

WEDNESDAY *November 11*

Highlights

8:30 a.m. - 4:30 p.m. **Symposia**

9:00 a.m. - 5:00 p.m. **School Visit to Beacon College**

5:00 - 6:30 p.m. **Exhibit Hall Grand Opening**

7:00 - 10:00 p.m. **Welcome Reception & Keynote Address**

WEDNESDAY

NOV. 11 8:30 a.m. - 4:30 p.m. 🕒 full day

W1 SYMPOSIUM

Implementation of RTI from A to Z

Symposium Chair: Kathleen Whitmire, Ph.D., *Director, RTI Action Network, National Center for Learning Disabilities*

The impact of Response-to-Intervention (RTI) on improved academic achievement, reduced disproportionality, availability of early intervention and prevention services, and reduced rates of special education referrals and placements is well documented. To achieve these positive outcomes, local education agencies must institute systemic change that supports the essential components of effective implementation of RTI.

This symposium will present critical information for RTI implementation from several perspectives. Effective strategies will be presented along with the content knowledge and skills required to support successful implementation, and case studies demonstrating impact will also be presented.

RTI: An Overview: Essential Components for Effective Implementation

Kathleen Whitmire, Ph.D., *Chair*

Needed Leadership to Get Started: Steps and Tools for the Three Primary Phases of Implementation: Consensus Building, Infrastructure Development and Implementation Procedures

George Batsche, Ph.D., *Professor and Co-Director of the Institute for School Reform, University of South Florida*

LUNCH

RTI in Practice: Guidelines for Assessment and Intervention at Tiers 1, 2, and 3

Barbara Ehren, Ed.D., *Professor & Director, Communication Sciences & Disorders Doctoral Program, University of Central Florida*

Amanda M. VanDerHeyden, Ph.D., *Private Consultant & Researcher*

Policy Issues: Considerations for RTI within the Upcoming Reauthorization of Federal Laws IDEA and NCLB (ESEA)

Laura Kaloi, M.P.A., *Public Policy Director, National Center for Learning Disabilities*

Discussion, Questions & Answers

This Symposium is made possible through grant funding by the National Center for Learning Disabilities Action Network.



National Center for Learning Disabilities
The power to hope, to learn, and to succeed

W2 SYMPOSIUM**Research at FCRR on Early Reading Development and its Applications for Teachers and Schools**

Symposium Co-Chairs: **Barbara Foorman, Ph.D.**, *Director, Florida Center for Reading Research, Florida State University*
Elizabeth Crawford, M.S., CCC-SLP, *Director of Intervention Projects, Florida Center for Reading Research*

This symposium will present both basic research findings from work being conducted at the Florida Center for Reading Research and applications of research findings to assessment and instruction related to reading development.

Reducing Children's Risk for Later Reading Disabilities: The Role of Tier I and Tier II Instruction in Preschool

Chris Lonigan, Ph.D., *Professor of Psychology, Florida State University & Associate Director, Florida Center for Reading Research*

Beth Phillips, Ph.D., *Assistant Professor, Department of Educational Psychology and Learning Systems, College of Education, Florida State University & Florida Center for Reading Research*

Preschool is increasingly viewed as a vital component in the minimization of risk for later reading disabilities, particularly among children from high risk backgrounds. Many states have developed preschool programs and aligned learning standards with the goals of identifying and addressing children's needs in key skill areas. This presentation will discuss several studies that investigate the overlapping, yet differentiated, role played by tier I and tier II instruction in preschool settings in reducing reading difficulties.

Individualizing Reading Instruction in Early Elementary Classrooms

Carol Connor, Ph.D., *Associate Professor, Department of Psychology, College of Education, Florida State University & Florida Center for Reading Research*

This presentation will focus on designing and implementing differentiated literacy instruction that is based on children's assessed language and reading skills, and the research behind these findings. The session will include practical information on how first through third grade teachers individualize reading instruction including selecting appropriate content and levels of scaffolding, classroom organization, lesson planning, time management and various ways that teachers provided individualized instruction for an entire classroom of students. Additionally, the results of randomized controlled field trials conducted in first and second grade classrooms will be presented.

