

Facets of Dyslexia

Fifth Annual Conference



April 21, 2018
Stratford, NJ



CONFERENCE AGENDA

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

8:45am – 10:00am **Welcome & Keynote**

Assistive Technology Solutions for Students with Dyslexia: Case Studies & Options

Jamie Martin, *Assistive Technology Consultant, specializing in AT solutions for students and adults with dyslexia*

Description: In recent years, there has been a rapid development of assistive technology that allows students with dyslexia to experience new educational heights and reach their academic potentials. In this fun and engaging presentation, Jamie Martin will introduce you to three students: Kiera (high school), Avi (middle school), and Meryl (elementary school). He will discuss each student's specific language difficulties and demonstrate AT tools that are matched to their particular needs. By exploring AT for iPad, Chrome, and desktop computers, you will learn about several options that enable students with dyslexia to access educational material that is on par with their intelligence.

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

10:30am – 11:45am **Morning Session**

- 1. Effective Design and Use of Graphic Organizers in the Classroom** – *Kathy Rotter, Ph.D., Private Consultant, Former Director of Special Services, Retired Associate Professor and Founder of the Dyslexia Initiative at The College of New Jersey*

Description: Students with dyslexia often struggle with executive processing issues as well as their reading and writing challenges. Research supports the use of graphic organizers in the classroom to help structure information and to enhance learning for these students, but all graphic organizers are not created equal! Learn the key elements in reviewing the thousands of options you have in choosing graphic organizers for your classrooms as well as simple but effective ways to turn graphic organizers into text with the touch of a button!

- 2. Make and Take Orton-Gillingham Learning Centers** – *Amy Garner, MA-OGTH, Dyslexia Specialist, Branchburg Township School District, Adjunct Professor at Fairleigh Dickinson University, Practicum Instructor, Scottish-Rite Masonic Children's Learning Center of Scotch Plains, NJ*

Description: Share in finding out how to most effectively create Orton-Gillingham based learning centers that provide meaningful independent work for students. Bring your creativity to this hands-on workshop and make learning center activities that will support your Orton-Gillingham Reading program. Use these centers for individual students as well as groups. Take the activities back and start implementing them in your classroom right away!

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10:30am – 11:45am Morning Session Continued

3. Sensory & Behavioral Strategies for Children with Autism, Sensory Processing Disorder, and other Developmental Delays – *Jessica Zawrotny, OTR/L, Lead Occupational Therapist at Sensational Kids of Marlton, NJ*

Description: Children with sensory processing difficulties often demonstrate challenging behaviors that impact their daily functioning and disrupt their routine. This workshop will provide a breakdown of the different types of sensory processing difficulties that children often display, as well as sensory integration and behavioral strategies to determine the origin of the behaviors and the best way to manage them at home and in the classroom environment.

4. A New Mindfulness Based Therapy Model for Dyslexia – *Basant Pradhan, M.D., Associate Professor of Psychiatry and Pediatrics, Director of Magnetic Brain Stimulation (TMS) and Yoga-Mindfulness Based Cognitive Therapy (Y-MBCT) Cooper University Hospital & Cooper Medical School of Rowan University of Camden, NJ*

Description: Much remains to be accomplished clinically to address the core deficits of dyslexia. Mindfulness Based Rehabilitation of Reading, Attention & Memory (MBR-RAM©) is an evidence-based, mindfulness-based cognitive behavioral therapy developed by Dr. Pradhan. It uses focused attention enhancement visual meditation techniques to rehabilitate some of the core deficiencies of dyslexia. In his presentation, Dr. Pradhan will describe this model and provide suggestions to teachers and parents on the therapeutic scope and use of this model at home and in school.

11:45am – 12:30pm LUNCH

12:30pm – 1:40pm Afternoon Session One

1. Activities & Games that Support Reading and Spelling Concepts for the Struggling Reader – *Donna Perry, M. ED., Wilson Certified*

Description: This hands-on workshop will provide opportunities to create FUN activities and games that support reading and spelling concepts! Support your OG, Wilson Reading, structured reading programs and general education language arts classes with games and activities that provide practice of foundational skills necessary for skilled and automatic word recognition. Learn how to get your students enthusiastically engaged in hands-on activities and games that will reinforce many decoding and encoding concepts already taught.

2. Introducing Struggling Readers to Good Literature: Finding the Right Book for Each Child – *Kathleen Spence, Reading Specialist and Special Education Teacher, Adjunct Professor for Special Education, Language, and Literacy department of The College of New Jersey, Past President and Current Board Member, West Jersey Reading Council*

Description: For a child who struggles to read, a book becomes a torment rather than an adventure, a teacher, or a friend. Selecting the right book and providing support can help each child find the joy, enrichment, and fulfillment in reading that is the potential of each book. This workshop will provide insight into current informational and fiction literature for children. Avenues of helping children choose books that they can read with success, and strategies to help them achieve that success will be shared and practiced during this session.

