

59th ANNUAL CONFERENCE

OCTOBER 29 – NOVEMBER 1, 2008

Promoting literacy through research, education, and advocacy.

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IDA PURPOSE STATEMENT

“ The purpose of IDA is to pursue and provide the most comprehensive range of information and services that address the full scope of dyslexia and related difficulties in learning to read and write...

In a way that creates hope, possibility and partnership...

So that every individual has the opportunity to lead a productive and fulfilling life, and society benefits from the resource that is liberated. ”



The International Dyslexia Association (IDA) is a 501(c)(3) non-profit, scientific and educational organization dedicated exclusively to the study and treatment of the specific language disability known as dyslexia. We have been serving individuals with dyslexia, their families, and professionals in the field for over 55 years. IDA was first established to continue the pioneering work of Dr. Samuel T. Orton, M.D. in the study and treatment of dyslexia.

IDA's membership is comprised of people with dyslexia and their families, educators, diagnosticians, physicians and other professionals in the field. The Headquarters office in Baltimore, Maryland is a clearinghouse of valuable information and provides information and referral services to thousands of people every year. IDA's Annual Conference attracts thousands of outstanding researchers, clinicians, parents, teachers, psychologists, educational therapists and people with dyslexia.



A LETTER FROM THE PRESIDENT

For 60 years IDA has been dedicated to meeting the needs of those with difficulty learning to read through effective early identification, intervention, and remediation.

A writing assignment of any kind causes me to both reflect and vent. I reflect on what is good and vent about what I perceive to be not so good. It gives me true joy to *reflect* on how far we have progressed in developing the tools necessary to get the job done. On the other hand, I *vent* to keep from exploding when I realize that children with special needs are unfairly characterized as a burden, instead of a responsibility, and the tools that can help are so often locked safely away in research papers, articles, and books; inaccessible to practitioners. We use axes instead of chainsaws and candles instead of electric lights.

First, reflection: For 60 years IDA has been dedicated to meeting the needs of those with difficulty learning to read through effective early identification, intervention, and remediation. In just the past year I have received the following comments about IDA and the conference: “Everyone in the community, from scientist to tutor, is valued.” “I always leave each annual meeting feeling energized by all that I have learned.” “Many of us view this as the most fulfilling conference of its type.” “IDA is a tremendous resource to help professionals not feel alone and to validate what we are doing.” “IDA is the most professional organization in the field of learning differences.”

Second, venting: “*When needs collide: Special ed’s rising costs endanger other programs*” was the headline above the fold on the front page of a popular Sunday newspaper. The first paragraph of the article blamed the cost of special education for the cancellation of a school play, the postponement of repairs to an “athletic field so dangerous” the teams had to play elsewhere, and the elimination of health insurance for teacher’s aides. Apparently, the culprit responsible for the financial woes of our educational system is not recession, the rise in fuel costs, the devalued dollar, the increasing cost of health care and all things foreign, or the diversion of hundreds of billions of tax dollars to the war in Iraq. It is kids that are special!

The space available is too short to debate the original sin that separated the concepts of *special education* and *general education* in the first place. Suffice it to say that it was a mistake. Education is education; we do what we must to educate every child. The real crime is the human sacrifices made at the altar of administrative convenience. Most states still identify learning disabilities using an outmoded and universally decried approach that requires children to experience *significant failure* to be eligible for services. The analogy in medicine would be your doctor telling you, “The good news is we caught it early” and then saying, “Come back when you can’t do your job any more.” Innovative movements that promote responsive instruction are gainsaid in favor of the *status quo* that is recognized as ineffective, immoral, and indefensible. There is no “ounce of prevention” or “stitch in time;” there are only injured children who are unnecessarily expensive to cure. For example, we can identify half way through a child’s kindergarten experience, if he or she is at risk for reading problems. However, children are not far enough behind their peers in reading until the end of 2nd or into 3rd grade to be eligible for help. The cost of meeting the needs of the child who has experienced failure is exponentially increased to the inexcusable and unnecessary detriment to the child and the taxpayer.

So, do away with *kids* who are *special*—by meeting their needs at a point where the development of disability can be *prevented*. Of the hundreds of children I have represented who have required a unique intensity of instruction to make progress, the vast majority required such assistance because of the disability of *the system* not the disability of the child. It is time that the *system* rewards the use of professional clinical judgment and promotes programs that are known to effectively intervene before risk turns into disability.

