

Highlights

- 7:00 a.m. **Dyslexia Dash**
(registration begins at 6:00 a.m.)
- 9:00 a.m. – 1:00 p.m. **Visit the Exhibits**
- 9:00 a.m. - 12:15 p.m. **Sessions**
- 2:00 p.m. **IDA Day at *Disney***

SATURDAY

NOV. 14 9:00 - 11:00 a.m. 🕒 120 minutes

S1

Being Dyslexic and Gifted: Identification, Neuroscience, and Education

Jeffrey W. Gilger, Ph.D., *Professor and Associate Dean for Research, Purdue University*

Gordon Sherman, Ph.D., *Executive Director, The New Grange School*

This two hour presentation is on the topic of the gifted dyslexic or otherwise learning disordered individual (sometimes referred to as the “twice exceptional”). The presentations and discussions will be aimed at describing the essential problems of the twice exceptional, highlighting some of the empirical data, neuroscience, and the complexities of the major issues. This will be a data-based symposium that will also address some of the myths and misunderstandings about the gifted dyslexic, as well as research based treatment practices. *(Themes addressed include: Accommodations, Adults with Dyslexia, Anxiety/Depressions, Attention and Executive Control/ADHD, The College Student with Dyslexia, Definition, Families and Informed Parenting, & The Gifted Dyslexic Student)*

For Intermediate Audiences

S2

Reading Instruction Aligned with a Theory of Cognition Produces Significant Increases in High School Students Language Processing Skills

Nanci Bell, *CEO, Lindamood-Bell Learning Processes*

This presentation will include discussion of Dual Coding Theory (DCT) and its application to developing and remediating reading and comprehension skills. The results from a randomized control study performed at a high school that provided instruction designed to stimulate DCT will be highlighted. *(Themes addressed include: At-Risk Students, Fluency, Identification/Diagnosis/Screening/Assessment, Oral Language, Phonemic/Phonological Awareness, Sensory Systems, Text Comprehension, & Vocabulary)*

For Beginner Audiences

S3

Mnemonics and Multisensory Strategies: How Important Are These for Teaching Reading Skills to At-Risk Students?

Rebecca H. Felton, Ph.D., *Adjunct Professor, Simmons College*

Elizabeth C. Crawford, M.S., CCC-SLP, *Director of Interventions, Florida Center for Reading Research*

A Title 1 school with a high percentage of kindergarten students at-risk for reading difficulty (based on DIBELS assessment) implemented a three-tier, standard protocol model of intervention and substituted a program (Letterland) with a strong system of cues and multisensory activities for the phonemic awareness/phonics component of their core and intervention reading instruction. The results of the study indicate a significant reduction in the number of at-risk students. *(Themes addressed include: Alphabetic Principle/Phonics, At-Risk Students, Phonemic/Phonological Awareness, Response to Intervention/Inclusion, & Treatment Resisters)*

For All Audience Levels

(PRODUCT PRESENTATION)

S4

Project Read Written Comprehension

Victoria Greene, *Co-Author, Language Circle/Project Read*

The Project Read Written Expression curriculum and instructional strategies inspire and energize students as they learn the fundamentals of writing. This curriculum uses unique graphic symbols to teach written language sequentially and systematically blending creative freedom with direct multi-sensory skill instruction. *(Themes addressed include: At-Risk Students, Critical Reading Skills, English Language Learner, Fluency, Language Disorders, Oral Language, Text Comprehension, & Written Expression)*

For All Audience Levels

(PRODUCT PRESENTATION)

S5

Is “Learning Disability” a Misnomer and “Dyslexia” a Problem Reading?

G. Emerson Dickman, III, J.D., *Attorney, Law Offices of G. Emerson Dickman, III*

Learning Disabilities is a field in need of rules to guide research, practice, and understanding. Are learning disabilities identified by their cause or their effect? Are variations in neurobiological development interrelated, e.g., weak phonological processing and strong visual spatial ability? Does a learning disability exist if it has no functional consequence? Is a learning disability, in fact, even a disability, as we usually use that word, or simply a normal and predictable variation within the human condition?

