Standards** for Teachers of Reading and is currently undergoing rigorous evaluation to measure the impact of the program on participants' knowledge and practices as related to dyslexia.

rtp 📵 🕕 🚷

Disclosure: Vivian Gonsalves and Holly Lane have no relevant financial or nonfinancial relationships to disclose.



Jan Hasbrouck, Ph.D.

Oral reading fluency (ORF) norms have helped educators, researchers and parents make decisions about students' reading for the past several decades. In 1992 and again in 2006, Dr. Jan Hasbrouck and Dr. Jerry Tindal published studies in which they had compiled ORF data from students who had been assessed using a variety of different assessments, and created a set of "assessment-neutral" percentile norms that displayed words correct per minute scores across three time periods and several grade levels. This session will share the updated ORF norms and discuss implications for practice.

RTP 🚯 🕕 🔕 🍪

Disclosure: Jan Hasbrouck has no relevant financial or nonfinancial relationships to disclose.



From Laboratory to Classroom: Lessons Learned in a Partnership Between a Medical Research **Center and a School for Children Who** Learn Differently

Robert L. Hendren, D.O. Karen Kruger, M.S.

Dr. Robert Hendren and Karen Kruger explore how a medical research center and an L.D. school can form a mutually beneficial partnership. They describe key elements for a successful collaboration, discuss the necessary steps to begin the process, and demonstrate how to maintain the partnership. This discussion includes a description of the research at the UCSF Dyslexia Center and how the center, in partnership with the school, is using brain imaging, genetics, and cognitive neuroscience to identify individual student strengths and weaknesses with the goal of enhancing teaching and learning.

RTP 🚯 🕕 🔕 音

Disclosure: Robert L. Hendren and Karen Kruger have no relevant financial or nonfinancial relationships to disclose.

#DyslexiaCon17 f

CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RESEARCH TO PRACTICE RTP BEGINNER 📵 INTERMEDIATE 🕕 ADVANCED 🔕

1:15 p.m. – 2:15 p.m.

S19 Improving Writing Skills of Dyslexic Native and Non-Native Speakers of English With MSML "Tricks of the Trade"

Andrea Kulmhofer, Ph.D. candidate Elke Schneider, Ph.D.

Through simulations of researchevidenced, explicit, multisensorystructured (MSML) text composition strategies, participants learn to help dyslexic native and non-native speakers of English master expository text composition challenges at all grade levels. Differentiations for English as a native and non-native language are shared to ensure that practitioners can address specific needs effectively.

RTP 🖲 🕕 🔕 😚

Disclosure: Andrea Kulmhofer and Elke Schneider have no relevant financial or nonfinancial relationships to disclose.



Linda Siegel, Ph.D. Rochelle Marcus, M.Ed., J.D.

Individuals with dyslexia have legal rights. This presentation is designed to help parents and individuals with dyslexia understand these legal rights. A lawyer and a psychologist reviews these rights and the procedures necessary to get remedial help for individuals with dyslexia. Procedures for requesting due process hearings are described and the type of evidence that is required for a successful resolution. Descriptions of the necessary and proper assessment are also provided, and arguments for the appropriate interventions and remediation are presented.

PFA 🛽 🛞 🚱

Disclosure: Linda Siegel and Rochelle Marcus have no relevant financial or nonfinancial relationships to disclose. S21 Active Blending and Segmenting With Young Struggling Readers

Ann Whitten, M.Ed.

Beginning readers must effectively and quickly blend sounds into words and segment (pull apart) sounds within words. These phonemic-awareness skills are the foundation for fluent reading and spelling. Children with dyslexia, auditory processing, and languagebased learning disabilities often have weaknesses in blending and segmenting sounds. Learn effective and fun ways to help strengthen these skills in young learners by using activities that involve movement and help make these abstract skills more concrete, engaging, and understandable.

RTP (B) (I) (A) 😂

Disclosure: Ann Whitten has no relevant financial or nonfinancial relationships to disclose.



CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RESEARCH TO PRACTICE RP BEGINNER 🖲 INTERMEDIATE 🕕 ADVANCED 🔕



RTP 🕕 🏈

SATURDAY, NOVEMBER 11TH



1:15 p.m. – 2:15 p.m.

Foreign Language for S22 Dyslexia—Using Explicit, **Multisensory Methods to Overcome College-Age Learner Challenges With** Reading, Phonology, and Language

Jean Bouchard, M.A., CCC-SLP

Foreign-language requirements for graduation can pose a significant hurdle for students with dyslexia and is often the only obstacle to a student's degree. The University of Colorado's Modified Foreign Language Program (MFLP) identifies students who struggle inordinately with language learning and provides them with a mutlsensory, explicit approach to teaching that supports their areas of specific challenge.

Disclosure: Jean Bouchard has no relevant financial or nonfinancial relationships to disclose.



Pledger M. Fedora, Ph.D., F/AOGPE Ann Edwards, Fellow/AOGPE

This presentation provides an overview of dyslexia, interpretation of formal test results, and components of effective multisensory reading instruction. Links between low scores and reading skills are provided along with educational implications and factors that may influence performance. Participants learn how to interpret test scores with a critical eye toward creating and/or understanding meaningful remediation.



Disclosure: Pledger M. Fedora and Ann Edwards have no relevant financial or nonfinancial relationships to disclose.

Mr. and Mrs. Doe v. Cape **S**24 **Elizabeth School** Department: Inherit the IEP

Claire A. Ginder Victoria Papageorge, M.Ed., M.S. Amy Phalon, Esq.

In this session the Does share practical lessons that they and their legal and professional team learned from the decade-long fight for appropriate educational services for Jane Doe, a student with dyslexia. The panel discussion will include specific strategies and guidance for parents, advocates, clinicians, and educators to use in determining how to address a student's needs and how to write the appropriate services into the child's IEP. This session is a companion to Mr. and Mrs. Doe v. Cape Elizabeth School Department: Anatomy of a Dyslexia Case.



Disclosure: Claire Ginder, Victoria Papageorge, and Amy Phalon have no relevant financial or nonfinancial relationships to disclose.



CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RSH RESEARCH TO PRACTICE RTP BEGINNER 📵 INTERMEDIATE 🕕 ADVANCED 🔕

THE INVENTION PROJECT

Marcus Soutra, President, Eye to Eye Saturday, November 11th • 10:30 a.m. – 12:00 p.m.

In this session, participants will identify specific challenges they face relating to their, or their child's, learning differences. After identifying them, participants will work together to imagine and then create inventions to help them with adapting to these challenges. Once the project is completed, participants share their inventions, learning from one another and building community. The goal of the project is to encourage participants to think big in developing practical, implementable solutions challenges they face in and out of school.



MARCUS SOUTRA

Marcus Soutra was discovered to have dyslexia and ADHD at a young age. He struggled in grade school, feeling frustrated and misunderstood. After successfully graduating college, he chose to devote his life to creating a world where all youth with LD/ADHD can achieve their fullest potential. As President of Eye to Eye, Marcus steers its continued evolution as a driving force for change for people with learning and attention issues in education, government, the workplace, and pop culture. He serves on the Understood Advisory Board, is a contributing member to Reimagine Learning, and was named a New Leaders Council Fellow in 2008. SATURDAY • SATURDAY

Sponsored by Eye to Eye





CLINICAL CLI PARENT/FAMILY/ADVOCATE PFA RESEARCH RESEARCH TO PRACTICE RP BEGINNER 🖲 INTERMEDIATE 🕕 ADVANCED 🔕







Serving bright students with dyslexia and other learning differences.

Our unique school program features:

- Small class sizes
- Highly trained teachers
- Evidence-based, multi-sensory teaching strategies

Summit students gain the skills and the self-confidence they need to succeed in high school and beyond!

Summit Resource Center offers:

- Diagnostic testing services and individual tutoring
- Summer programs and free seminars

• Consultations and comprehensive evaluations that measure cognitive learning patterns, academic achievement, speech and language development, and more.

Grades 1 - 8 • www.thesummitschool.org • 410-798-0005 664 Central Avenue East • Edgewater, MD

Advertisement (See Endorsement Disclaimer on Page 4)



Hamlin Robinson School

Hamlin Robinson School's world class educational program is a catalyst for students with dyslexia and other language-based learning differences to discover the joy of learning. Featuring:

- Full academic curriculum for grades 1-8
- Summer and after-school programs
- State-of-the-art facility & playfields

HRS Learning Center provides services for the Greater Seattle Community:

- Tutoring (K-12)
- Study skills development
- Professional development
- Parent education
- Speaker series

hamlinrobinson.org | Seattle, WA | 206-763-1167

CONFERENCE SPONSORS

THANK YOU!

IDA would like to thank the following sponsors for their generous support of the 2017 IDA Annual Reading, Literacy & Learning Conference.

DIAMOND LEVEL







EMERALD LEVEL













SAPPHIRE LEVEL



Sponsors as of May 2017



STAFF AND ADVISORS

IDA Home Office Staff

Executive Office and Operations

Rick Smith Chief Executive Officer

Newton Guerin Chief Operating Officer

David Holste Chief Financial Officer

Stacy Friedman Accounting Manager

Dana Nwoye Bookkeeper/Human Resources

Development

Paul Ellis Director, Donor Development

Aimee So Membership Coordinator

Jeff Kaplan Information & Support Specialist (Volunteer)

Conferences

Cyndi Powers Director, Conference

Lauren Klinedinst, CMP Conference Manager

Audrey Gray Conference Coordinator

Field Services

Anna Reuter Director, Partner Assurance Tricia Sturm TeamQuest Campaign Manager Patrick Thornton TeamQuest/Field Services Coordinator

Educator Training

Jule McCombes-Tolis, Ph.D. Chief Academic Officer Christy Blevins

Educator Training Manager Allison Quirion Educator Training Coordinator

Publications & Communications

Denise Douce Director, Publications/Communications Megan Friedman Publications/Communications Coordinator

Council of Advisors

Marilyn Jager Adams, Ph.D. C. Wilson Anderson, Jr., MAT, F/AOGPE Dirk J. Bakker, Ph.D. Virginia W. Berninger, Ph.D. Susan Brady, Ph.D. Hugh Catts, Ph.D. Martha Denckla, M.D. Drake D. Duane, M.D. Jack M. Fletcher, Ph.D. Uta Frith, Ph.D. Albert M. Galaburda, M.D. Diana Hanbury King Edith Klasen, Ph.D. C. K. Leong, Ph.D. G. Reid Lyon, Ph.D. John McLeod, Ph.D. Louisa Moats, Ed.D. Bruce Pennington, Ph.D. Hollis S. Scarborough, Ph.D. Bennett A. Shaywitz, M.D. Sally E. Shaywitz, M.D. Gordon F. Sherman, Ph.D. Margaret Snowling, Ph.D. Joseph K. Torgesen, Ph.D. Beverly Wolf, M.Ed. Maryanne Wolf, Ed.D.

Scientific Advisory Board

Marilyn Jager Adams, Ph.D. Soliloquy Learning Hugh W. Catts, Ph.D. University of Kansas

Martha Bridge Denckla, M.D. Johns Hopkins University School of

Medicine, Kennedy Krieger Institute

Carsten Elbro, Ph.D. University of Copenhagen, Denmark

Usha Goswami, Ph.D. University of Cambridge, England, United Kingdom

George W. Hynd, Ed.D. Purdue University

Doris J. Johnson, Ph.D. Northwestern University

Heikki Lyytinen, Ph.D. University of Jyvaskyla & Niilo Maki Institute, Finland

Richard K. Olson, Ph.D. University of Colorado

Kenneth R. Pugh, Ph.D. Yale University School of Medicine

Hollis Scarborough, Ph.D. Haskins Laboratories

Sally E. Shaywitz, M.D. Yale University School of Medicine

Gordon F. Sherman, Ph.D. Newgrange School & Educational Outreach Center, Fairleigh Dickinson University