The IDA conference unlocks the research papers, articles, and books that hold the tools to modern educational practice. When you attend the IDA conference you identify yourself as a member of a community that informs, advocates, and strives to remove all impediments to literacy. You identify yourself as a champion of those who would be sacrificed at the altar of administrative convenience. And, you identify yourself as a person who cares for children, people in general, and the future of us all.

With best wishes for a wonderful, rewarding conference,

G. Emerson Dickman, III
President

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Colorado

Rocky Mountain

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Northern Ohio
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Oregon

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Tennessee

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Dallas
Houston

Utah

Virginia

Washington State

Wisconsin

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Berufsverband akademischer LRS-Therapeutinnen
Qualitätszirkel Legasthenie

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Brazilian Dyslexia Association

Czech Republic

Czech Dyslexia Association

Germany

Bundwvsverband Legasthenie und Dyskalkulie

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Dyslexia Association of Ireland

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Israel IDA National Affiliate

Japan

Japan Dyslexia Research Association

Kuwait

Centre for Child Evaluation & Teaching
Kuwait Dyslexia Association

Philippines

Philippine Dyslexia Foundation

Singapore

Dyslexia Association of Singapore

IDA has 47 branches in the United States and Canada, and 14 Global Partners. IDA Branches publish local newsletters and hold at least four public activities (conferences, workshops, teacher training, educational seminars and other support activities) per year. You may request that your name be placed on any branch mailing list to receive notification of scheduled events. New members may affiliate with the branch of their choice.

For additional information, please contact the Branch Services Department at IDA Headquarters at 410-296-0232, ext. 404, or email branchservices@interdys.org.

*Please join the IDA President, Officers
and Executive Director at the*

ANNUAL MEMBERSHIP MEETING

Thursday, October 30th • 4-5:30p.m.

*Elections of new
IDA Board Members
and updates on
IDA initiatives*

REGISTRATION INFORMATION

Registration Rates & Deadlines

	Member	Non-Member	Student
Before September 15	\$345	\$455	\$170
September 15 - October 19	\$385	\$490	\$195
October 19 - October 28	REGISTRATION IS CLOSED		
October 28- November 1 (Onsite)	\$415	\$515	\$220
One-Day Rate	\$155	\$235	\$95

EXCITING NEW CONFERENCE BENEFIT!!!

Audio Recording of every session FREE to conference attendees!
(see page 50)

Registration Policies

- **Pre-Registration ends OCTOBER 19, 2008. Any registration received after October 19, 2008 will not be processed and will be returned.**
- Attendees may register online (preferred), by fax or by mail. Registrations are NOT accepted via telephone. Onsite registration will be available.
- All information on the Registration Form must be complete and accurate for your registration to be processed.
- Registration rates are quoted in U.S. Dollars, and payment must be made in U.S. Dollars. Registrations will NOT be processed without full payment. See below for accepted payment methods.
- Confirmation of your registration will be sent by email. Name badges will be mailed to the address provided by October 21, 2008. Conference materials will be distributed onsite.
- Only individuals registered for the Annual Conference will be issued a badge. Individuals without a badge may not attend sessions.
- Questions about registration should be directed to conference@interdys.org or 410-296-0232.

Members, Institutional Members & Students

- IDA Members must include their Member Identification number on the Registration Form to be eligible for the member rate. If you are joining IDA in conjunction with your registration, please complete and enclose your Membership Application with your Registration Form.
- Organizations with an Institutional Membership in IDA are eligible to send staff to the Annual Conference at the member rate. Each staff person must complete a separate Registration Form. Please indicate the Organization Name and Institutional Member Identification number on the Registration Form.
- Students must provide proof of full-time student status to access the student rate. Please fax a copy of your Student ID or current tuition statement to 410-321-5069 within 24 hours of online registration, or send a copy with your Registration Form.

Cancellation Policy

- All cancellations must be made in writing via e-mail (conference@interdys.org), fax (410-321-5069), or by regular mail. No exceptions.
- **Cancellation deadline is September 20, 2008.** Cancellations made in writing on or before September 20, 2008 will be eligible for a 50% refund.
- No refunds will be made for cancellations received after September 20.
- No refunds will be made for no-shows.
- All refunds will be processed 6-8 weeks after the Annual Conference.

How to Register

Online (Preferred)

Please visit www.interdys.org, and click on the link for "59th Annual Conference Information." Click the link for "Registration." You will be directed to our online registration system. Online registration is powered by EventRebels.

Fax

Please complete the enclosed Registration Form, include your payment information, and fax to 877-716-6404. Deadline October 19, 2008.

