

Facets of Dyslexia

Fourth Annual Conference



April 29, 2017
Stratford, NJ

CONFERENCE AGENDA

8:00am – 8:45am **Registration and Continental Breakfast**

8:45am – 9:00am **Welcome**

Richard Selznick, Ph.D., Director of the Cooper Learning Center, Department of Pediatrics at Cooper University Hospital

9:00am – 10:00am **Keynote: Bright Kids Who Can't Keep Up**

Dr. Ellen Braaten, Ph.D., Director of the Learning and Emotional Assessment Program at Massachusetts General Hospital for Children, psychologist, researcher, television contributor and author

Description: We live in a world where quick responding is considered an essential skill; however, many children feel left behind. This keynote address will provide the audience with an overview of processing speed, as well as its relationship to today's quick-paced lifestyles, classroom environments, and home lives. Difficulties with processing speed cut across disorders such as learning disabilities, developmental disorders and ADHD. Dr. Ellen Braaten, Ph.D., will discuss the biology and neuropsychology of processing speed, how it manifests in classrooms and social relationships, and what professionals and parents can do to accommodate and help their students overcome it.

10:00am – 10:30am **Networking Session and Exhibit Hall**

10:30am – 12:00pm **Morning Session**

1. **Hands on with Dyslexia Screening Instruments** – Alison Pankowski, M.Ed., *Reading Interventionist, Learning Disability Teacher Consultant, Vice-President NJ IDA*

Description: N.J.S.A. 18A:40-5.3 states “ Students who exhibit a potential indicator of dyslexia or other reading disabilities must be screened no later than the completion of the 1st semester of 2nd grade.” This workshop will review the potential indicators of dyslexia, discuss the benefits of universal screening of all students, and identify screening tools that should be included for kindergarten, first and second grade. The presentation will look at various screening tools by name and compare tools discussed. Participants will get hands-on practice with administering selected tools. In addition, this workshop will discuss follow up assessments for progress monitoring and a more diagnostic evaluation following a Response-to-Intervention (RTI) model.

2. **The Speech–Language Pathologist as Your Literacy Partner** – Jeanne Tighe, M.A., CCC-SLP, *Speech-Language Pathologist, Beyond Communication, LLC*

Description: We all know that language is the cornerstone of literacy, but for SLPs working in the school setting, it can be difficult to clearly define our role in the literacy intervention process. This session will teach educators and SLPs how to take a more active role in the treatment of dyslexia by identifying the specific areas where language development intersects with literacy learning. Attendees will leave with an understanding of practical implications for testing, classroom instruction, and therapy, as well as intervention techniques that can be implemented immediately.

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10:30am – 12:00pm **Morning Session Continued**

3. **Erasing the Misery of Reading and Spelling Multi-Syllable Words** – Scott DeSimone, *CEO of Really Great Reads*

Description: When students do not have strategies for spelling and reading larger words, they often guess, skip or miscue. Our “lose the rules” approach eliminates stress by teaching students how to use functional strategies and manipulatives to break words into decodable chunks. Our technique is explicit, systematic, and multi-sensory. This method of instruction can even be used in kindergarten to help students read words such as *batman, sunset, picnic* and in upper grades to help students read *citadel, tranquilize, and Madagascar*.

4. **Violin Stories: Revealing the Emotional Landscape of Dyslexia** – Richard Selznick, Ph.D., *Director of the Cooper Learning Center, Psychologist, Author*

Description: What do children’s stories and drawings reveal about their inner lives? What are the concerns, insecurities and conflicts? For a number of years, Dr. Selznick has collected stories and drawings from children as a part of the assessment process. The Violin Card from a projective psychological test, the TAT, was the stimulus for the children’s stories. This workshop will help professionals and parents understand common emotional themes that are often underlying the dyslexic experience.

12:00pm – 1:00pm **LUNCH**

1:00pm – 2:25pm **Afternoon Session One**

1. **Supporting Literacy in the Secondary Classroom** – Kathy Rotter, Ph.D., *Associate Professor and Director Dyslexia Initiative, The College of New Jersey*

Description: Students with dyslexia and other reading disabilities present unique challenges to middle and secondary school teachers. These students typically struggle to read and understand the content information presented in written documents. This workshop will focus on specific strategies which teachers can use to increase those students’ ability to access and learn class content despite their reading challenges. We will discuss simple steps to take to make your written content (texts, tests, notes, etc.) accessible and how to enhance the learning of these students as well as simple assistive technology supports and low cost online resources and how to support the use of electronic text. Participants will receive materials which they can use in their classrooms.

