

61st Annual IDA Conference – Call for Papers

October 27-30, 2010

Phoenix Convention Center - Phoenix, AZ



CALL FOR PAPERS SPECIFICATIONS

Presentation Submission will be open December 18 – January 22, 2010

The International Dyslexia Association (IDA) is a scientific and educational nonprofit organization concerned with dyslexia and related language and learning difficulties. The IDA Annual Conference focuses on the latest advances in these and related fields. IDA is interested in a broad spectrum of research and practical presentations along these lines. The objective of the conference is to bring up to date information to a diverse audience that includes educators, researchers, physicians, psychologists, social workers, speech language pathologists, administrators, parents, persons with dyslexia, and others.

ONLINE SUBMISSION SYSTEM

All submissions for presentations at the 2010 IDA Conference **must** be made on-line. In order to complete the application, go through each step of the process screen-by-screen. The information provided will be used to evaluate each submission and, if accepted, for inclusion in the 2010 Conference Program.

Thank you for taking the time to submit a proposal. We look forward to making the 2010 Annual Conference better than ever.

GENERAL SUBMISSION PROCEDURES

Please read and follow all instructions. Failure to do so will prevent your submission from being reviewed.

- The deadline for all submissions is **January 22, 2010**. IDA **will not** make exceptions to this deadline.
- Proposal authors **must** complete the entire Proposal Submission Form.
- Proposals that include multiple presenters **must** be submitted by one designated Primary Presenter. It is the Primary Presenter's responsibility to collect all of the information requested for the submission process on behalf of **all presenters** participating in the session being represented.
- The Primary Presenter will be able to edit the submission at any time during the submission process, but **NOT** after it has been officially submitted.
- Once the Primary Presenter has successfully completed the submission process, notification will be sent via email. It is imperative that you use a valid e-mail address that we can contact you on.
- By **April 15, 2010** the Primary Presenter will be notified **via email** regarding the whether or not the submission was accepted for the 2010 Conference Program.
- Individuals may submit up to **two** separate proposals. Each proposal must be submitted separately.
- Submitted papers are peer-reviewed.
- Although Primary Presenters are not required to register for the meeting prior to submitting an abstract, all presenters, **must register** for the conference upon notification of acceptance.

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PRESENTATION TYPES

For each submission, the Primary Presenter will be asked to choose a Type of Presentation. The four Oral Presentation Types differ based on their duration and hence the depth and breadth by which a particular topic can be covered. The Conference Program is structured on an hourly schedule with 15 minute intermissions to allow our attendees to move between presentations. Please be sure that the proposal matches one of these Presentation Type Formats prior to proceeding with the submission process.

Interactive Presentations

Poster Presentation – 2 hours (PP)

Free standing poster display boards are provided for one to two presenters to exhibit their information with an opportunity for maximal interaction with the audience. Poster presentations can be on any relevant topic and are often research based. Details (i.e., size, style, etc.) about poster presentations are provided to the Primary Presenter after acceptance of his or her poster proposal.

Panel Discussion – 2 hours; NO break (PD)

This venue is intended for a Panel Presentation with a Chair or Moderator and up to four panelists. This is an interactive forum that encourages conversation among the panelists as opposed to a lecture setting.

Oral Presentations

Standard Presentation – 1 hour, NO break (SP)

This venue is intended for detailed information delivered by one or two Presenters speaking jointly on one topic.

Extended Presentation – 2 hours; NO break (EP)

This venue is intended for detailed information delivered by one or two presenters. The subject matter should deal with complex information or be applied in nature. In the case of two presenters, the information provided should be highly integrated.