Mail

Please complete the enclosed Registration Form, include your payment, and send to:
Attn: Conference Registration
The International Dyslexia Association
40 York Road, 4th Floor
Baltimore, MD 21204

Onsite

Onsite registration will be available. Registration hours are as follows:

Tuesday, October 28	6:00 p.m. to 8:00 p.m.
Wednesday, October 29	7:00 a.m. to 7:00 p.m.
Thursday, October 30	7:00 a.m. to 5:00 p.m.
Friday, October 31	7:00 a.m. to 5:00 p.m.
Saturday, November 1	7:30 a.m. to 12:00 p.m.

Payment Methods

Credit Card: Visa, Mastercard, American Express and Discover.

Check: Payable to "The International Dyslexia Association."

Cash: Onsite only.

Purchase Order: A credit card number is required for registration via Purchase Order for preauthorization purposes. The credit card will be charged only in the event that the invoice remains outstanding with IDA. **Invoices will be sent ongoing.** Payment must be received for admittance to the conference. Each individual registrant must be listed on the Purchase Order with his/her registration fees itemized, for processing purposes. Failure to provide an itemized list may result in delays in processing registrations.

Special Event Tickets

Tickets for Special Events at the 59th Annual Conference including the Branch Social Event/Cruise, the President's Celebration, and School Visits may be purchased via the Registration Form. A limited quantity will be available for purchase both pre-conference and onsite. Tickets will be sold on a first-come, first-served basis. Tickets are non-refundable.

DESTINATION & TRAVEL INFORMATION

Conference Location

IDA is proud to host the 2008 Annual Conference at the Washington State Convention & Trade Center. The Washington State Convention & Trade Center is conveniently located in the heart of downtown Seattle, with on-site parking, business services and eateries—all within easy walking distance of the city's best shops, sights, hotels and restaurants.

Washington State Convention & Trade Center

800 Convention Place
Seattle, WA 98101
206-694-5000
<http://www.wsctc.com>

About Seattle

Seattle is the largest city in the Pacific Northwest and is the region's commercial, financial, transportation, distribution and industrial hub. Seattle is a cultural center with a thriving music, dance and theatre scene; vibrant galleries and museums; Native American, maritime, and pioneer history. Seattle has strong and diverse ethnic heritage influences. It is also the home of companies important to the global economy, including Microsoft Corp. and The Boeing Co. International visitors will find foods from home in the International District, just south of downtown, and at the Pike Place Market, located downtown overlooking Elliott Bay. The Pike Place Market is a major tourist attraction, and draws local shoppers as well. From Westlake Center in downtown, you can ride the Monorail train north to the Seattle Center, home of Seattle's Space Needle, the well known landmark from the 1962 World's Fair.

While You Are in Seattle

Seattle's Convention and Visitors Bureau proudly offers the **SEATTLE VISITOR CENTER & CONCIERGE SERVICES** (www.visitseattle.org/visitors) at the Washington State Convention & Trade Center in downtown Seattle. With a convenient location between 7th & 8th Avenues on the lobby level, the team of travel experts is ready to enhance your Seattle experience.

Hotel Accommodations

Special conference rates are available at the following hotels:

- **Sheraton Seattle Hotel** \$182 single/ \$182 double
- **The Red Lion on 5th Avenue** \$169 single/ \$189 double

Please visit www.interdys.org and click on the Housing link to reserve your hotel room today. OR

To book the special conference rates via telephone, please dial 888-877-0255 Toll-free US/CA or 206-461-5881.

Please reference IDA to receive the special IDA Conference rates.

Airline Reservations: Association Travel Concepts

Association Travel Concepts (www.atcmeetings.com) is the official travel agency for The International Dyslexia Association. Use ATC to book your travel and receive special savings. Check website for details.

Seattle Tacoma International (SEA) Airport

Most commonly known as Sea-Tac is served by more than 25 domestic and international airlines. From Sea-Tac, you can fly nonstop to over 50 destinations in the U.S. and 15 international destinations including Canada, Mexico, Europe and Asia. Sea-Tac is approximately 25 minutes from the Downtown Seattle Hotel District.