Margaret J. Snowling, Ph.D. University of York, United Kingdom

Joseph K. Torgesen, Ph.D. Florida State University

THANK - YOU -

Special thanks to all of our reviewers for their hard work and dedication! Wilson Anderson **Charlotte Andrist** Loring Brinckerhoff Suzanne Carreker Elaine Cheesman Jim Christopher <u>Aviva Coyne</u>-Green Nancy Cushen White Emily Dean Emerson Dickman Nancy Eberhardt Amy Elleman Melissa Farrall Anaela Fawcett Pledger Fedora Margie Gillis Monica Gordon-Pershey Jonathan Green Omar Hassan Linda Hecker Marcia Henry

REVIEWERS

David Hurford Lori Josephson **Bill Keeney** Sunjung Kim Hannah Krimm Lynn Kuhn Andrea Kulmhofer Karen Leopold Marcia Mann Jule McCombes-Tolis Paula Moraine Edwin Oliver Patricia Padgett Nora Pollard **Benjamin Powers** Meredith Puls Nancy Redding Kathleen Rotter Kristin Sayeski

Elke Schneider **Missy Schraeder** Pat Sekel Joseph Sencibaugh Gordon Sherman Linda Siegel Elenn Steinberg Perry Stokes Brenda Taylor William Van Cleave Paula Marisa Vaz Mary Wennersten Linda Wernikoff **David Winters Beverly Wolf** Mary Yarus Ronald Yoshimoto Jennifer Zvi

Advertisement (See Endorsement Disclaimer on Page 4)

Institute for multi-sensory education order-gillingham.com ORTON-GILLINGHAM PROFESSIONAL DEVELOPMENT

Face-to-face instruction

Weekly email support

Private district trainings

·Lesson planning app

orton-gillingham.com

ENGAGING & EMPOWERING ALL LEARNERS

Visit booth 406 to win a free consultation!





dvertisement (See Endorsement Disclaimer on Page 4)

LANDMARK SCHOOL IT'S JUST WHAT EDUCATION SHOULD BE.

Students in grades 2-12 with dyslexia and other language-based learning disabilities find that Landmark meets them where they are and they thrive!

landmarkschool.org PRIDES CROSSING, MASSACHUSETTS • 978.236.3000

Advertisement (See Endorsement Disclaimer on Page 4)



Windward Teacher Training Institute

Enhance your expertise in reading, writing, math and social and language development!



- Classes in Westchester and Manhattan
- For mainstream and remedial settings
- Live video streaming available for large groups
- Graduate Credit and IMSLEC certification

FOR MORE INFORMATION

www.thewindwardschool.org/wtti 914-949-6968 ext. 1221



IDA BRANCHES



Branch
Alabama Branch
Alaska Branch
Arizona Branch
California
Los Angeles Branch
Northern California Branch
San Diego Branch
Southern CA, Tri-Counties Branch
DC Capital Branch
Florida Branch
Georgia Branch
Hawaii Branch
Indiana Branch
Iowa Branch
Kansas/Missouri Branch
Kentucky Branch
Louisiana Branch
Maryland Branch
Massachusetts Branch
Michigan Branch
Upper Midwest Branch (Minnesota)
New Hampshire Branch
New Jersey Branch
Rocky Mountain Branch
Southwest Branch (New Mexico)
New York
Long Island Branch
Western New York Branch
North Carolina Branch
Ohio
Central Ohio Branch
Northern Ohio Branch
Ohio Valley Branch
Oregon Branch
Pennsylvania Branch
Rhode Island Branch
South Carolina Branch
Tennessee Branch
Texas
Austin Branch
Dallas Branch
Houston Branch
Virginia Branch
Washington State Branch
Wisconsin Branch
Canada October Describ
Ontario Branch

Denise Gibbs
Lori Pickett
Rebekah Dyer
Mara Wiesen
Cawley Carr
Steve Mayo
Elaine Offstein
Laurie Moloney
Pat Sekel
Karen Huppertz
Charles Bering
Kim Haughee
Denise Little
Cathy Denisia
Phyllis Sparks
Carla Carlos
Annette Fallon
Janet Thibeau
Joanne Marttila Pierson
Tom Strewler
Audrey Burke
Patricia Barden
Karen Leopold
Carolee Dean

Contact

Connie Russo Sylvia Gugino Kris Cox

Mike McGovern Jennifer LaHaie Kennetha Schmits Jane Cooper Lisa Goldstein Dawn Carusi Ann Whitten Emily Dempster

Mary Bach LaNaye Reid Mary Yarus Lisa Snider Kristie English Tammy Tilitson

Lisa Freure

THANK YOU!

IDA would like to thank the leaders of each of our Branches & Global Partners for all they do!





IDA GLOBAL PARTNERS

GLOBAL PARTNER	CONTACT
Australia	
Australian Dyslexia Association	Jodi Clements
Australian Federation of SPELD Associations (AUSPELD)	Mandy Nayton
Austria	
Berufsverband Akademischer Legasthenie-Dyskalkulie-Therapeutinnen (BALDT)	Angelika Pointner
Brazil	
Brazilian Dyslexia Association	Maria Angela Nico
Costa Rica	
Fundacion Costarricense de Dislexia	Beth Berkowitz
Czech Republic	
Czech Dyslexia Association	Olga Zelinkova
Egypt	
The Egyptian Society for Developing Skills of Children with Special Needs (ADVANCE)	Maha Helali
England	
British Dyslexia Association	Kate Saunders
Dyslexia Foundation	Steve O'Brien
Ethiopia	
Fana Association for Individuals with Learning Difficulties (FAILCD)	Abebayehu Mekonnen
Germany	
Bundesverband Legasthenie und Dyskalkulie	Christine Sczygiel
India	
Maharashtra Dyslexia Association	Kate Currawalla
Dr. Anjali Morris Education and Health Foundation	Uma Kulkarni
Ireland	
Dyslexia Association of Ireland	Rosie Bissett
Israel	Nosie Dissell
Organization for Unlocking the Potential of Dyslexia Learners	Klara Hajdu
Japan	
Japan Dyslexia Research Association	Akira Uno
Jordan	Akird Olio
Jordanian Association Dyslexia	Rashad Al-Kamiseh
	Kashaa Al-Kamisen
Kenya	
Dyslexia Organization, Kenya (DOK) Kuwait	Phyllis Wamucii
	Abir AlSharhan
Centre for Child Evaluation & Teaching (CCET)	Abir Alshaman
Pro Futuro	Eva Birzniece
Pro Futuro Pakistan	
	Habiba Habib
Institute of Behavioral Psychology Philippines	Habiba Habib
	Maria Favo Matoa D. Casis
Philippine Dyslexia Foundation Singapore	Maria Faye Matea D. Casis
Dyslexia Association of Singapore	Lee Siang
Spain	
Madrid Dyslexia Association (Madrid con la Dislexia)	Kathryn Hart
	Sam Lardner
Project Difference	Sum Luruner
Turkey	
Turkey Dyslexia Foundation	Elif Yavuz
Yemen	
Yemen Dyslexia Association	Abdulrhman Abdullah Al Hakemi