New Developments in Dyslexia: Specific Reading Comprehension Disability

Richard K. Wagner, Ph.D., *Professor of Psychology, Florida State University & Associate Director, Florida Center for Reading Research*

Yusra Ahmed, *Graduate Student of Psychology, Florida State University*

Dyslexia typically is thought of as an inability to read the words on a page with sufficient accuracy and fluency to support comprehension. However, some students who are poor at comprehension appear to be able to read words relatively accurately and fluently. How common are students who are poor at reading comprehension yet adequate at reading words? How should such students be identified, and what appears to be their fundamental problems with reading?

Lunch**Early Identification and the Florida Assessment for Instruction in Reading: K-2**

Barbara Foorman, Ph.D., *Co-Chair*

The Florida Center for Reading Research, at the request of the Just Read, Florida! Office in the Florida Department of Education, has been developing new reading assessments for grades K-12 which go statewide in the Fall, 2009. This presentation describes the screening, diagnostic, and progress monitoring components of the K-2 assessments and evidence for their validity and reliability. It also describes the results of an implementation study during 2008-2009 with 180 teachers and 3,600 students in grades K-2.

Assessment for Instruction in Reading in Grades 3-12

Joseph K. Torgesen, Ph.D., *Director Emeritus, Florida Center for Reading Research, Florida State University*

Yaacov Petscher, Ph.D., *Director of Research Projects, Florida Center for Reading Research*

This presentation describes an overall framework for assessment to guide instruction in reading for students in grades 3-12 based on current research in reading and assessment. Further, an assessment system involving three computer-based tests and a set of informal assessments that will be implemented in Florida starting in Fall, 2009 will be described, along with preliminary information about validity and reliability of the assessments.

Supports for Teachers to Guide Instruction in Reading

Elizabeth Crawford, M.S., CCC-SLP, *Co-Chair*

For the past several years, the Florida Center for Reading Research has been developing materials to assist teachers in their efforts to meet the instructional needs of all students in reading. These materials are all available for free download from the FCRR website. This presentation will describe current attempts to link instruction to assessment, along with two sets of instructional materials: independent student learning center activities and instructional routines to enhance instruction of critical skills in grades K-5.

Questions and Answers

WEDNESDAY

NOV. 11 8:30 a.m. - 4:30 p.m.  full day

W3 SYMPOSIUM

Seminar for Heads and Lead Administrators of Independent LD Schools

Program Coordinators: Earl Oremus, *Headmaster, Marburn Academy*
Jonathan Green, *Director, Hamilton School at Wheeler; IDA Board Member*

This full day session for heads and lead administrators of independent schools for children with learning disabilities is designed to facilitate small group collegial discussion of topics of common concern and to promote sharing of ideas and experiences. The program includes a speaker session and three discussion periods. Two of the breakout sessions will be concerning common challenges facing heads of independent schools (see below). One session will be a presentation/discussion of innovative software programs.

<p>Session 1: Roundtable Discussions on Specific Topics</p> <p>LUNCH</p> <p>Session 2: Innovative Software Programs</p> <p>Session 3: Roundtable Discussions on Specific Topics</p>	<p>Topics will include:</p> <p>INSTRUCTION/FACULTY ISSUES</p> <ul style="list-style-type: none"> • Managing/Remediating AD/HD • Faculty Training and Evaluation • Managing Traumatic Personnel Change • Effective Use of Technology • Building Positive Faculty Culture • Incorporating Research Findings into the Curriculum • Classroom Fluency Models <p>PARENT ISSUES</p> <ul style="list-style-type: none"> • Dealing with Demanding Parents • Effective Parent Training Programs <p>GOVERNANCE ISSUES</p> <ul style="list-style-type: none"> • Dealing with Board Problems 	<p>MANAGEMENT ISSUES</p> <ul style="list-style-type: none"> • Strategic Planning • Marketing for Enrollment Growth • Successful Website Strategies • Faculty Compensation/Benefit Systems • First Time Capital Campaign <p>AUXILIARY PROGRAMS</p> <ul style="list-style-type: none"> • Preschool/Early Childhood • Early Intervention Programs • Outreach Programs <p>PROGRAM EVALUATION</p> <ul style="list-style-type: none"> • Diagnostic Services • Systems for Following Up on Graduates • Summer Programs • Using Achievement Test Data to Measure Individual Progress • Evaluate Program Effectiveness
---	--	---