Half Day Symposia – 3 hours; 15 minute break built in (HS)

This venue is intended for multiple perspectives of a particular topic that deals with complex information or is applied in nature. The Symposium is moderated by the Symposium Chair and includes up to four Presenters. The Chair will provide an introduction to the topic that will be addressed by each of the presenters from a different perspective. The Symposium will conclude with Discussion/Question and Answer period lead by the Symposium Chair. The time frame for a Half Day Symposium will be:

Introduction of the Topic by Symposium Chair	10 minutes
Presenter 1	35 minutes
Presenter 2	35 minutes
Break	15 minutes
Presenter 3	35 minutes
Presenter 4	35 minutes
Discussion/Question & Answer Period	15 minutes

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Full Day Symposia – 8 hours; two 20 minute breaks built in plus 90 minute lunch (FS)

This venue is intended for multiple perspectives of a particular topic that deals with complex information or is applied in nature. The Symposium is moderated by the Symposium Chair and includes up to seven Presenters. The Chair will provide an introduction to the topic that will be addressed by each of the presenters from a different perspective. The Symposium will conclude with Discussion/Question and Answer period lead by the Symposium Chair. The time frame for the Full Day Symposium will be:

Introduction of the Topic by Symposium Chair	10 minutes
Presenter 1	45 minutes
Presenter 2	45 minutes
Break	20 minutes
Presenter 3	45 minutes
Presenter 4	45 minutes
Lunch	90 minutes
Presenter 5	45 minutes
Presenter 6	45 minutes
Break	20 minutes
Presenter 7	45 minutes
Discussion/Question & Answer Period	25 minutes

SUBMISSION FORMAT

The Primary Presenter will be asked to submit a presentation that includes details under the following subheadings.

Description for Program

This is the description that, upon acceptance, will be displayed in the printed program. Please note it is limited in length to maintain consistency and readability in the program.

Detailed Description for Review

This area is not limited by length, thereby allowing the submitter to describe in detail what the presentation will include to give the reviewers a more detailed idea of the presentation.

Purpose and Rationale

The proposal must clearly describe the purpose and logic behind the presentation submitted. Where appropriate, citations of supporting research should be included. Practical sessions must reference literature that directly or, at a minimum, indirectly supports the methods to be presented. If the proposal aims to convey a story of personal experiences with dyslexia, the rationale must be strong and, if possible, provide references for support.

Tracks

The Primary Presenter will be asked to identify one track that helps to determine categorization.

(Select one)

- Research
- Research-to-Practice
- Clinical
- Parent/Family/Advocacy

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NOTE: Research Track proposals will additionally be asked the following:

Methodology

Methodology is particularly applicable to presentations that pertain to research or specific studies performed by the author. The methods of data acquisition should be described in sufficient detail for reviewers and other readers to understand. Proposals dealing with more applied work, or proposals that focus on issues other than research, should include a description, for instance, of the teaching instruction or therapeutic methods used, the manner by which information in the presentation was acquired, etc.

Results and Conclusions

Presentations of original research should present study results and conclusions drawn from these results. All proposals, research, practical or personal narrative(s), should summarize the potential relevance and meaning of information to be present. For example, how might this information be interpreted? How does this information apply or hold significance for literacy and reading disabilities?

Formal Abstract

You will also have the ability to upload your formal abstract if you desire.

Theme

The theme helps to advertise specifically what the presentation will cover for attendees.

Select up to five that apply:

1. Phonemic/Phonological awareness
2. Accommodations
3. Adults with dyslexia
4. Alphabetic principle/phonics
5. Anxiety/Depressions
6. At-risk students
7. Attention and Executive Control/ ADHD
8. Critical reading skills
9. Definition
10. Developing self advocacy
11. English Language Learner
12. Families and informed parenting
13. Federal legislation (IDEA/RTI/NCLB/Reading First)
14. Fluency
15. Handwriting/Dysgraphia
16. Identification for school support services
17. Identification/Diagnosis/Screening/ Assessment
18. Language disorders
19. Mathematics/dyscalculia
20. Morphology
21. Oral Language
22. Psychological and neuropsychological assessments and treatments
23. Research Behavior (Psychophysics/Psycho-educational)
24. Research Neurobiology (Anatomical/Physiological)
25. Response to Intervention/Inclusion
26. School Administration
27. Sensory Systems
28. Social-emotional
29. Speech and Language assessments and treatments
30. Spelling
31. State legislation
32. Technology
33. Text comprehension
34. The college student with dyslexia
35. The gifted dyslexic student (Twice-exceptional students)
36. Training the trainers, teachers and professors
37. Treatment resisters
38. Vocabulary
39. Written expression

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CONTINUING EDUCATION & PROFESSIONAL DEVELOPMENT

IDA is committed to offering quality Continuing Education programs. In keeping with the guidelines of both the American Speech-Language Hearing Association and the Accreditation Council for Continuing Medical Education, IDA Annual Conference sessions are evaluated based on the information submitted during the submission process. This proposal, if accepted, may qualify to offer attendees ASHA Continuing Education Units (CEUs) through the American Speech-Hearing Association or other CEU programs.