f 🖸 😏 #DyslexiaCon 17

A

Tan Ah Hong, Ph.D., Lecturer of Asian Languages & Cultures Academic Group, National Institute of Education, Singapore, **FP1**

Jill Allor, Ed.D., Professor, Department of Teaching and Learning, Southern Methodist University, **T9**

Zachary Alstad, Ph.D., **T36**

Georgia Andreou, Ph.D., Professor, Department of Special Education, University of Thessaly, F30

Charlotte G. Andrist, Ph.D., NCSP, Educational Consultant, OG Structured Literacy & Dyslexia, **T35**

Sara Arispe, Associate Superintendent, Fort Worth Independent School District, **PC1, Opening General Session**

Allyson Atwell, Ed.S., Assistant Principal, Atlanta Public Schools, PC1

B

Ricardo Baeza-Yates, CTO, NTENT, F27

Manju Banerjee, Ph.D., Vice President of Educational Research and Innovation, Landmark College, **T36**, **T49**

Miles Baquet, Academic Support Coordinator and Math Department Head, LA Key Academy, **PC4**

Russell Barkley, Ph.D., Clinical Professor of Psychiatry, Virginia Treatment Center for Children, Virginia Commonwealth University Medical Center, **PC2**

Liz Barnes, Decoding Dyslexia, Legislative Panel, Parent Roundtables

Julie Baseki, Ph.D., Department of Special Education, University of Thessaly, **F30**

Colleen Beguiristain, Decoding Dyslexia - GA, S11

Nanci Bell, M.A., Author, Co-Founder, Lindamood-Bell Learning Processes, **\$14**

Mattias Nilsson Benfatto, Ph.D., The Marianne Bernadotte Centre, Department of Clinical Neuroscience, Karolinska Institutet, FP11

Angelica Benson, Ed.M., Director, International Relations and Development, **\$14**

Jenny Bogoni, **PC1**

Jean Bouchard, M.A., CCC-SLP, Director, Modified Foreign Language Program, University of Colorado at Boulder, **\$22**

Jamie Bouck, MAT, Teacher, Swift School, FP3

Loring Brinckerhoff, Ph.D., Educational Testing Service, T49

Benita R. Brooks, Ph.D., Assistant Professor, Sam Houston State University, **S3**

Matthew Buchanan, Instructor of MSM, Teaching Level, Key School Math Teacher and Faculty Math Department Chair, **PC4**

Kelly Butler, Ed.M., Director of Policy & Partnerships, The Barksdale Reading Institute, **T45**

Monica L. Campbell, Ph.D., Associate Professor, Lenoir-Rhyne University, TP1

C

Elsa Cárdenas-Hagan, Ed.D, CCC/SLP, CALT, QI, President, Valley Speech Language and Learning Center, IDA Board of Directors, **F34**

Cawley Carr, MS, CCC-SLP, Speech-Language Pathologist and Educational Therapist, **F21**

Suzanne Carreker, Ph.D., CALT-QI, *Principal Educational Content Lead, Lexia Learning Systems, IDA Board of Directors*, **T11**, **T29**, **F34**

Arturo Cavazos, Ed.D., Superintendent of Harlingen Consolidated School District, **T28**

Cheryl Ann Chase, Ph.D., Clinical Psychologist, Chasing Your Potential, LLC, F31

Elaine Cheesman, Ph.D., Certified Dyslexia Specialist, CALT, QI, Associate Professor, University of Colorado at Colorado Springs, **F32**

Donna Cherry, M.Ed., Director of Technology and Assessment, Swift School, **FP3**

Kerri Coen, M.Ed., Guidance and Transition Counselor, Landmark School, F22

Theresa Collins, MS, Fellow/AOGPE, Certified Dyslexia Therapist; Director of Language Training and Director of Southport Teacher Training Institute, Eagle Hill Southport School, **F25**

Donald L. Compton, Ph.D., Director, Florida Center for Reading Research, Professor of Psychology, Florida State University, **PC5**, Opening General Session

Tim Conway, Ph.D., CEO, Neuro-development of Words - NOW!, F1

Cheryl Cook, M.S., Academic Dean, Lawrence School, F2, Independent School Administrators Luncheon

Lora Coonce, E.D., Research fellow, Reading and Literacy Discovery Center, Cincinnati Children's Hospital Medical Center, Cincinnati, Ohio, USA, **T10**

Piers Cornelissen, Ph.D., Psychology Department, Northumbria University, PC3

Joseph Cortes, *Regional Field Manager, Understood*, **S6**, **S15**

Carolyn D. Cowen, Ed.M., IDA Examiner Digital Editor/Strategist, T8

Kimberly Croteau, Triton Regional School District, PC1

Anne Cunningham, Ph.D., Professor in Cognition and Development, Director of the Joint Doctoral Program in Special Education, University of California, Berkeley, Graduate School of Education, **TP6, T47**

Bob Cunningham, Ed.M., Adviser in Residence, Understood, S6, S15

D

Ibrahim Dahlstrom-Hakki, Ph.D., Director of LCIRT, Landmark College, T36

Lyle H. Davis, Ph.D., Director of Education, Bodine School, **T46**

Maria De Palma, M.A., Associate Empower Reading Director and Systems Coordinator, Learning Disabilities Research Program, The Hospital For Sick Children, **T31**

Carolee Dean, M.S., CCC-SLP, Speech-Language Pathologist, Central Region Educational Cooperative; Southwest Branch of the International Dyslexia Association, President, **F3**

