

Thursday **OCTOBER 30**

THEMES

Accommodations

PT2, PT11, T11, T15, T20, T27, T30, T46

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(IDEA/RTI/NCLB/Reading First)

PT5, T6, T27, T46

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PT11, T24, T30

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PT8

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Training the Trainers, Teachers and Professors

PT1, T4, T16, T17, T18, T23, T24, T28, T34, T38, T48

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T45

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SESSIONS BY TRACK

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THURSDAY PLENARY SESSION

8:30 - 10:00 a.m. **OCT. 30**

Keynote Address

Welcome

G. Emerson Dickman III, J.D., *IDA President*

Guinevere Eden, D.Phil., *IDA President Elect, 2008 Program Chair*

Karen Dakin, M.Ed., *IDA Vice President, 2008 Program Co-Chair*

Presentation of the Samuel Torrey Orton Award to Hugh W. Catts, Ph.D., *Professor and Chair, University of Kansas, Department of Speech-Language-Hearing Sciences and Disorders*

Reading: The Gift that Can Be Difficult to Unwrap

Richard Lavoie, M.A., M.Ed.



For those of us who love to read, it is a relaxing, fulfilling and enriching activity. However, for a child who struggles with the reading process, books can be intimidating and terrifying.

Drawing on his 30 years' experience with struggling readers, Rick will share anecdotes about the impact of reading difficulties on a child's self esteem and peer relationships. His message is a clarion cry to diagnose and remediate reading disorders as soon – and intensely – as possible.

In the words of John F. Kennedy, "A child miseducated is a child lost."

Rick Lavoie holds three degrees in Special Education and served as an administrator of residential special education programs for 30 years. He has authored two books and has served as a visiting lecturer to more than 50 colleges including Harvard, Georgetown, Vassar and Syracuse. His numerous national TV appearances include *The Today Show*, *Good Morning America* and *ABC Evening News*. His work has been featured in *The New York Times*, *USA Today*, *Instructor* magazine and *Child* magazine.

He is probably best known for his award winning PBS videos, notably the classic *F.A.T. City* workshop that remains a best seller in its 20th year. Rick's extensive experience in residential education has provided him with a "living laboratory" to develop and refine his methods and approaches.

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***Please join your hosts,
The IDA Washington State Branch,
for an extraordinary Dinner Cruise
aboard the spectacular Royal Argosy!
See page 31 and sign up
with your conference registration.***

THURSDAY POSTERS

OCT. 30 11:00 a.m. - 1:00 p.m.

PT1

The Alliance Exam: An Overview

Nancy M. Coffman, M.S., CALT, *President, Alliance*

Suzanne Carreker, M.S., CALT, QI, Alliance; IDA Board Member

A discussion of who is eligible to sit for the Alliance Exam and information covered by the exam as well as reviews of the sections and sample questions in each section are given. The possibility of national certification will also be discussed.

PT2

Cycles: An Integrated Approach to Social Play and Emotional Intelligence

Julia H. Haines, M.M., *Music Therapist, Stratford Friends School*

Terry Gonzalez, MSS, LSW, *School Counselor, Stratford Friends School*

The purpose of this session is to present the Cycles program which focuses on building and strengthening LD children's social-emotional intelligence.

PT3

A PHD for Beginning Readers

Sylvia S. Davison, *Retired 2nd Grade Teacher and Tutor – 42 yrs., Foundations for Learning, LLC*

Phonemes, Handwriting, and Decoding, form a gateway to learning. Handwriting, often overlooked, adds the kinesthetic sense. Attendees will learn about explicit letter formation, avoiding reversals, and combining skills (PHD) to trigger correct responses.

PT4

Dysgraphia: Unlocking Student Potential by Implementing Targeted Intervention Strategies

Amy Ford-Hebert, M.Ed., *Author, Educators Publishing Service*

The most fundamental skill required for fluent written output is legible, automatic handwriting. Relating conclusions of current research and applying targeted applications will make this workshop meaningful.