Without a working definition and nosology, the Tower of Babel in which we currently work in the field of learning disabilities will continue to exist and meaningful communications and progress will continue to be problematic. *(Themes addressed include: Definition, Identification/Diagnosis/Screening/Assessment, & Identification for School Support Services)*

For Intermediate Audiences

S6

Teaching Curriculum-Based Measurement and Miscue Analysis for Implementation in Classroom Based Assessment and Instruction

Mary Beth Calhoun, Ph.D., *Associate Professor, Georgia State University*

Angela Fain, M.Ed., *Georgia State University*

It is imperative teachers be provided with skills to enable them to accurately pinpoint mathematic deficits quickly and efficiently. Therefore, this interactive presentation/workshop instructs teachers in the implementation of Curriculum-Based Measurement and miscue analysis for students with mathematics deficits (MD). At the end of this session, teachers will be able to combine the use of CBM assessments and miscue analysis to pinpoint mathematics deficits and apply that knowledge directly to individualizing remedial instruction for students with MD. *(Themes addressed include: At-Risk Students, Identification/Diagnosis/Screening/Assessment, Mathematics/Dyscalculia, School Administration, & Training the Trainers, Teachers and Professors)*

For All Audience Levels

S7

RTI for Comprehension: Tackling Reading Comprehension from its Language Roots

Linda Liss-Bronstein, *Haskins Literacy Specialist, Haskins Laboratories, Hartford Public Schools*

Robin Otis, *Haskins Literacy Coach, Hartford Public Schools*

This session will demonstrate how to establish a Tier 2 Intervention process for improving reading comprehension from explicit and systematic instruction to progress monitoring. Methodology is connected to research on inference-making and the importance of coherence relations to text comprehension. This session will cover what teachers need to know and be able to do in order to teach language cohesion and point of inference. Participants will practice the three

phases of the process that the presenters have successfully used to improve reading comprehension outcomes. Video clips will be used to demonstrate student engagement at various stages of learning. *(Themes addressed include: At-Risk Students, Critical Reading Skills, Response to Intervention/Inclusion, & Text Comprehension)*

For All Audience Levels

S8

AOG

Issues in Phonology: What You Need to Know Before You Pick Up Those Cards

Marcia Mann, CCC/SLP, *Consultant, Private Practice, Founding Fellow, Academy of Orton-Gillingham Practitioners and Educators*

This session will present information about the phonetic and physiologic structure of the language: vowels and consonants, voiced and voiceless cognates, phonetic environments, and their effect on spelling, reading, speech and comprehension. *(Themes addressed include: Alphabetic Principle/Phonics, Oral Language, Phonemic/Phonological Awareness, & Spelling)*

For All Audience Levels



SATURDAY

NOV. 14 9:00 - 12:00 p.m. 🕒 180 minutes

S9

Understanding Diverse Readers: Assessing the Unique Abilities of Each Child

Maryanne Wolf, *Director Center for Reading and Language Research, Tufts University*

Mirit Barzillai, *Tufts University*

Elizabeth S. Norton, B.A., *Tufts University*

Catherine Ullman, *Tufts University*

Melissa Orkin, *Tufts University*

Reading requires the integration of knowledge and skills across many domains. Given the multiple components of successful reading, it is essential that reading assessments address each area. Current assessments focus heavily on phonology and decoding. They are not nearly as comprehensive when assessing orthographic, morphological and semantic knowledge or dialect differences. We will introduce an assessment approach that embraces the multiple components that contribute to reading success. Evidence from studies of vocabulary, morphology, orthography, dialect, and self concept will be brought together in support of a model of assessments that addresses the unique profile of each reader. **(Themes addressed include: Fluency, Identification/Diagnosis/Screening/Assessment, Morphology, Social-Emotional, Spelling, & Vocabulary)**

For All Audience Levels

S10

Roadmap for Parents: Getting the Right Help for Your Child

Rebecca M. Clingman, *Language Therapist, retired*

Marianne Meyer, M.A., *Retired Instructor, Wake Forest University*

Diane Milner, M.A., AOGPE, *Director, Key Learning Center, Carolina Day School*

Rebekah Gleason, J.D., LL.M., *Associate Professor of Law, Florida Coastal School of Law*

This session will address four critical components of the clinical evaluation process: preparing for the evaluation, completing the evaluation, finding the best help for a student with dyslexia, and understanding the parents' legal rights. Also included will be helpful information about how to

talk to a student about dyslexia. The provision of ongoing classroom assessment, in the Response to Intervention model, will also be discussed.

(Themes addressed include: Accommodations, Alphabetic Principle/Phonics, Definition, Developing Self Advocacy, Federal Legislation (IDEA/RTI/NCLB/Reading First), Families and Informed Parenting, Fluency, & Identification/Diagnosis/Screening/Assessment)

For Beginner & Intermediate Audiences

S11

Meaningful Accountability for Students with Dyslexia

Candace Cortiella, *Director, The Advocacy Institute*

Martha Thurlow, Ph.D., *Director, National Center for Educational Outcomes*

Kathleen Boundy, Esq., *Co-Director, Center for Law and Education*

David Rose, Ed.D., *CAST*

Cara Laitusis, *Research Scientist, ETS*

This session will examine the meaningful accountability for students with dyslexia in the context of federal education laws; both the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA 2004). The session will present multiple presentations aligned with the Fall 2008 issue of *Perspectives on Language and Literacy* (Volume 34, No. 4) including the following: Including Students with Dyslexia in the State Accountability System: The Basic Legal Framework; Role of Assessment Accommodations in Accountability; Accurate for All: Universal Design for Learning and the Assessment of Students with Learning