Emily Ocker Dean, Ph.D., CALT, LDT, Associate Professor of Education, Hardin Simmons University, **TP8**

Stanislas Dehaene, Norman Geschwind Memorial Lecture

Allison Denton, Undergraduate Student, Hardin Simmons University, TP8

Maria Diaz, M.S.Ed., Ed.M., Special Educator and Advocate, T30

Emerson Dickman, J.D., Attorney, Law Offices of Emerson Dickman, F15

Vanesssa Diffenbacher, M.S.Ed., Associate Head of School, Head of Lower School, Lawrence School, **T12**

Sandra Donah, Ed.D., Director of Special Education, Hartford Public Schools, **T1**

Michelle A. Duda, Ph.D., BCBA-D, President & Implementation Scientist, Implementation Scientists, LLC, **S9**

E

Nancy Chapel Eberhardt, M.A., *Educational Consultant and Author, 3T Literacy Group*, **T40**

Ann Edwards, Fellow/AOGPE; MS Reading Specialist Master Trainer for Orton Gillingham International Adjunct St. John's University — Graduate Literacy Department CEO Literacy for Life, Inc., **\$23**

Gad Elbeheri, Ph.D., Dean, Australian College of Kuwait, INTL, F16

Wendy Ellis, M.S., CCC-SLP, Speech-Language Pathologist, Landmark Elementary, Middle School, **T23**

Amy Erich, M.Ed., CALT, CDT, Literacy Coach, Lawrence School, **T12**

Melissa Lee Farrall, Ph.D., Program Manager, Stern Center for Language and Learning, **T41**

F

Linda Farrell, Ed.M., Founding Partner, Readsters, T45

Mary L. Farrell, Ph.D., OG-THT, CDT, Professor; Director, Center for Dyslexia Studies; University Director, Regional Center for Learning Disabilities; Director, LD Virtual Tutoring - Fairleigh Dickinson University, **TP4, S8**

Pledger M. Fedora, Ph.D., Fellow/AOGPE, Professor/Director of the Rose Institute for Learning and Literacy Manhattanville College, **\$23**

Rebecca Felton, Ph.D., Independent Consultant, T42

Alicia Fletcher, 3rd Grade Teacher, Burgess Peterson Academy, Atlanta Public Schools, **PC1**

David Flink, Founder and Chief Empowerment Officer, Eye to Eye; Author, Saturday General Session

Robin Forsyth, M.S., Chair, Language Fundamentals, The New Community School, **T32**

Carlyn Friedberg, M.S., CCC-SLP, Assessment Specialist, Lexia Learning, F36

G

Margie B. Gillis, Ed.D., CALT, Founder and President, Literacy How; Research Affiliate, Fairfield University and Haskins Laboratories, **PC3**, **T40**, **S2**

Claire A. Ginder, F40, S24

Cindy Goldrich, Ed.M., ACAC, Certified ADHD Coach, Teacher Trainer and Parenting Specialist, PTS Coaching, F37

Vivian Gonsalves, Ph.D., Visiting Clinical Assistant Professor, University of Florida, School of Special Education, School Psychology and Early Childhood Studies, **\$16**

Scott D. Goode, M.S., Principal of the High School, The Howard School, Atlanta GA, **F5**

Regina Gooden, Ph.D., Vice President, School Improvement and Research, Neuhaus, PC1

Jonathan Green, Ed.M., Director, The Hamilton School at Wheeler, Independent School Administrators Luncheon, F11

н

Samuel Hafner, M.Ed., Principal, Liberty Bell Elementary School, Southern Lehigh School District, **T20**

Elizabeth C. Hamblet, M.S., LDT-C, *Learning Specialist, Columbia University*, **F12**

Megan Hartmann, Lead Teacher, The Swift School, F6

Jan Hasbrouck, Ph.D., Educational Consultant, University of Oregon, S17

Jennifer A. Hasser, M.Ed., Executive Director, Kendore Learning and Syllables Learning Center; Founder and Board Chair, Kendore Cares

Literacy Foundation, F19

Charles W. Haynes, Ed.D., CCC-SLP, Professor, Graduate Program in Communication Sciences and Disorders, MGH Institute of Health Professions, Boston, MA, **F17**

Robert L. Hendren, D.O., *Co-Director of the UCSF Dyslexia Center; Professor of Psychiatry and Behavioral Science*, **\$18**

Nancy Hennessy M.Ed., LDT-C, Director of Academic and Professional Practices, AIM Academy, **T25**

Jeannine Herron, Ph.D., Founder and Director, Talking Fingers, PC3

Annzie Hine, Student, Savannah College of Art and Design, PC6

Fumiko Hoeft, M.D., Ph.D., Director of UC Milti-Campus, Science-based Innovation in Learning Center (SILC); Associate Professor of Child and Adolescent Psychiatry; Director of UCSF Hoeft Laboratory for Educational Neuroscience; IDA Board of Directors, F35

Scott K Holland, Ph.D., Executive director, Reading and Literacy Discovery Center, Cincinnati Children's Hospital Medical Center, **T10**

Pamela Hook, Ph.D., Consultant, Lexia Learning Systems, T11

Jamie Hooper, Lead Teacher and Math Coordinator, The Shefa School, PC4

Tzipi Horowitz-Kraus, Ph.D., Scientific director, Reading and Literacy Discovery Center, Cincinnati Children's Hospital Medical Center; Director, Educational Neuroimaging Center, Faculty of Education in Science and Technology, **T10**

David P. Hurford, Ph.D., Director, Center for READing, T13

John Hutton, M.D., Assistant Professor, Reading and Literacy Discovery Center, Cincinnati Children's Hospital Medical Center, Cincinnati, Ohio, USA, **T10**

J

Karen Janowski, M.S.Ed., Assistive and Educational Technology Consultant, **PC5**

Jacqueline Jewett Ed.M., Managing Director of Student Relations at Mitchell College, **F37**

Tara Joyce, Ed.D., Associate Professor of Reading, Saint Xavier University, Chicago, IL, **F29**

K

Sucheta Kamath, M.A., BC-ANCDS, CCC, Founder & Director of Cerebral Matters, **PC2**

