

## Categories

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The submitting author will be asked to indicate a **Level, Track and Theme** for each submission. The **Level** is based on the audience that is best suited to receive the presentation. The **Track** helps to identify how to categorize the presentation in the program. Further, the **Theme** helps to advertise specifically what the presentation will cover for the conference attendees.

### Levels *(select all that apply):*

- Beginner
- Intermediate
- Advanced

### Tracks:

- Research
- Research-to-Practice (Special Education)
- Research-to-Practice (General Education)
- Research-to-Practice (General & Special Education)
- Clinical
- Parent/Family/Advocacy

### Themes *(select all that apply):*

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| <ol style="list-style-type: none"> <li>1. Phonemic/Phonological awareness</li> <li>2. Accommodations</li> <li>3. Adults with dyslexia</li> <li>4. Alphabetic principle/phonics</li> <li>5. Anxiety/Depressions</li> <li>6. At-risk students</li> <li>7. Attention and Executive Control/ ADHD</li> <li>8. Critical reading skills</li> <li>9. Definition</li> <li>10. Developing self advocacy</li> <li>11. English Language Learner</li> <li>12. Families and informed parenting</li> <li>13. Federal legislation (IDEA/RTI/NCLB/Reading First)</li> <li>14. Fluency</li> <li>15. Handwriting/Dysgraphia</li> <li>16. Identification for school support services</li> <li>17. Identification/Diagnosis/Screening/ Assessment</li> <li>18. Language disorders</li> <li>19. Mathematics/dyscalculia</li> <li>20. Morphology</li> <li>21. Oral Language</li> </ol> | <ol style="list-style-type: none"> <li>22. Psychological and neuropsychological assessments and treatments</li> <li>23. Research Behavior (Psychophysics/Psycho-educational)</li> <li>24. Research Neurobiology (Anatomical/Physiological)</li> <li>25. Response to Intervention/Inclusion</li> <li>26. School Administration</li> <li>27. Sensory Systems</li> <li>28. Social-emotional</li> <li>29. Speech and Language assessments and treatments</li> <li>30. Spelling</li> <li>31. State legislation</li> <li>32. Technology</li> <li>33. Text comprehension</li> <li>34. The college student with dyslexia</li> <li>35. The gifted dyslexic student (Twice-exceptional students)</li> <li>36. Training the trainers, teachers and professors</li> <li>37. Treatment resisters</li> <li>38. Vocabulary</li> <li>39. Written expression</li> </ol> |
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