Disabilities; State Reading Assessments and the Inclusion of Students with Dyslexia; and Special Issues Affecting Inclusion of Students with Dyslexia in Statewide Assessments and Their Implications. This session will also review the current status of Federal Law, Policy, and Guidance Regarding Accountability of Students with Learning Disabilities. **(Themes addressed include: Accommodations, Federal Legislation (IDEA/RTI/NCLB/Reading First), Families and Informed Parenting, & School Administration)**

For Beginner & Intermediate Audiences

S12

Implementing Response to Intervention (RTI): Practical Tips from a Florida District

Susan L. Hall, Ed.D., *President, 95 Percent Group Inc.*

Deborah Warner, MAT, B.S., *Elementary Reading Coordinator, Seminole County Public Schools*

Kristy Marshall, *Principal, Seminole County Public Schools*

Cathy Lambert, *Reading Literacy Specialist, Seminole County Public Schools*

Although the idea of RTI is simple, implementation is complex. Learn practical tips to implement RTI from a Florida district that progressed from 84% to 94% of 1st graders achieving benchmark in 4 years. **(Themes addressed include: Federal Legislation (IDEA/RTI/NCLB/Reading First), Identification/Diagnosis/Screening/Assessment, Response to Intervention/Inclusion, School Administration, State Legislation, & Treatment Resisters)**

For All Audience Levels



S13**Beyond the Double-Deficit Model: An Information-Processing Model for Assessing Dyslexia and Linking the Child's Profile to Modifications in Orton-Gillingham Instruction**

Janet Lynn Kemp, *Director and Psychologist, The Reading Clinic*

This presentation will discuss a model of testing that focuses on verbal comprehension, phonological awareness, short-term memory, rapid naming, associative learning, visual processing speed, and orthographic memory. Case studies will be presented that highlight different patterns of processing strengths and weaknesses, followed by discussion of the implications of each pattern for Orton-Gillingham instruction. Special attention will be given to the impact of differences in rapid naming and visual processing speed. *(Themes addressed include: Alphabetic Principle/Phonics, At-Risk Students, Fluency, Identification/Diagnosis/Screening/Assessment, Language Disorders, Phonemic/Phonological Awareness, Psychological and Neuropsychological Assessments, Sensory Systems, & Spelling)*

For Intermediate & Advanced Audiences

S14**Key Aspects of an Effective Adolescent Literacy Program**

Nancy E. Marchand-Martella, Ph.D., *Professor, Eastern Washington University*

Ronald Martella, Ph.D., *Professor, Eastern Washington University*

The purpose of this presentation is to highlight key aspects of an effective adolescent literacy program. Participants will learn about effective strategies and skills needed for students to tackle content-area text and complex literature with relative ease and with better understanding. Examples of these explicitly-taught strategies and skills will be shared and practiced in this session. Problem-solving scenarios will be highlighted. *(Themes addressed include: At-Risk Students, Critical Reading Skills, Response to Intervention/Inclusion, Text Comprehension, & Vocabulary)*

For All Audience Levels

S15**When the Same Mistakes Keep Happening: Helping Dyslexic Students Develop and Apply Cognitive Strategies**

Carol S. Woods, M.Ed., F/AOGPE, *Director, Cincinnati Scottish Rite Children Learning Center*

This presentation will provide specific activities that help dyslexic students learn to think about what they know, and use that knowledge to analyze words, both for spelling and decoding. The focus is on consolidating the elements they learn into a well-organized body of knowledge and becoming mindful of using that information rather than relying on old habits. *(Themes addressed include: Alphabetic Principle/Phonics & Spelling)*

For All Audience Levels

S16**An Introduction to Wilson JUST WORDS®: An Intervention Literacy Program for Grades 4-12**

Barbara A. Wilson, M.S.Ed., *Director, Wilson Language Training*

The session will explore how the new Wilson JUST WORDS® curriculum meets the needs of students in grades 4-12 and adults with decoding and spelling scores in the 15th-50th percentile range. Based on the Wilson Reading System®, the JUST WORDS® program focuses on an accelerated study of word structure for those who do not require intensive intervention but do require explicit instruction due to word level deficits. *(Themes addressed include: Adults with Dyslexia, Alphabetic Principle/Phonics, At-Risk Students, Critical Reading Skills, Phonemic/Phonological Awareness, Response to Intervention/Inclusion, & Spelling)*