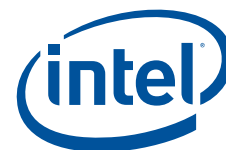
Transportation

- **Seattle Center Monorail (\$2.00).** Departs every 10 minutes to take you to Seattle Center and the Space Needle. Only three blocks from the Convention Center (www.seattlemonorail.com/index/html)
- **Gray Line of Seattle** (bus will read "Downtown Airporter"). (www.graylineofseattle.com) Phone: 800-426-7532. Enter "IDA" in the Grey Line "Group Code" box for our web-only discount.
- **Taxi:** Cost for taxi from airport to hotels is approximately \$35.00.
- Website for additional travel information: www.portseattle.org/seatac/ground

FREE SHUTTLE SERVICE FOR IDA ATTENDEES!! **From Seattle Sea-Tac Airport** **to Sheraton and Red Lion Hotels**

SPONSORED BY INTEL, INC.

Intel, Inc. is sponsoring FREE motor coach bus transportation for IDA conference attendees from the airport to the Sheraton Hotel (6th Ave.) and Red Lion Hotel (5th Ave.) from 8am to 4pm on Thursday, October 30, with return service on Saturday, November 1, from 7am to 4pm!



ARRIVAL: Thursday, October 30

Shuttle available 8am-4pm

Pick up area: Outside at the South Loading Lot of Baggage Claim

DEPARTURE: Saturday, November 1

Shuttle available 7am-4pm

Drop off area: North Drop Lot of Baggage Claim

Take advantage of Intel's hospitality! No worries! No waiting for taxis! NO COST TO YOU!!

Look for the Intel signs at the airport!

CONTINUING EDUCATION & PROFESSIONAL DEVELOPMENT

Attendees wishing continuing education units (CEUs) from this conference should check with their employer/agency prior to the conference to determine which credits offered below are appropriate/acceptable for the attendee or their employer/agency's needs. Information and forms for the credits offered below will be available in the IDA Registration area.

Continuing Education Units (CEUs)

For professionals in Education, Psychology, Counseling and other areas, CEUs will be available through Virginia Commonwealth University. Although not equivalent to VCU undergraduate or graduate credits, CEUs are recorded on a Virginia Commonwealth University transcript which may be obtained without charge as often as requested. CEUs are accepted by many local and state agencies and professional organizations as evidence of professional growth toward recertification or contact (clock) hours toward certificate renewal. Individuals should determine whether CEUs are applicable to their specific situation (employer/agency) PRIOR to coming to the conference.

One CEU is defined as ten (10) contact hours. It is possible to earn a total of 2.8 CEUs by attending all conference sessions, Wednesday through Saturday. CEUs can be earned for one to four days, but not for partial day attendance. A one-time processing fee of \$25 will be charged regardless of the number of CEUs earned.

Very Important: Attendees wishing to earn CEUs must register at the Continuing Education booth in the Registration area before 8:00 a.m. on the 1st day for which credit is desired. MasterCard, Visa, Discover or personal checks are accepted (NO CASH). A sign will be posted specifying the hours that a representative will be available. To receive these CEUs, you must sign in BEFORE the first session of the FIRST day for which you want CEUs. You must then SIGN OUT after the last session for EVERY day that you want CEU credits. THIS IS A STRICT REQUIREMENT—no exceptions.

Questions about CEUs should be directed to Diane Nies at IDA Headquarters (dnies@interdys.org or 410-296-0232 x 408. Visit www.vcu.edu for more information about Virginia Commonwealth University.

Continuing Medical Education Units (CMEs) (approval pending)

Through a joint sponsorship with Georgetown University Hospital, The International Dyslexia Association is proud to offer Continuing Medical Education credit.

This activity has been planned and implemented in accordance with the Essential Areas and policies of Accreditation Council for Continuing Medical Education through the joint sponsorship of Georgetown University Hospital and The International Dyslexia Association. Georgetown University Hospital is accredited by the ACCME to provide continuing medical education for physicians. Georgetown

University Hospital designates this educational activity for a maximum of 28 category 1 credits toward the AMA Physician Recognition Award. Each physician should claim only those credits that he/she actually spent in the activity.

Attendees who wish to participate must sign in at the Continuing Education booth in the Registration Area before attending any sessions to receive their CME packet and pay the \$35 processing fee (Visa, MasterCard, Check only) at that time.

Questions about CMEs should be directed to Diane Nies at IDA Headquarters (dnies@interdys.org or 410-296-0232 x 408).

American Speech-Language Hearing Association (ASHA) CEUs



IDA is approved by the Continuing Education Board of ASHA to provide continuing education activities in speech-language pathology and audiology. **This program is offered for up to 2.8 CEUs (various levels; professional area).** ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

An annual ASHA CE Registry fee is required to register ASHA CEUs. CE Registry fees are paid by the participant directly to the ASHA National Office. The annual CE Registry fee allows registration of an unlimited number of ASHA CEUs for the calendar year. Contact ASHA CE staff at 800-498-2071 ext. 8591 (Action Center) for CE Registry fee subscription information.