All Primary Presenters must select at least one Learning Outcome for each proposal from the list provided or is required to create a Learning Outcome in the space provided on the form.

Learning Outcomes

- **ADD/ADHD:** Determine the differences between ADHD and dyslexia as it relates to language learning interventions.
- **ADD/ADHD:** Identify characteristics of students with ADHD and/or potential interventions as it pertains to those with language learning disabilities.
- **ADULT:** Recognize the various speech/language issues of adults who have dyslexia and other language learning disabilities.
- **ADULT:** Discover the issues related to post-secondary language instruction for students with dyslexia and related language learning disabilities.
- **ASSESSMENT:** Examine language/learning assessment process and practices for students with learning disabilities/dyslexia.
- **ASSESSMENT:** Recognize the critical roles of parents and early educators in the recognition of early signs of language learning difficulties in young children and identify potential strategies and approaches to respond.
- **ENGLISH LANGUAGE LEARNER:** Examine the relationship between acquisition of second language and instructional implication for students with language learning disabilities/dyslexia.
- **HANDWRITING/WRITTEN LANGUAGE:** Examine the importance of legible and fluent handwriting in order to make gains in reading, spelling and writing.
- **HANDWRITING/WRITTEN LANGUAGE:** Identify effective practices and strategies for written language.
- **MORPHOLOGICAL INSTRUCTION:** Compare the role of morphological processing skills to the development of reading and language acquisition.
- **MORPHOLOGICAL INSTRUCTION:** Analyze teaching higher level reading and vocabulary development through Morphological Awareness instruction.
- **MULTISENSORY STRUCTURED LANGUAGE INSTRUCTION:** Recognize the nature of dyslexia and related language learning disabilities and the role of multisensory structured language instruction (MSL).
- **MULTISENSORY STRUCTURED LANGUAGE INSTRUCTION:** Assess multisensory language instruction and how it can effectively be taught in a classroom setting.
- **SOCIAL/EMOTIONAL:** Examine social/emotional issues and implications for practice for individuals with dyslexia and related language learning disabilities.
- **READING, SKILLS, & STRATEGIES:** Outline the critical components for proficient reading including language development, phonological awareness, decoding, fluency and comprehension.
- **READING, SKILLS, & STRATEGIES:** Examine the role of vocabulary acquisition and ability in listening and reading comprehension, and in speaking and writing.
- **RESEARCH:** Examine research findings and implications for practice relevant to students with dyslexia and other language learning disabilities.
- **RESEARCH:** Examine neurobiological research findings and relationships to dyslexia and other related language learning disabilities.