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12:30pm – 1:40pm

Afternoon Session One Continued

- 3. Mindfulness and More: Integrating Mindfulness, Brain Plasticity, and Growth Mindset Into Your Classroom** *Linda Jarrett-Armiger, M.Ed., School Guidance Counselor at Center School of Abington, PA, Former Elementary and Special Education Teacher, Executive Functions Coach and Tutor*

Description: *What can you do to help your students learn what you are teaching? What tools can your students use that will aid them in being more mindful and focused in your classes? How can you give your students opportunities to work to their full potential?*

In this interactive workshop, you will gain an understanding of basic concepts and strategies that encourage mindfulness and brain growth. You will be actively involved in learning strategies and techniques that teach a growth mindset by engaging in mindfulness practices and making tools that can be integrated into your classroom.

- 4. Using the Word “Dyslexia” in IEPs** – *Robert C. Thurston, Esq., The School Kids Lawyer, Thurston Law Offices, LLC of Cherry Hill, NJ*

Description: Schools are reluctant to use the words “dyslexia,” “dysgraphia,” and “dyscalculia” in IEPs. Recent guidance from the U.S. Department of Education suggests that schools should use these terms to better identify a child’s disability and tailor special education and related services to those specific learning disabilities. This workshop will discuss how and why schools should incorporate the term(s) into IEPs and why it is beneficial for the students with the disability as well as the school districts to avoid disputes and litigation. Mr. Thurston will highlight the laws that assist the Child Study Team and the parents as well as practical aspects of using the specific terminology instead of the more general “Specific Learning Disability.”

- 5. Using Syllable Types to Help Students Read and Spell Complex Words** – *Scott DeSimone, CEO of Really Great Reading*

Description: Many students struggle to read big words. When they don’t have strategies for attacking big words, they often skip them or guess, and their comprehension plummets. Participants will learn how to teach students to read and spell complex, multisyllable words using information about syllable types. They will learn functional strategies to teach and sensible ways to practice these strategies. These techniques can be mastered by most, and can be taught with everyday office supplies and common sense. Participants will use syllable boards to develop an understanding of the procedures and routines used to effectively read and spell long words. All participants will leave with a set of index-sized dry erase syllaboards.

1:50pm – 3:00pm Afternoon Session Two

- 1. The iPad—What’s in it? Apps & Strategies for Supporting Students with Print Disabilities** – *Vanessa Lombardo, M.Ed., ATP, Associate Director of the Assistive Technology Department for Advancing Opportunities of Ewing, NJ, AT Specialist in Ocean and Atlantic Counties NJ*

Description: In this workshop, we will look at accessibility features built into the iPad to support students with print disabilities. We will also look at different apps to support students with print disabilities and how they might be implemented. Learning objectives include increasing knowledge of apps to convert print and digital materials, gaining strategies to convert inaccessible materials, and advancing knowledge of resources for finding appropriate apps.

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1:50pm – 3:00pm

Afternoon Session Two Continued

2. **Hands on Strategies for Anxious Children with Dyslexia, ADHD and Learning Issues** – *Lauren Lucente, LPC, MS, MA, 5th year pre-doctoral intern at the Philadelphia College of Osteopathic Medicine*

Description: This workshop will help participants learn hands on strategies they can utilize with students who may experience anxiety associated with specific learning disorders, ADHD, and learning difficulties. During the workshop, participants will have an opportunity to practice the skills and ask questions regarding anxiety in students, as well as the implementation of these strategies.

3. **What Does It Take To Be Ready To Read? - Brain Gym®** – *Aili Pogust, Ed.D., Brain Gym® Coach, Consultant and Trainer*

Description: An important component to reading readiness is purposeful physical movement. Our earliest movement experiences help to wire us, not only for a lifetime of physical coordination but also for efficient cognitive functioning to think, focus and learn. Coordinated movement is the key to successful reading. We can overcome a past that didn't provide enough movement of the right kind at the right time and enhance communication between both eyes, both ears and both hemispheres which are necessary for successful reading. This interactive workshop will teach you easily learned physical movements that will support you, your students and your family members to read more effectively.

4. **College Transition: Correcting the Myths and Misunderstandings to Help Students Be Successful in the Post Secondary Environment** – *Elizabeth C. Hamblet, Learning Consultant, Columbia University of New York, NY, National Speaker and Author*

Description: Myths about college disability services and accommodations can leave students without the critical knowledge they need. Thinking that colleges don't offer anything may discourage students from attending college, and believing that they provide every service that students had in high school might not properly prepare students for the transition. 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 do well in this exciting new environment.

5. **"Say It With Clay" Hands-On Workshop** — *Abbie Kasoff, Art Therapist, CEO/Founder of "Say It With Clay" in Collingswood, NJ*

Description: *Experience how working with clay can help students with dyslexia and other learning difficulties tap into their inner creativity and build self-esteem.*

Working with the medium of clay fosters creativity and a sense of personal wellness and, even, accomplishment. Due to clay's malleability a person is immediately drawn to the opportunity of touch. During this hands-on clay workshop participants gain a true understanding of beginning, middle and end, since clay-making is a process oriented art. The process of working with clay will foster expression, creativity and motivation, right in your classroom. This process can be used with the intent to elicit specific outcomes, or just as an opportunity for art expression. Learn how to add clay to your classroom learning strategies.