IDA's administrative fee to process your ASHA CEUs is \$10.00. Attendees must register for ASHA credits and pick up their packet of forms at the Continuing Education Booth in the IDA Registration Area BEFORE going to their first session. Completed forms must be returned to the Continuing Education Booth upon completion of your last session at the conference (no later than 4:30 p.m. on Saturday, November 1, 2008).

Speakers have designated learning outcomes for their sessions. This information will be handed out to all participants registering for ASHA credits.

Questions about ASHA CEUs should be directed to Diane Nies at IDA Headquarters (dnies@interdys.org or 410-296-0232 x 408).

Academic Language Therapists Association (ALTA) Members

ALTA members may use the generic Certificate of Attendance for continuing education credit. Certificates of Attendance are available at the

Continuing Education booth in the onsite Registration Area.

Questions about continuing education credit should be directed to ALTA staff at 972-233-9107, ext. 201. Visit <http://www.altaread.org> for more information about ALTA.

Academy of Orton-Gillingham Practitioners and Educators (AOGPE)

The Academy-approved 10 hour Subscriber Course, a carefully designed overview of the Orton-Gillingham Approach, is offered at this IDA conference. Participants will gain an introduction to how the dyslexic brain works, key features of the Approach, and how the Approach empowers teachers and students. The course is designed to help teachers, parents, and others recognize dyslexia and learn why the Approach is effective in the remediation of it.

To receive a letter of completion for the course, attendance is required at all designated sessions. See the ad on page 88 for more information about the specific sessions. You can also check the program supplement for information upon arriving at the conference.

For more information about the Subscriber Course, how to become a member of the Academy after completing the course, or about the Academy and its activities on behalf of individuals with dyslexia, visit www.ortonacademy.org or call 845- 373-8919.

IMSLEC Conference Credits

Graduates of IMSLEC-accredited training courses may use the generic Certificate of Attendance provided by IDA. Certificates of Attendance are available at the Continuing Education booth in the onsite Registration area.

Questions about continuing education credits may be directed to IMSLEC by emailing mcooley@shelton.org. More information about IMSLEC can be found by visiting www.imslec.org.

Certificates of Attendance

Certificates of Attendance will be available at the Continuing Education booth in the Registration Area and may enable participants to register their credit with the appropriate licensing boards or associations.

Questions about Certificates of Attendance should be directed to the Conference Department at IDA Headquarters (410-296-0232 or conference@interdys.org).

2008 IDA 59TH ANNUAL CONFERENCE LEARNING OUTCOMES

The following are educational objectives/learning outcomes that may be acquired by attending the various sessions throughout the conference. Upon completion of the sessions, participants will be able to:

- Determine the differences between ADHD and Dyslexia as it relates to language learning interventions.
- Identify characteristics of students with ADHD and/or potential interventions as it pertains to those with language learning disabilities.
- Recognize the various speech/language issues of adults who have dyslexia and other language learning disabilities.
- Discover the issues related to post-secondary language instruction for students with dyslexia and related LD.
- Examine language/learning assessment process and practices for students with LD/dyslexia.
- 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.
- Examine the importance of legible and fluent handwriting in order to make gains in reading, spelling and writing.
- Identify effective practices and strategies for written language.
- Compare the role of morphological processing skills to the development of reading and language acquisition.
- Analyze teaching higher level reading and vocabulary development through Morphological Awareness instruction.
- Recognize the nature of dyslexia and related language learning disabilities and the role of multisensory structured language (MSL).
- Assess multisensory language instruction and how it can effectively be taught in a classroom setting.
- Examine social/emotional issues and implications for practice for individuals with dyslexia and related language learning disabilities.
- Outline the critical components for proficient reading including language development, phonological awareness, decoding, fluency and comprehension.
- Examine the role of vocabulary acquisition and ability in listening and reading comprehension, and in speaking and writing.
- Examine research findings and implications for practice relevant to students with dyslexia and other language learning disabilities.
- Examine neurobiological research findings and relationships to dyslexia and other related language learning disabilities.
- Examine the relationship between acquisition of second language and instructional implication for students with language learning disabilities/dyslexia.
- Analyze the literacy instruction needs of students from varied first languages acquiring reading in their non-dominant language, English.
- 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.
- Identify effective practices and speech/language strategies for reading, written language, math and content area instruction.
- Examine the conditions under which teachers can learn and apply understandings of language and literacy to more effective instruction of "at risk" students.
- Examine effective practices for teaching specific language comprehension strategies for the students who are struggling with reading.
- 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).
- Recognize the various speech/language issues of children who have dyslexia and other related language learning disabilities.
- Examine issues related to delivery of effective language instruction for students with dyslexia and other language learning disabilities in public and/or private schools.
- Discover the relationship between language development and acquisition of reading, written language and math proficiency.
- Examine ways to integrate and review phonics, spelling and vocabulary through daily activities in the classroom.
- Utilize advanced training in language and literacy to meet the needs of learners with language-based challenges in both specialized and general education settings.
- Access potential applications of language based technology for direct instruction and/or accommodation for students with dyslexia and other language learning disabilities.
- Evaluate what technological competencies high school students with language learning disabilities need to master before continuing on into higher education.
- Examine social/emotional issues and implication for practice for individuals with LD/dyslexia.
- Identify new documentation standards proposed by ETS and the College Board and how to apply them to their respective settings in high school or college.
- Apply knowledge of English morphology to identify and spell unfamiliar words.
- Utilize demonstrations that will help to create lessons that are specific to curriculum and students' needs and strengths.
- Examine issues related to training general education teachers at the in-service level using a professional development model that involves applying reading research through the use of highly-skilled literacy mentors.
- Evaluate factors that influence adaptation of English MSL strategies to the content of spoken and written Arabic.
- Examine the multidimensional nature of reading comprehension and implications for instruction.
- Examine the current state of teacher education in reading instruction, recognize future needs, and outline methods to improve teacher preparation in this area.
- Identify how to move beyond mere memorization and testing of words to making spelling a thought subject that provides interesting opportunities to explore many aspects of language.
- Examine a research-based way to standardize reading precursors.
- Examine numerous technologies and the merits and delivery modes of each as it pertains to classroom learning and teaching.
- Examine effective strategies for management of private practice to provide education and support for students with dyslexia and other language learning differences.
- Recognize disorders of memory, research on strategies for improving memory, and the implications of memory in the diagnostic process and on language learning.
- Interpret data to inform effective intervention instruction for intermediate grade students with language learning issues.
- Examine effective practices for teaching specific vocabulary strategies for parents of students who are struggling with reading.
- Examine the specific skills in the visual, auditory, and kinesthetic channels, necessary for learning to read.
- Identify characteristics of dyslexia and language disorders and components of therapeutic reading instruction, and gain knowledge of state/federal laws pertaining to students with dyslexia.
- Identify evidence-based multisensory strategies to enhance dyslexic English language learners phonetic awareness.
- Examine the evaluation process and practices for identifying (or not) students with language learning disabilities/dyslexia.
- Identify the nature of dyslexia and the role of MSL instruction, and the critical components for proficient reading including language development, phonological awareness, decoding, fluency and comprehension.
- Examine ways to integrate cursive handwriting through daily drawing exercises used in the classroom.
- Analyze spelling errors in a prescriptive manner and use this data to inform their instruction/intervention.
- Understand the necessary information needed to make a smooth transition from high school to college, which results in adequate and realistic expectations and a successful academic experience for those with language learning differences.

Types of Sessions

Standard Presentation (50 minutes):

This venue is intended for detailed information delivered by an individual Presenter or by two Presenters speaking jointly on a single topic.

Extended Presentation (100 minutes with a 10 min. break):

This venue is intended for detailed information delivered by one-to-two presenters. The subject matter should deal with complex information or be applied in nature. Sometimes this venue is used for a panel presentation with a Chair or Moderator and 3 or 4 panelists.