Lauren Katz, Ph.D., CCC-SLP, *Partner, Literacy, Language, and Learning Institute (3LI)*, **T4**

Elizabeth Kazakoff, Ph.D., F26

Jennifer Keelor, MA, CCC-SLP, M.Ed., Ph.D. Candidate at University of Cincinnati, **TP5**

Bill Keeney, Ph.D., CALP, English Dept Chair and Director of Pedagogical Research and Faculty Development, Delaware Valley Friends School, F4

Elizabeth Kenny-Foggin, M. S., M.A., OG-TT (IMSLEC), Independent Consultant and Teacher Trainer (IMSLEC), **\$10**

David A. Kilpatrick, Ph.D., Associate Professor of Psychology, State University of New York, College at Cortland, **PC3**

Sunjung Kim, Ph.D., CCC-SLP, Assistant professor, University of Central Arkansas, **T37**

Diana Hanbury King, Lit.hum.h.c., Author, F13

Donna L. Knoell, Ph.D., Educational Consultant, S1

Kathleen Koehler, Language Arts Teacher, T38

Yun Rui Kong, Chinese Programme Manager / Senior Educational Therapist, Dyslexia Association of Singapore, **FP1**, **FP2**

Karen Kruger, M.S., Director of Teaching and Learning, S18

Uma Kulkarni, MBBS, DCH, PGDHHM, Chief Executive Officer (CEO), Dr. Anjali Morris Education and Health Foundation, Pune, India, **T31**

Andrea Kulmhofer, Ph.D. candidate, University of Graz, S19

Holly Lane, Ph.D., Associate Professor, University of Florida, School of Special Education, School Psychology and Early Childhood Studies, **\$16**

Beth Lawrence, M.A., CCC-SLP, Speech-Language Pathologist, Co-Founder Communication APPtitude, **T26**

Karen Leopold, M.S.Ed., Fellow/AOGPE, T33

Maureen W. Lovett, Ph.D., *The Hospital for Sick Children and the University of Toronto*, **PC5, Orton Memorial Lecture**

Susan C. Lowell, M.A., B.C.E.T., Adjunct Faculty Member, Simmons College; Director, Educational Therapy Associates, F20, S2

Deborah Lynam, Director of Partnerships & Engagement at AIM Institute for Learning & Research; Decoding Dyslexia - NJ, **S11**

Μ

Paul Macaruso, Ph.D., Professor, Community College of Rhode Island, F26

Linda Maleh, Founding Lead Teacher and Math Coordinator, The Shefa School, **PC4**

Lavinia Mancuso, M.S., MIS, Executive Director, Everyone Reading, T19

Helen Mannion, M.A., CALT, Director of Teaching and Learning; Director of Teacher Training, **T38**

85

Rochelle Marcus, M.Ed., J.D., Lawyer, Marcus Ed Law, L.L.C., S20

Jamie Martin, B.A., Independent Assistive Technology Consultant & Trainer, **PC6, T7**

Nancy Mather, Ph.D., Professor, University of Arizona, **T27**

Ashley Anne Mayhew, M.A., Ph.D. student, University of Memphis, T21

Jen McAleer, Head of Middle School Mathematics, The Carroll School, PC4

Peggy McCardle, Ph.D., M.P.H., Peggy McCardle Consulting, LLC, Research Scientist at Haskins Laboratories, **Opening General** Session

Jule McCombes-Tolis, Ph.D., *Chief Academic Officer, International Dyslexia Association*, **T29**

Monica McHale-Small, Ph.D., PA Dyslexia/Literacy Coalition, IDA Board of Directors, **T2**

K. Melissa McMahan, M.Ed., LDT, CALT-ICALP, Doctoral Student, Center for Dyslexia, Middle Tennessee State University, **FP10**

Elizabeth B. Meisinger, Ph.D., Associate Professor, University of Memphis, **T46**

Lynn Meltzer, Ph.D., Director, Institutes for Learning and Development (ILD and ResearchILD), **PC2**

Bruce J. Miller, M.A., M.S.Ed., Social Studies Department Head, Landmark School, **T14**

Janet Miltenberger, M.Ed., *Reading Specialist, Liberty Bell Elementary* School, Southern Lehigh School District, **T20**

Louisa Moats, Ed.D., **T29**

Dennis L. Molfese, Ph.D., Director, Developmental Neuroscience Laboratory, University of Nebraska-Lincoln, PC3

Victoria J. Molfese, Ph.D., Department of Child, Youth & Family Studies, University of Nebraska-Lincoln, PC3

Paula Moraine, M.Ed., The Attention Fix Educational Consulting, LLC, F3

Mary Heather Munger, Ph.D., Assistant Professor, University of Findlay, F23

Max Munger, Account Executive, Yelp, F23

Lisa A. Murray, M.P.A., FIT (AOGPE), Assistant Principal, The Schenck School, **TP2**

Morgan Murray, M.S.Ed., Disability Policy Coordinator, Educational Testing Service, **T43**

Ν

Jason M. Nelson, Ph.D., Head of Research, University of Georgia

Regents' Center for Learning Disorders, TP3

Samantha P. Nitcher, Graduate Assistant, Center for READing, **T13**

Vickie Norris, Reading Specialist Independent Consultant, **T42**

0

Tim N. Odegard, Ph.D., CALP, Chairholder, Murfree Chair of Excellence in Dyslexic Studies, Professor of Psychology, Middle Tennessee State University, **FP4, FP10**

Nicole Ofiesh, Ph.D., Senior Research Scientist, CAST; Lecturer, Stanford Graduate School of Education, **F35**

Megan O'Hara, MAT, F11

Gustaf Öqvist Seimyr, Ph.D., *The Marianne Bernadotte Centre, Department of Clinical Neuroscience, Karolinska Institutet*, **FP11**

Kirstina Ordetx, Ed.D, IMSE Certified Trainer, CEO Pinnacle Academy, S12

P

Susana Padeliadu, Professor, FP5

Victoria Papageorge, F40, S24

Ashley E. Pennell, M.A., doctoral student, Appalachian State University, Department of Reading Education and Special Education, FP7