For All Audience Levels

(PRODUCT PRESENTATION)

S17**Developing Vocabulary for Reading Success**

Rai Thompson, M.Ed., CALT, *Assistant Director of Teacher Development, Neuhaus Education Center*

This interactive presentation discusses the importance of vocabulary development as it supports reading comprehension and written composition through the understanding of the depth, breadth and flexibility of the English language. Strategies for learning specific words using webs and matrices will be presented along with word-learning strategies for incidental vocabulary acquisition, such as the study of morphology and use of context. *(Themes addressed include: Morphology & Vocabulary)*

For All Audience Levels

S18**Practicing Metacognition: Building Ownership of Language Structure**

David C. Winters, Ph.D., F/AOGPE, *Head, Department of Special Education, Eastern Michigan University*

Building ownership in learned information increases retention and encourages transfer. The presenter will apply metacognitive principles to three instructional areas: language structure elements, lesson planning and concept introduction. Participants will gain both theoretical and practical information for immediate implementation. *(Themes addressed include: Alphabetic Principle/Phonics & Critical Reading Skills)*

For All Audience Levels

S19**Reading Interventions for Students in the Upper Elementary Grades**

Jeanne Wanzek, Ph.D., *Assistant Professor, Florida State University*

Despite the extensive research base and successes with early reading interventions, there are still many students, particularly those with disabilities, entering the upper elementary grades who struggle significantly with reading. However, there is a growing research base on conducting reading interventions for students with reading difficulties and disabilities in the upper elementary grades. This presentation will provide information on the research base related to effective instruction for upper elementary students with reading difficulties and disabilities. *(Themes addressed include: At-Risk Students & Critical Reading Skills)*

For Beginner Level Audiences

SATURDAY

NOV. 14 11:15 a.m. - 12:15 p.m. 🕒 60 minutes



S20

Identifying and Teaching the Twice Exceptional Learner

Arlene W. Sunday, M.A., F/AOGPE, Independent Educational Consultant and Author, Winsor Learning

Unravel the complexities of the Twice Exceptional Learner, understand the expertise needed to teach written language skills effectively, analyze spelling errors, and deliver instruction that enables students to succeed. *(Theme addressed: The Gifted Dyslexic Student (Twice-Exceptional Student))*

For Beginner & Intermediate Audiences

SATURDAY



Join IDA for an afternoon at Walt Disney World®!

Purchase a discounted ticket during registration for \$60 and head to the *Magic Kingdom*® Park with IDA!

Entry to the park begins at 2 p.m.

You'll receive a button from IDA to wear while in the park!

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Vehicle Donation Tips

There are many organizations that solicit vehicle donations. Before making a donation, you should consider the following:

Ensure the charity is a name you recognize and trust.

As a donor, you should be familiar with the charity's purpose and their work in the community. Be careful of 'sound-alike' charities, or charities that use names similar to other, well known organizations. Ensure that you have the proper legal name of the charity that you wish to contribute to.

Ask how much money the charity receives.

Be wary of programs where the tow company or processor keeps most of the money. A good vehicle donation program returns at least 65% to the charity. Through auto-donation.com, The International Dyslexia Association consistently averages a 70% return.

Ask how the car will be handled.

Avoid programs where your vehicle is driven from your home. As you may still be liable for the vehicle, it is better to have it towed from your property. You'll also want to know that the towers are licensed and insured, and that the vehicle is going to be sold directly through licensed dealers.

Sign the title directly to the charity or their agent.

Don't leave the title blank under any circumstances. Many illegitimate charities ask that the title be left blank. This practice may leave you liable for many months after your vehicle has been donated. The title should be signed directly to the charity or its authorized agent.

Through auto-donation.com, The International Dyslexia Association Vehicle Donation Program meets all of these standards. Your vehicle donation helps The International Dyslexia Association and our local Branches continue our dyslexia awareness and outreach programs.

**For more information, or to make a vehicle donation:
800.456.5517 or www.auto-donation.com**



The Benefits of Vehicle Donation

- You can donate automobiles, trucks, sports utilities, motor homes, boats, airplanes, farm and construction equipment, etc.
- Qualify for tax deduction. For more information please visit www.irs.gov keyword: vehicle donation.
- Avoid all the hassles associated with selling or disposing of a used vehicle
- Get free pick-up whether or not your vehicle is running
- Our program is fast and easy, and protects you from the liability of transferring your automobile while providing the best value to the charity.

In collaboration with:

AUTO-DONATION.COM

 Insurance Auto Auctions
Charity Driven!