

Facets of Dyslexia

Cooper Learning Center's

Third Annual Dyslexia Conference



Saturday,
April 16, 2016
Stratford, NJ

CONFERENCE AGENDA

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

8:45am—10:00am **Welcome**

Keynote Address: DYSLEXIA THROUGH A PERSONAL LENS

Richard Selznick, Ph.D., *Psychologist, author, and presenter, Director: Cooper Learning Center*

Nancy J. Hammill M.S.Ed. *Educator, instructional coach, and presenter, Professional development Coordinator: Cooper Learning Center*

NJ YES! Ambassadors Panel *Learning Ally's Youth Examples of Self-Advocacy*

Description: Dyslexia through a Personal Lens is a lively, thought-provoking keynote for educators and parents interested in better understanding the lives of individuals with dyslexia. Attendees will participate in a hands-on learning disabilities simulation, to experience some of the challenges and frustrations that people with language-based disabilities encounter every day. The keynote will explore some of the top myths of dyslexia, signs and symptoms and evidence-based best practices. Learning Ally's Youth Examples of Self-Advocacy Ambassadors will offer their personal perspective.

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

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

Strengthening Programs for Dyslexia: Missing Ingredients for Success – **Howard Margolis, Ed.D.**, *Professor Emeritus of Reading Disabilities and Special Education, City University, New York*

Description: Programs for children with dyslexia often fail or produce little progress. But often, if more knowledge of educational psychology was woven into children's programs throughout the day, many children would benefit. This knowledge includes strategies for improving self-control, motivation, confidence, effort, memory, homework, progress-monitoring and social-emotional well-being. Failure to include these elements will likely perpetuate children's struggles, regardless of reading and writing methodologies.

CONFERENCE AGENDA



Facets of Dyslexia

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

Executive Function and Metacognitive Strategies for Students with Learning Disabilities — William

Presutti, M.S., *Director of the Regional Center for Learning Disabilities on the Florham Campus of Fairleigh Dickinson University and an Adjunct Instructor in the Learning Disabilities Program*

Description: The goal of this presentation is to assist students in their academic work. Executive function skills such as working memory, organization and time management will be discussed along with reading, note-taking, test taking and studying strategies.

Creating the Teacher Technology Toolbox: K-8 - 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 will be discussed.

Project Read “Framing Your Thoughts” Written Expression - Christine Delmas, Project Read Consultant

Description: The *Framing Your Thoughts* process teaches sentence structure and punctuation using eight graphic symbols. Knowledge and analysis of sentence structure provide powerful tools that increase fluency and reading comprehension. Sentence structure transfers to paragraph development. The process provides strong editing pieces enabling students to write with responsible independence. The concepts and skills are directly taught and modeled as the author takes you through the instructional strategies and multisensory techniques. The *Framing Your Thoughts* concepts and skills are aligned with state and Common Core writing standards.

Special Education: A Practical Overview for Families Concerning Specific Learning Disabilities and Dyslexia Carolyn L. Berenato, Ed. D., Assistant Professor of Special Education at Saint Joseph's University

Description: Specific learning disabilities and dyslexia are often handled very differently by individual school districts. School districts are mandated by law to provide a full range of special education services for a student to make meaningful progress. It is important that families receive accurate and complete information to properly address their children's special needs. This session will focus on family's rights under IDEA and Section 504 and where to find resources on specific learning disabilities and dyslexia.

12:00pm – 1:00pm LUNCH

CONFERENCE AGENDA



Facets of Dyslexia

1:00pm – 2:15pm Afternoon Session One

Optimal Multisensory Reading Strategies for the Dyslexic Learner – Cheryl Tartaglione, M.A., O.G.T.,
Educator/Consultant at Glassboro Public Schools

Description: Dyslexic learners require very specific instructional strategies to ensure optimal learning. The workshop will focus on multisensory reading strategies that support this type of learning. An emphasis will be placed on strategies that enhance the development of encoding and decoding as well writing.

Developing Deep Understanding of Narrative and Expository Texts: The Action Cycle Approach

Robb Gaskins, Ph.D., Head of School, Benchmark School

Description: The development of deep understanding is a major focus of education in the 21st century. This session will describe an instructional approach that facilitates the development of deep understanding across both narrative and expository texts. More specifically, Dr. Gaskins will share insights from his own research and teaching experience that demonstrate how the Action Cycle Approach can be implemented to facilitate deep understanding in both elementary and middle school language arts and social studies classrooms. Attendees will learn ways the approach can be applied in classrooms and beyond.

Positive Interventions to Help Students Thrive - Jane Gillham, Ph.D. Associate Professor and Chair, Department of Psychology, Swarthmore College

Description: How can we help students to thrive? We will explore this question through the lens of positive psychology, a field that focuses on the personal qualities, experiences and environments that promote human flourishing. Two major approaches will be emphasized. These include 1) strategies for promoting resilience or interrupting the downward spirals that can occur when youth encounter stressful events and problems and 2) strategies for building upward spirals through cultivating youths' strengths, positive emotions, relationships and sense of purpose or meaning. We will discuss specific programs and activities that educators can use, along with recent research on the benefits these approaches can have on students' social and emotional well-being and achievement.

Assistive Technology: Helping HS and College Students Keep Pace - Fred Tchang, Director, Assistive Technology Services, ATP, RESNA Certified Assistive Technology Professional

Description: High school students need to develop new levels of independence, and technology can help those students along the way. College students have even greater demands on their executive function abilities, as they are expected to stay on top of deadlines and set priorities. Come learn about the assistive technology that helps students with a variety of learning disabilities keep up with increasing demands, as they learn to be fully functional adults.

CONFERENCE AGENDA



Facets of Dyslexia

2:30pm – 3:45pm Afternoon Session Two

Creativities Role in Enhancing the Lives of Learners with Dyslexia and Dyscalculia – Lori Severino, Ed.D.,
Clinical Professor, Drexel University

Description: This session will focus on the importance creativity plays in children with dyslexia and dyscalculia. The creativity assessment will be discussed, and strategies to incorporate creativity in teaching using students strengths will be explored.

Games for Learning Reading: K-5 - Eileen Tresansky, MS Ed., *Fellow/AOGPE*

Description: Beginning and struggling readers require significant practice and repetition to master the foundational skills necessary for skilled and automatic word recognition. The use of games provides the motivation and engagement that turns practice away from just “drill to skill!” This hands-on workshop will provide opportunities for participants to play games that target orthographic patterns taught in reading and spelling that are necessary for automatic word recognition skills.

Making Math Accessible – The Bridge Academy’s Math Team

Description: Using multisensory techniques to support students’ understanding of math concepts from the concrete to abstract level deepens understanding and long-term retention. This workshop will provide an overview of strategies that we have found to be successful interventions for students with learning disabilities.

Visual Thinking: Let’s Flip the Script on Traditional Learning - Jesse Berg, MSIT, M.Ed., *Teacher, professional coach, instructional technologist, and educational speaker.*

Description: If reading, writing and organization feel scrambled, let’s flip the script! So much teaching and learning is linear – reading books, writing papers, taking notes and public speaking – but this is not how many with Dyslexia naturally think. For many, language has been a barrier that impedes organization and expression of ideas. In this workshop, we turn traditional learning methods upside down and explore simple, intuitive methods like mind mapping and semantic webbing to think visually and spatially to succeed academically. The approaches minimize text, maximize understanding and organize creative thinking. Strategies are relevant for writing, reading and more. Multiple technologies will be shared that break down barriers to learning for non-linear thinkers in a linear world.