Kay Peterson, M.S., LDT, CALT, QI, Director and Adjunct Instructor Dyslexia Therapy Program, School of Education, Mississippi College, **S8**

Amy Phalon, Esq., F40, S24

Beverly Anne Phillips, M.A.Ed., M.S., Graduate Assistant, Literacy Studies Ph.D. program, Middle Tennessee State University, FP4

Joanne M. Pierson, Ph.D., CCC-SLP, Founder and Partner of the Literacy, Language, and Learning Institute, **T4**

Tom Pittard, Math Resource Specialist, The Children's School, **T16**

Ramona T. Pittman, Ph.D., Associate Professor, Texas A&M University-San Antonio, **S3**

Sharon LePage Plante, M.Ed, *Director of Technology, Eagle Hill* Southport School, **F25**

Blanche Podhajski, Ph.D., President, Stern Center for Language and Learning, Clinical Associate Professor of Neurological Sciences, University of Vermont College of Medicine, **T34**

Avery L. Poirier, FP8

Nora Pollard, Ph.D., Senior Disability Policy Coordinator, Educational Testing Service, **T43**

Benjamin Powers, Headmaster, Eagle Hill Southport School,

Opening General Session, Independent School Administrators Luncheon, F14

Rebecca Pruitt, Ed.S., Principal, Atlanta Public Schools, PC1

Nancy Redding, M.Ed., FIT/ AOGPE, CDT/IDA, Learning Disability Specialist at West Valley College; teacher trainer through Academy of Orton-Gillingham Practitioners and Educators (AOGPE); private practice in academic therapy, **F21**, **F35**

R

January Reed, M.Ed., Language Tutorial Instructor The Fletcher School, Orton Gillingham Associate, Distinguished Apple Teacher, Dyslexic Practitioner, **\$13**

Mckenzie Reed, High School Student, S13

Luz Rello, Ph.D., Systems Scientist, HCI Institute, Carnegie Mellon University, F27

Diane Reott, PA Dyslexia/Literacy Coalition, Co-Chair, T2

Laura Rhinehart, M.Ed., Doctoral candidate, University of California, Los Angeles and California State University, Los Angeles, **FP9**

Regina G. Richards, M.A., BCET, Board Certified Educational Therapist -Richards Educational Therapy Center, Inc., **T3**

Patricia M. Roberts, Executive Director and CEO, AIM Academy, S9

Melissa Fetterer Robinson, M.A., Ph.D. Student in School Psychology, University of Memphis, **T21**

M. Bradley Rogers, Jr., Headmaster, The Gow School, F24

Rosette Roth, Decoding Dyslexia, Legislative Panel, Parent Roundtables

Kyriakoula M. Rothou, Ph.D., *Lecturer of Special Education, Metropolitan College*, **FP5**

Jeffrey Ruggiero, M.Ed., Director of Education, Eagle Hill Southport School, F14

S

Julia Salamone, M.Ed., Lower School Teacher & Curriculum and Instruction Leader, AIM Academy, **S9**

Cíntia Alves Salgado Azoni, Ph.D., Doctor in Medical Sciences, Professor at Speech-Language Pathology Department, Federal University of Rio Grande do Norte, Brazil, **FP6**

Donna Salimando, M.S., *Wilson One Certified, Special Education Teacher*, **\$10**

Jéssika Santiago da Rocha, FP6

Kristin L. Sayeski, Ph.D., Assistant Professor, University of Georgia, T22



Nancy Scharff, PC1

Jennifer Schley-Johnson, M.S.Ed., Oral Expression/Literature Department Head, Landmark Elementary, Middle School, **T23**

Elke Schneider, Ph.D., Winthrop University SC, S19

Mary-Margaret Scholtens, M.S.E Reading, Executive Director, The APPLE Group, Inc., **S4**

Missy Schraeder, M.S., CCC-SLP, CALT, QI, Interim Director, DuBard School for Language Disorders, The University of Southern Mississippi, **S8**

Melanie Searcy, Instructional Coach, Burgess Peterson Academy, Atlanta Public Schools, **PC1**

Joan Sedita, M.Ed., Founder and CEO, Keys to Literacy, F18

Deena Seifert, M.S., CCC-SLP, Speech-Language Pathologist, Co-Founder Communication APPtitude, **T26**

Linda Siegel, Ph.D., Professor Emerita, University of British Columbia, S20

Bonnie Singer, Ph.D., Founder/CEO of Architects For Learning, PC2

Brian Smith, M.Ed., *Kindergarten Teacher, Wittenburg Elementary* School, Alexander County Schools, NC, **TP1**

Elizabeth Smith, **S10**

Song Ranran, Associate Professor, **T15**

Richard L. Sparks, Ed.D., Professor Emeritus, Mt. St. Joseph University, F38

Louise Spear-Swerling, Ph.D., *Professor of Special Education, Southern Connecticut State University*, **T48**

Katie Squires, Ph.D., CCC-SLP, BCS-CL, Assistant Professor, Central Michigan University, **T4**

Wendy Stacy, M.S., CCC-SLP, LDT, CALT-QI, CDT, Director/Cofounder, ReadWrite Center, Oklahoma City, Oklahoma, **S5**

Becky Stamatiades, Ed.S., School Psychologist, Atlanta Speech School, T5

Carla Stanford, Director of Education, Reading is Essential for All People (REAP), PC1

Laura Steacy, Ph.D., Assistant Professor of Special Education, School of Teacher Education and Florida Center for Reading Research, Florida State University, **PC5**

Heather Stephens, Ed.D., Certified Educational Diagnostician, Academic Evaluation & Diagnosis, **T9**

Janet L. Street, M.Ed., FIT (AOGPE), 6th Grade Lead Teacher, The Schenck School, **TP2**

Tara Terry, Ph.D., Middle School Principal, The Howard School, **T16**

Т

Janet P. Thibeau, President, BTA Education, F28

Carrie Thomas Beck, Ph.D., *Dyslexia Specialist, Oregon Department of Education,* **S7**

Jennifer Topple, MS, CCC-SLP, Director of Assistive and Instructional Technology, The Howard School; IDA Board of Directors, **PC6**