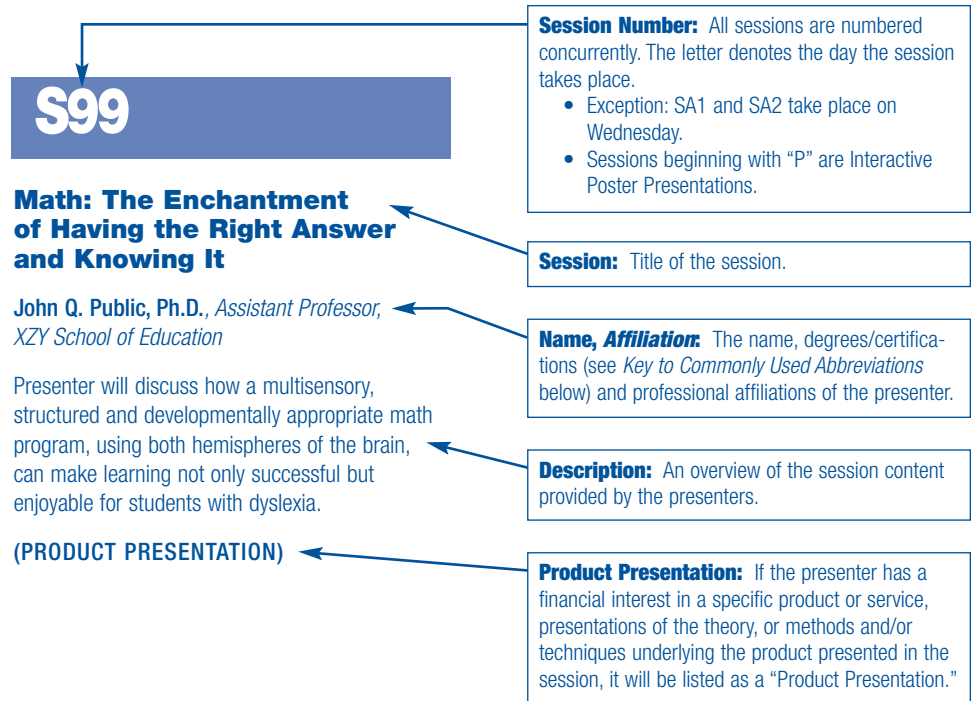
Half Day and Full Day Symposia:

This venue addresses multiple perspectives of a particular topic, deals with complex information or is applied in nature. The Chair provides an introduction to the topic that will be addressed by each of the presenters from a different perspective.

Poster Presentation (2 hours):

Free standing poster display boards are provided for the authors to present their information with an opportunity for maximal interaction with the audience. Poster presentations can be on any relevant topic and are often research oriented.

How to Read a Session Description



Key to Commonly Used Abbreviations

Degrees & Certifications:

A/AOGPE	Associate Member, AOGPE
BCET	Board Certified Educational Therapist
CALT	Certified Academic Language Therapist
C/AOGPE	Certified Member, AOGPE
CCC	Certificate of Clinical Competence (SLP)
C.Psych.	Certified Psychologist (Canada)
Ed.D.	Doctor of Education
Ed.S.	Education Specialist Degree
F/AOGPE	Fellow, AOGPE
J.D.	Doctor of Jurisprudence (Law)
M.A.Ed./M.Ed./Ed.M.	Master of Arts in Education
M.A.T.	Master of Arts in Teaching
M.S.E./M.S.Ed.	Master of Science in Education
M.S.W.	Master of Social Work
NBCT	National Board Certified Teacher
PGCE	Post-Graduate Certificate in Education (UK)
Psy.D.	Doctor of Psychology
QI	Qualified Instructor
SLP/SLT	Speech-Language Pathologist/Therapist

Organizations:

AOGPE	Academy of Orton-Gillingham Practitioners and Educators
CATT	Canadian Association of Therapeutic Tutors
IMSLEC	International Multisensory Structure Language Education Council
NICHD	National Institute of Child Health and Human Development
NIFL	National Institute for Literacy
NIH	National Institutes of Health
NCLD	National Center for Learning Disabilities
RFB&D	Recording for the Blind & Dyslexic

Policies & Laws:

ADA	Americans with Disabilities Act
IDEA/2004	Individuals with Disabilities Education Act (1997)/(2004)
NCLB	No Child Left Behind Act

Education & LD Terms:

ADD/ADHD	Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder
CAPD	Central Auditory Processing Disorder/Deficit
CST	Child Study Team
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
ELL/ESL	English Language Learner/English as a Second Language
FL	Foreign Language
IEP	Individualized Education Plan/Program
LETRS	Language Essentials for Teachers of Reading and Spelling
LD	Learning Disability/Disorder/Difference
LLD	Language Learning Disability/Disorder/Difference
MSI	Multisensory Instruction
MSL/MSLE	Multisensory Structured Language Education
NLD/NVLD	Nonverbal Learning Disability
OG/O-G	Orton-Gillingham (Approach)
RD	Reading Disability
RtI	Response To Intervention/Instruction
SLD	Specific Language Disability/Disorder
USD/ISD	Unified School District/Independent School District
WISC	Wechsler Intelligence Scale for Children

CONFERENCE HIGHLIGHTS

WEDNESDAY

- 7:30 a.m. - 3:30 p.m. School Visits
8:30 a.m. - 4:30 p.m. School Administrator Sessions
9:00 a.m. - 5:00 p.m. Symposia
5:00 - 6:30 p.m. Welcome Reception in Exhibit Hall – Meet the Exhibitors
7:00 - 10:00 p.m. Film Screening: *Taare Zameen Par*