PT5

Data-driven Differentiation: Using the Assessment Walls Model and Multisensory Instruction to Meet Readers' Needs and Begin RtI

Connie Alter Ramsey, M.Ed., *NBCT, Teacher, Colbert Elementary, Mead School District*

Melissa Pittz, *Social Worker, Prairie View Elementary, Mead School District*

Assessment Walls facilitate progress for all learners by creating grade level Intervention Teams. Teachers collect and analyze data, then target proven interventions based on identified needs, all recommendations of RtI.

PT6

Fluency Solution

Esther F. Eustice, *Reading Specialist, Title I Teacher, Hazen Elementary School*

The presentation demonstrates how to combine the research-proven strategies of teacher modeling, repeated reading, and monitoring of progress into a single, powerful strategy to accelerate reading achievement.

(PRODUCT PRESENTATION)

PT7

Raising a Child's Emotional Intelligence

Rachel Ann Velez, M.S., *Educational Therapist, National Institute for Learning Development*

After reviewing research, presenter will discuss the components of emotional intelligence, the social implications for children with learning disabilities and offer many practical suggestions for facilitating gains in emotional intelligence.

(PRODUCT PRESENTATION)

PT8

The Literacy Centre – Making A Difference For Our Most Struggling Readers

Terry Dobson, M.Ed., *Literacy Intervention Teacher, Student Support Services, SD#23 (Central Okanagan)*

Heather Baptie, M.Ed., *Literacy Intervention Teacher, Student Support Services, SD#23 (Central Okanagan)*

Based on the success of their literacy intervention program in Kelowna, BC, the presenters will provide practical research-based advice on establishing an effective remedial reading program for struggling elementary students.

PT9

LASARS: Literacy Activities for Struggling Adolescent Readers and Spellers

Debra Coultas, M.A., *Literacy Consultant, Trainer, Coach, Coultas Educational Consulting*

This fast-paced demonstration highlights multisensory games and activities based on scientifically based reading research. These skills are non-negotiable in learning to read, even for our older students.

THURSDAY POSTERS

11:00 a.m. - 1:00 p.m. **OCT. 30**

PT10

Fresh AIR (Automatic Instant Retrieval) for Reading Fluency

Lynn Hoover, M.Ed., *Assistant Director, Rawson-Saunders School*

Perry Stokes, CALT, *Therapist, Rawson-Saunders School*

This session will examine critical skills required for fluent reading and demonstrate activities to develop these skills: automaticity in letter identification, phoneme awareness, instant word recognition, passage reading and vocabulary.

PT11

Teaching Latin as a Multisensory Language: Techniques and Benefits for the LD Classroom

Jonathan B. Pirnia, BA/BS, MA, *Jemicy School, Upper School Campus*

An overview of curricular and instructional strategies used in a 2-yr old Latin program. Discussion includes successful techniques, students' academic response, and coherence with school's dedication to multisensory learning.

PT12

Super Affective Rich Language: Understanding the Effects of Language Used in Special Education Classrooms

Kirk Lamar Rhodes, *Teacher/Dorm Master/Lacrosse Coach, The Gow School*

An examination of the theoretical background and contemporary research that contributes to the concept of Super Affective Rich Language and its application in a special education learning environment.

PT13

Semantic Skills for Student Success

Maryjane Palmer, Ed.D., *Speech-Language Pathologist, San Dieguito Union High School District*

The poster session provides professionals with a systematic and effective technique for teaching vocabulary that maximizes retention. The semantic mapping will be demonstrated and explained. Sample vocabulary and specific lessons will be available.

PT14

Flow Chart for Reading Skills Analysis

Catherine Christo, Ph.D., *Professor, California State University, Sacramento*

This presentation provides a systematic model for reading skills analysis that can be used in developing targeted reading interventions.

PT15

Examining the Relationship of Morphological Skills to Reading Fluency and Comprehension

Elizabeth Norton, BA, *Doctoral Student, Center for Reading and Language Research, Tufts University*

Maryanne Wolf, Ed.D., *Professor, Tufts University*

This study examined the relationship of morphological knowledge, one of the least-researched components of language, to reading skill. Morphological knowledge indeed predicts unique variance in fluency and comprehension in young readers.

Play

BINGO

WIN PRIZES!