Eric Q. Tridas, M.D., Director, The Tridas Center for Child Development; Clinical Associate Professor in Pediatrics at the University of South Florida, Morsani College of Medicine, F20, F34, Margaret Byrd Rawson Lifetime Achievement Award

Sotiria Tzivinikou, Ph.D., Assistant Professor, Department of Special Education, University of Thessaly, **F30**

V

William Van Cleave, Educational Consultant, W.V.C.ED, T44

Amy E. Vanden Boogart, Ed.D., Director of Curriculum and Product Development, Really Great Reading, **T17**

Karen S. Vickery, Ed.D., LDT, CALT, QI, Director of Learning Therapy Center, Annette Caldwell Simmons School of Education and Human Development, Southern Methodist University, **S8**

W

Joseph A. Walsh, M.S., M.Ed., CCC-SLP, Speech-Language Pathologist, The Howard School, Atlanta GA, **F5**

Maxann Wanamaker, M.Ed., Lead Teacher, The Swift School, F6

Devery Mock Ward, Ph.D., Associate Professor of Reading Education, Appalachian State University, **F39**

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

Tracy Weeden, Ed.D., Dr. Tracy Weeden, President & CEO of Neuhaus Education Center, **T28**

Beverly Weiser, Ph.D., Research Assistant Professor, Institute for Evidence-Based Education, Annette Caldwell Simmons School of Education and Human Development, Southern Methodist University, **TP7**

Mary Wennersten, M.Ed., Certified Dyslexia Therapist, F7

Thomas G. West, M.A., Author, Krasnow Institute for Advanced Study, George Mason University, **F8**

David A. White, *Principal, Burgess Peterson Academy, Atlanta Public Schools*, **PC1**

Nancy Cushen White, Ed.D., BCET, CALT-QI, CDT, LDT, Clinical Professor-Division of Adolescent and Young Adult Medicine-Department of Pediatrics-University of California-San Francisco; Teacher and Program Consultant-General Education and Department of Special Education [Retired]-San Francisco Unified School, **T24, F35**

Emily Whitsett, M.Ed., Special Education Coordinator - Evaluation & Compliance, Duncanville ISD, **F9**

Ann Whitten, M.Ed., Owner/Reading and Learning Disabilities Specialist, Aiken Learning Lab, **S21**

Jane Wilkinson, M.Ed., Classroom Teacher, Atlanta Speech School, T5

Jamie Williamson, Ed.S., Head of School, Marburn Academy, F2

Barbara Wilson, Wilson Language, PC1

Autumn Wines, Research Assistant, Center for READing, T13

David Winters, Ph.D., Certified Dyslexia Therapist, Fellow(AOGPE), Professor in the Department of Special Education at Eastern Michigan University, **F32**

Rebecca Wiseheart, Ph.D., CCC-SLP, Assistant Professor, St. John's University, **T37**

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

Raffaela Wolf, Senior Assessment Research Analyst, F26

Christopher L. Woodin, Ed.M., *Math Department Chairman, Landmark School*, **PC4, T6**

Thea Woodruff, Ph.D., Senior Field Trainer/Analyst, University of Texas at Austin, **T9**

J. Concha Wyatt, Fellow/AOGPE, CALT, Director of Teacher Training, Key School and Learning Center, **PC4**

Mary H. Yarus, M.Ed., LDT, CALT, Vice President of Family Engagement and Adult Literacy, Neuhaus Education Center, F10

Y

Colleen M Yasenchock, M.Ed., Vice President, Consulting, 95 Percent Group, Inc., PC1

Ronald Yoshimoto, M.Ed, M.S.W., President of Dyslexia and OG Instititute and Founder/director, OGI, F33

Ζ

Marilyn Zecher, Ph.D., Academic Language Therapist & Math Specialist, PC4, T39

Jennifer C. Zvi, Ph.D., *Learning Disability Specialist and Professor Emeritus , California State University, Northridge*, **F29**





TeamQuest will help you achieve your running goals!

Participants will receive:

- Training and Support
- Travel Expenses & Deluxe Hotel stay (based on fundraising)
- Prizes for Top Runners and Fundraisers
- Race and Running Merchandise
- Pasta Party

everyone can read.

• Running Training App

All events are Boston qualifiers!

UPCOMING EVENTS

Take your next vacation for a good cause and join TeamΩuest in one of these top destination cities.

San Antonio December 2 & 3, 2017



Arizona January 13 & 14, 2018



New Orleans March 2 & 3, 2018

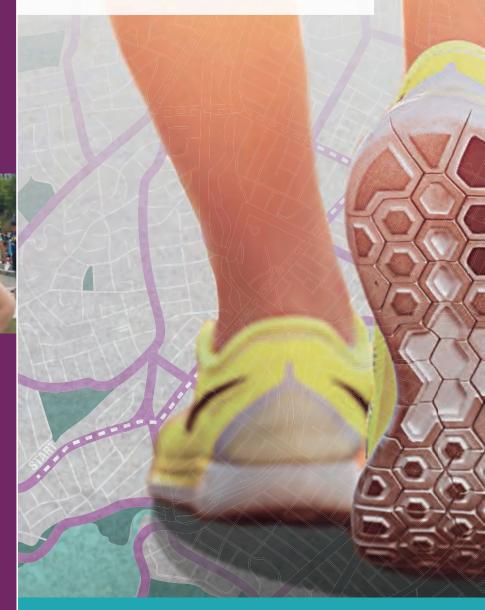








TeanQuest ... UNTIL EVERYONE CAN READ®



TeamQuest is creating a world where everyone can read!

Join IDA's endurance training and fundraising program that helps adults and the more than 10 million school age children struggling with dyslexia.

Register Today! TeamQuestDyslexia.org DyslexiaIDA.org Questions? Contact Tricia Sturm tsturm@dyslexiaida.org 410-561-6413

International DYSLE XIA Association"



40 York Road, 4th Floor Baltimore, Maryland 21204-5202 Non-Profit Org. U.S. Postage **PAID** Baltimore, MD Permit No. 560

WWW.DYSLEXIAIDA.ORG

Advertisement (See Endorsement Disclaimer on Page 4)