Lunch and refreshments are provided for this session.
Additional fee of \$30 will apply. Please see the Registration Form.

PLEASE REMEMBER

IDA supports efforts to provide individuals with dyslexia with appropriate instruction and to identify these available for those affected by dyslexia.

While IDA is pleased to present a forum for presentations, advertising and exhibiting to benefit those with dyslexia and related learning disabilities, it is not IDA's policy to recommend or endorse any specific program, product, speaker, exhibitor, institution, company or instructional material, noting that there are a number of such which present the critical components of instruction as defined by IDA.



W4 SYMPOSIUM

The Challenges and Complexities of Reading Comprehension

Chair: Nancy E. Hennessy, M.Ed., Educational Consultant, The Consulting Network

Proficient reading, the ability to read words and construct meaning simultaneously, is the goal for all students. What appears to be effortless for some is a monumental task for others. A deep understanding of the complexities of the comprehension construct is a prerequisite for design and delivery of effective instruction. By surfacing and then, delving into comprehension development, sources of difficulty, elements of language comprehension, instructional implications and assessment, speakers will facilitate further development of your mental model of reading comprehension.

The Complexities of the Comprehension Construct

Nancy E. Hennessy, M.Ed., Chair

A brief introduction to the complexities of the comprehension construct from the perspective of definition, contributors, instruction and assessment.

Reading Comprehension: Skills that Support Development and Sources of Difficulty

Kate Cain, B.Sc., D.Phil., Reader, Department of Psychology, Lancaster University

Successful comprehension results in a mental representation of the situation described in the text will be discussed. We will examine the skills that support comprehension development in young readers and sources of comprehension difficulties.

Between Words and Text: Sentence-level Contributions to Reading Comprehension

Cheryl M. Scott, Ph.D., Professor, Department of Communication Disorders & Sciences, Rush University Medical Center

This presentation will discuss grammatical features of written sentences that can make them difficult to understand, particularly for students with specific comprehension deficits. Assessment and intervention applications are also addressed.

Lunch

The Cognitive Consequences of Reading Volume: Implications for Comprehension and Vocabulary

Anne Cunningham, Ph.D., Professor, Director of the Joint Doctoral Program in Special Education, University of California, Berkeley

In this presentation, we will discuss how the exercise of reading itself serves to further develop reading comprehension ability which has cognitive consequences that work in an interlocking, positive feedback logic.

Comprehension Instruction: Focus on Strategies or Content

Margaret G. McKeown, Ph.D., Clinical Professor of Instruction and Learning & Senior Scientist, Learning Research and Development Center, University of Pittsburgh

Content instruction focuses on text content through open, meaning-based questions. Strategies instruction focuses on specific procedures to guide attention to text. This presentation describes results of a study that compared the two approaches.

Measure for Measure: What I've Learned about Assessing Reading Comprehension

Janice M. Keenan, Ph.D., Director of Reading & Language Lab, Professor, Department of Psychology, University of Denver

We review several reading comprehension tests and show that some are like Shakespearean characters, disguised as one thing and later revealed to be another.

MEMBER DISCOUNT!

Join IDA at the time of your conference registration to receive the member discount on registration fees.