2. **Creating the Teacher Technology Toolbox: K-8 Grade** – Tina P. Monteleone, M.Ed. *Instructional Coach, Technology Integrator, PD Presenter, Educator PrK-8, Dual Certification*

Description: Attendees will be able to gain knowledge in the area of assistive technology and how it can help students with dyslexia gain access to the curriculum and state standards. Learn and experience practical classroom techniques, methods, and tools to utilize in your classroom that will increase rigor and competency. Presentation focus: Chromebooks, with additional mention of iPads & Apps, Laptops and Google Apps for Education. Classroom models; including blended, flipped, and station/center models

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1:00pm – 2:25pm

Afternoon Session One Continued

3. **Using Patterns of Strengths and Weaknesses to Differentiate Instruction** – Steven Korner, Ph.D., *Certified School Psychologist/Licensed Psychologist*

Description: Academic subjects like reading are byproducts of cognitive processing abilities. Teachers, parents, and child study team professionals are best served when they use the best practice model of patterns of strengths and weaknesses (PSW) to understand the associations between subject area domains and the cognitive processing abilities required to perform successfully in those areas. The result is that evaluations can be targeted to detect specific areas of underlying weakness. Moreover, instruction can be differentiated to address these weaknesses. The purpose of this presentation is to introduce the PSW model and its underlying theoretical principles and to demonstrate how information from targeted assessments can be used to similarly focus on remediating specific areas of deficit.

4. **Diving Deeply into Phonological Awareness Instruction** – Jeanne Tighe, M.A., CCC-SLP, *Speech-Language Pathologist, Beyond Communication, LLC*

Description: Difficulty with phonological processing is a core feature of Dyslexia, and remediation in phonological skills is a critical component of educational programming for dyslexic students. Despite its importance, phonological awareness is often misunderstood and under addressed. This session will explain the functional role of phonological skills in reading, summarize the most recent research on what works in phonological interventions, and present simple, explicit, effective instructional methods that can be immediately implemented by any teacher or therapist within any classroom setting.

5. **I have a Diagnosis Now What? How Parents Can Navigate the Special Education Maze** – Staci Greenwald, Esq. *Sussan/Greenwald/ & Wesler*

Description: The special education process can be confusing, overwhelming, and frustrating. This presentation is meant to clear things up for you and navigate the special education waters. How to obtain appropriate services for a student with language based learning disabilities, including the referral process, who is eligible for special education and related services, the I.E.P process and what an appropriate IEP contains will be covered. What to do if a student is not receiving appropriate services and what to do if a dispute arises will also be discussed.

2:35pm – 4:00pm

Afternoon Session Two

1. **Dyslexia and Inclusion: Supports in the General Education Classroom** – Carolyn L. Berenato, Ed. D., *Assistant Professor Saint Joseph's University*

Description: This workshop will focus on the importance of the general education teacher dealing with dyslexia and the inclusive classroom. Students come to school with a variety of skills, abilities, and interest as well as varying proficiency in the English language. Some students struggle, while others are right on level or above. Participants will learn about and discuss diverse learners and the instructional needs to support all learners. Differentiated instruction will be addressed to meet the needs of students with reading difficulties, students with disabilities, advanced learners and English-language learners through modeling the Language Arts Block.

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2:35pm – 4:00pm

Afternoon Session Two Continued

2. **High School Educators and Students Facing Dyslexia Together: Student Perspective** – *New Jersey YES! Ambassadors Panel, Learning Ally's Youth Examples of Self-Advocacy*

Description: Learn how teachers can help students achieve success in the classroom, delivered entirely by high school students who are part of a national peer mentoring program. Explore dyslexia through topics including characteristics, myths, accommodations, assistive technology, and self-advocacy. The students share their personal stories about growing up with dyslexia, the challenges that they face, and the strategies that work. The students will also conduct a series of simulations designed to allow attendees to experience what it feels like to be dyslexic.

3. **Fluency Strategies to Increase Automaticity and Understanding** – Lori Kaszupski, *OG-T, CDT, CDS Verdon R. Skipper Children's Dyslexia Center in Burlington, NJ*

Description: Come learn more about the definition of reading fluency; fluency components; why fluency is a critical skill in reading-especially for our struggling readers; methods to informally assess fluency; and strategies to improve reading fluency! Handouts for future reference and application in the classroom will be distributed; these may be adjusted to fit various grade levels and student needs.

4. **Accommodations: Leveling the Playing Field** – Mark Brugger, *Senior Program Manager, Learning Ally, Princeton, NJ*

Description: After a brief review of the legal basis of accommodations, why accommodations matter and a discussion on the concept of "fair", educators and parents will discover effective strategies for determining accommodations, considerations on remediation vs accommodations, accommodation frequency and effectiveness, and the many types of accommodations. On a tactical level, attendees will learn how to improve acceptance of accommodations by students and how accommodations can be implemented cost-effectively. The session will conclude with a discussion of a short case example.

5. **Let's Make Sense of It All: Share and Discussion Forum for Parents** – Richard Selznick, Ph.D., *Director of the Cooper Learning Center, Psychologist, Author*

Description: This parent discussion group is an open forum to ask questions relating to raising children with learning disabilities, as well as how to access help. This will also be an opportunity to network with other parents to share your stories and successes!