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- **TEACHING/INSTRUCTION/INTERVENTION:** Recognize the challenges facing African American students who have learning disabilities/dyslexia and the importance of cultural competence for those who teach them language related skills.
- **TEACHING/INSTRUCTION/INTERVENTION:** Identify effective practices and speech/language strategies for reading, written language, math and content area instruction.
- **TEACHING/INSTRUCTION/INTERVENTION:** Examine the conditions under which teachers can learn and apply understandings of language and literacy to more effective instruction of “at risk” students.
- **TEACHING/INSTRUCTION/INTERVENTION:** Examine effective practices for teaching specific language comprehension strategies for the students who are struggling with reading.
- **TEACHING/INSTRUCTION/INTERVENTION:** Assess the critical issues of adolescent literacy including the nature of the problem, differentiated language needs of students, and effective instructional solutions (principles and practices.)
- **TEACHING/INSTRUCTION/INTERVENTION:** Recognize the various speech/language issues of children who have dyslexia and other related language learning disabilities.
- **TEACHING/INSTRUCTION/INTERVENTION:** Examine issues related to delivery of effective language instruction for students with dyslexia and other language learning disabilities in public and/or private schools.
- **TEACHING/INSTRUCTION/INTERVENTION:** Discover the relationship between language development and acquisition of reading, written language and math proficiency.
- **TEACHING/INSTRUCTION/INTERVENTION:** Examine ways to integrate and review phonics, spelling and vocabulary through daily activities in the classroom.
- **TEACHING/INSTRUCTION/INTERVENTION:** Utilize advanced training in language and literacy to meet the needs of learners with language-based challenges in both specialized and general education settings.
- **TECHNOLOGY:** Access potential applications of language based technology for direct instruction and/or accommodation for students with dyslexia and other language learning disabilities.
- **TECHNOLOGY:** Evaluate what technological competencies high school students with language learning disabilities need to master before continuing on into higher education.
- **NONE OF THE OUTCOMES LISTED REPRESENT THIS PRESENTATION:** **Please write your own Learning Outcome for consideration.*

REVIEW CRITERIA FOR ALL SUBMISSIONS

The submission provides the basis for the review process. It is the policy of IDA to keep private the content of reviews and the names of reviewers. Specific reasons for proposal rejections will not be shared with the Primary Presenters. IDA seeks a balance of topics and types of sessions. Relevance of the topic, quality and clarity of design, use of literature, and a clear description of the outcomes will be primary factors in the selection process. Because the conference must appeal to a diverse audience, decisions about acceptance may also be based in part on the number of proposals submitted on a given topic, and the need to achieve a balance that will appeal to the audience. The Conference Chairs and Committee reserve the right to decide the length of sessions if circumstances warrant and have the prerogative to assign venue alternates to those originally chosen by the author(s). Acceptance of a proposal may be contingent upon these changes.

Each proposal will be reviewed on the basis of the following criteria:

1. Is the proposal written clearly?
2. Is the primary presenter qualified to make this presentation?
3. How well did the primary presenter use literature and/or existing sources of knowledge to support ideas and concepts that are being presented?
4. Is this topic relevant for IDA's audience?

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5. Did the authors use the appropriate methodology? **only relevant for submissions to Research Track*
6. Are the conclusions supported by the findings? **only relevant for submissions to Research Track*
7. Overall Impression of Proposal?
8. Suggested Session Type, Track, & Theme

A proposal may be rejected automatically if:

- It is poorly written.
- It does not provide supporting literature, references and/or rationales.
- It promotes commercial materials or programs.
- It fails to meet criteria included in the guidelines, is submitted after the deadline, and/or is incomplete.
- Any presenter fails to divulge their financial interest in the subject of their presentation (e.g. denoting product presentation on the Proposal Submission Form).
- The content does not relate to broad concepts of dyslexia or related disorders, or topics of interest to the conference audience.

DISCLOSURE OF CONFLICT OF INTEREST

The Disclosure of Conflict of Interest is available on the IDA Website, invitation email, and will be linked to during the online submission process. The primary presenter must read and understand the Disclosure of Conflict of Interest form and subsequently disclose and conflicts in order for the submission to be reviewed and accepted.

RECOMMENDATIONS FOR ACCEPTED PRESENTATIONS

Please use PowerPoint Font Sizes 36 or greater for large audiences. Try to limit the amount of text per slide and the number of points presented on any one chart. Handouts that include copies of slides are appreciated by attendees and if accepted, you will be asked to submit your slides in PowerPoint format to the IDA. Please be sure to make your AV needs known by the deadline set prior to the conference.

- IDA **will provide** a room with ample seating, head table, podium, microphones, flipchart, AV Cart, screen, laptop, & LCD projector.
- IDA is **unable to provide** large screen TV monitors, VCRs, or overhead projectors.

SUBMISSIONS

Once you have read these specifications, please proceed with the Online Submission System. **All submissions must be made online.** Online Submission will be open through January 22, 2010. If you have any questions, technical problems or if you require special accommodations, please contact:

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