WEDNESDAY SCHOOL VISIT

NOV. 11 9:00 a.m. - 3:00 p.m. 🕒 full day



BEACON COLLEGE

Maximum Participants: 45

Additional Fee: \$30 per person – Bus Transportation and Lunch are included

See Registration form to sign-up; first come, first served

Beacon College is the only accredited college offering AA and BA degrees exclusively for students with language based learning disabilities, ADD/ADHD, or LD gifted. Founded in 1989 in Leesburg, Florida, Beacon offers majors in Computer Information Systems, Liberal Studies, and Human Services in small classroom settings with educational support services including the Learning Specialists Program, the Writing Center, supplemental instruction, and special accommodations. The tour will show participants the various programs, support services, technology and classroom settings throughout the school.

Participants will meet at the Dolphin Bus Entrance at 9:00 a.m. and be transported by bus to Beacon College, approximately 50 minutes away. The tour will begin at 10:00 a.m., with a break for lunch in the school dining hall and depart the school at 2:00 p.m.



IDA and EPS are pleased to announce **The Robert G. and Eleanor T. Hall Memorial Fund**

Educators Publishing Service has partnered with the International Dyslexia Association to create this exciting fund in honor of EPS's company founder, Robert G. Hall, and his wife, Eleanor Thurston Hall. The Halls were dedicated supporters of the Orton Society, the precursor to IDA. They were also passionate about helping students with dyslexia learn to read.

This award will allow teachers to attend IDA's annual conference.



Experts in Intervention for Over 50 Years

epsbooks.com/IDA

See page 85 for scholarship guidelines and application.



CATCH
the
Exhibit Hall
GRAND
OPENING

Wednesday, November 11, 2009
Exhibit Hall 5:00 - 6:30 p.m.

***HORS
D'OEUVRES***

***VISIT MORE THAN
100 EXHIBITORS!***

***NETWORK
WITH OTHER
ATTENDEES!***

ENTERTAINMENT

***COCKTAILS AND
REFRESHMENTS***

PRIZES

WELCOME Reception

Official Kick-Off to the Conference

Wednesday November 11, 2009

7:00 p.m. (following the Exhibit Hall Grand Opening)

Northern Hemisphere Ballroom

Opening Entertainment

Welcome by:

Guinevere Eden, D.Phil., *IDA President*

Karen Dakin, M.Ed., *IDA Board Member-at-Large, 2009 Program Chair*

Suzanne Carreker, M.S., *CALT-QI, IDA Board Member-at-Large, 2009 Program Co-Chair*

Keynote Address by:

Dana Buchman, Fashion Designer and mother of a learning disabled daughter



Dana Buchman has always been a creative, designing woman.

For more than two decades Dana influenced fashion with her own brand, creating clothes for the real women who run this country's businesses, families and communities. Her designs have been worn by philanthropists, politicians, businesswomen and celebrities. She keeps up to date with what women want by traveling to different cities all across the country. Starting in February, 2009, her label can be found on apparel, eyewear, shoes and jewelry in Kohl's stores nationwide.

Pursuing her philanthropic passion, Dana Buchman is chair of the Advisory Council of **Promise**, a non-profit organization affiliated with Lenox Hill Hospital in New York City. Promise supports low-income children who are struggling with learning disabilities. Dana is committed to expanding the opportunities for the 80% of NYC children with learning disabilities who will otherwise never achieve a high school diploma. Dana has also written a book, "A Special Education" with her oldest daughter Charlotte about living with learning disabilities.

Dana Buchman graduated with Honors, Phi Beta Kappa, from Brown University. She was a President's Fellow at the Rhode Island School of Design and earned an Advance Degree in Fashion at London's St. Martin's School of Art. Dana Buchman has been a member of the Council of Fashion Designers of America since 1991. She is currently a board member of this prestigious organization.

Born and raised in Memphis, Tennessee, Dana is the mother of two college age daughters. She lives in Manhattan with her husband, a judge. They spend summers bicycling and motorcycling on the south shore of Long Island.

Light Reception to follow