THURSDAY

- 8:00 a.m. - 6:00 p.m. Visit the Exhibits
8:30 - 10:00 a.m. Keynote Address (Rick Lavoie)
Presentation of the Samuel Torrey Orton Award to Hugh W. Catts, Ph.D.
10:30 a.m. - 4:50 p.m. Sessions
11:00 a.m. - 1:00 p.m. Poster Presentations
5:00 - 5:50 p.m. Adult/Parent/Teacher Sessions
4:00 - 5:30 p.m. Annual Membership Meeting
6:15 - 9:30 p.m. Branch Social Event/Dinner Cruise

FRIDAY

- 8:00 a.m. - 5:00 p.m. Visit the Exhibits
8:30 - 10:00 a.m. Norman Geschwind Memorial Lecture (Daniel Geschwind, M.D., Ph.D.)
Presentation of the Margaret Byrd Rawson Lifetime Achievement Award to Judith R. Birsh, Ed.D.
10:30 a.m. - 4:50 p.m. Sessions
11:00 a.m. - 1:00 p.m. Poster Presentations
12:30 - 1:45 p.m. Intel Brown Bag Session with Special Guest!
5:00 - 5:50 p.m. Adult/Parent Sessions
6:30 - 7:30 p.m. Cocktail Reception
7:30 - 11:00 p.m. President's Celebration Dinner (Halloween Theme)

SATURDAY

- 7:00 - 8:30 a.m. IDA Past Presidents' Breakfast
9:00 a.m. - 2:00 p.m. Visit the Exhibits
9:00 a.m. - 4:20 p.m. Sessions
1:30 - 4:20 p.m. TEEN Symposium
4:30 - 5:20 p.m. Adult/Parent Sessions

SESSIONS BY TRACK

In preparing this year's program, the Conference Chairs followed FOUR basic "tracks": **Research; Research-to-Practice; Clinical; Parent/Family/Advocacy.** We have grouped each session under these broad descriptions to assist attendees should they want to follow a specific "track" each day when registering for sessions. Furthermore, we have grouped sessions into "themes" that even more definitively describe the content of the sessions. Organizing the program by "themes" makes it possible to follow a particular theme, such as Fluency or Written Expression, from session to session, throughout a day. We hope these descriptions will assist you in selecting the sessions that are most appropriate for your learning needs.

Clinical

Thursday: PT14, T17
Friday: PF2, PF4, F61
Saturday: S106, S107, S114, S131, S137, S139

Parent/Family/Advocacy

Thursday: PT1, PT2, T6, T7, T27, T30, T37, T46, T49
Friday: PF3, PF15, F62, F63, F69, F70, F72, F80, F86, F91
Saturday: S98, S101, S119, S120, S124, S149

Research

Wednesday: W1
Thursday: PT15, T19, T26, T44, T45
Friday: PF5, PF6, PF11, F73, F79, F87, F93
Saturday: S123, S125

Research-to-Practice

Wednesday: W2, SA1, SA2
Thursday: PT3, PT4, PT5, PT6, PT7, PT8, PT9, PT10, PT11, PT12, PT13, T1, T2, T3, T4, T5, T8, T9, T10, T11, T12, T13, T14, T15, T16, T18, T20, T21, T22, T23, T24, T25, T28, T29, T31, T32, T33, T34, T35, T36, T38, T39, T40, T41, T42, T43, T47, T48
Friday: PF1, PF7, PF8, PF9, PF10, PF12, PF13, PF14, F52, F53, F54, F55, F56, F57, F58, F59, F60, F64, F65, F66, F67, F68, F71, F74, F75, F76, F77, F78, F81, F82, F83, F84, F85, F88, F89, F90, F92
Saturday: S97, S99, S100, S102, S103, S104, S105, S108, S109, S110, S111, S112, S113, S115, S116, S117, S118, S121, S122, S126, S127, S128, S129, S130, S132, S133, S134, S135, S136, S138, S140, S141, S142, S143, S144, S145, S146, S147, S148

Catch the Welcome Reception & Exhibit Hall Grand Opening

Visit more than 100 Exhibitors!

WEDNESDAY
 October 29, 2008
 Exhibit Hall 5:00 - 6:30 p.m.

FOOD

PRIZES

ENTERTAINMENT

\$2 DRAFT BEER

NETWORK WITH OTHER ATTENDEES!

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