What to do:

1. Get your bingo card out of your attendee bag when you arrive in Seattle.
2. Visit ALL of the exhibitors listed on the Bingo card in the Grand Hall and get your card stamped.
3. Drop card, complete with your personal information, into the box at the IDA Bookstore.
4. YOU ARE NOW IN THE RUNNING FOR GREAT PRIZES!

Prizes will be displayed at the IDA Bookstore.

* Limit one entry per attendee.

THURSDAY

OCT. 30 10:30 a.m. - 12:20 p.m. 🕒 110 minutes

T1

Monitoring Student Progress in Academic Learning

Jan Hasbrouck, Ph.D., *President & Research Director, JH Consulting*

Vicki Gibson, Ph.D., *Consultant, JH Consulting*

This session presents an overview of the spring 2007 edition of *Perspectives on Language and Literacy*. This issue is about progress monitoring assessments and how they help teachers make important decisions about their students' reading instruction.

T2

Procedural Learning Deficit: A Unifying Framework for Developmental Disorders?

Angela Fawcett, Ph.D., *Professor, Centre for Child Research, Swansea University; Director, Centre for Child Research*

Roderick Nicolson, Ph.D., *Professor, Department of Psychology, University of Sheffield, Dean of Pure Science*

Procedural learning deficit is a new hypothesis which suggests that problems in different types of learning can explain the range of deficits in developmental disorders. Presenters outline the findings of their 18-year research program, which have led them to propose a new theory for developmental dyslexia.

T3

Wordsmithing Our Way to Exemplary Vocabulary Instruction

Kendra Wagner, M.S., *Literacy Consultant and Tutor, Reading *Writing* Thinking*

Ruth Nathan, Ph.D., *Professor, Researcher, University of CA Berkeley*

The presenters will discuss the relationship between vocabulary and comprehension and instruct participants in a variety of proven techniques for teaching word meanings in all content areas.

T4

Teaching the Teachers: Effective Models for Colleges and Universities

Karen S. Vickery Ed.D., *Director, Learning Therapy Program, Southern Methodist University, Simmons School of Education and Human Development*

Mary L. Farrell, Ph.D., *Associate Director, School of Education, Fairleigh Dickinson University*

Maureen K. Martin, Ph.D., *Director of the DuBard School for Language Disorders, University of Southern Mississippi*

This panel presentation will provide information about how three universities provide IMSLEC accredited course instruction in phonetic, multisensory, structured language strategies in an established core curriculum. *(See F54 also)*

T5

Introduction to the Orton-Gillingham Approach: A Subscriber Course

Angela M. Wilkins, F/AOGPE, *Director of the Graduate Program, The Carroll School*

Jean Foss, M.Ed., *Director of Clinical Teaching and Research, Pine Ridge School*

Academy Fellows present the introductory session of a ten-hour overview of Orton-Gillingham. The session focuses on characteristics of dyslexia and the principles and rationale of the approach. Additional sessions include phonology, morphology, structure and history of English, and effective lesson design.

T6

Creating the Writing Revolution

Virginia Wise Berninger, Ph.D., *Professor, Director of Multidisciplinary Learning Disabilities Center, University of Washington*

Beverly J. Wolf, M.Ed., *Slingerland Consultant & Trainer of Teachers; 2008 Seattle Conference Local Arrangements Chair*

Many children with handwriting or spelling disabilities are left behind. Learn how explicit writing instruction from kindergarten to 12th grade will create a revolution in and out of the classroom.

T7

IDA 2008 Legislative Session: What's the law got to do with it?

Joan Mele-McCarthy, D.A., *Director of Education, The Summit School; IDA Vice President*

Geraldine "Tincy" Miller, *Chair, Texas State Board of Education, Parent Advocate*

Meg Porch, M.A., CCC-SP, ALTA QI, *Instructor, MSL Training Institute of NM; IDA Branch Council Chair*

Martha Chiodi, M.Ed., *Adjunct Professor, Miami University; Private Tutor; President, IDA Ohio Valley Branch*

Jeanine Phillips, M.E., CALT, *Executive Director, Fundamental Learning Center*

Elenn Steinberg, *President, IDA Rocky Mountain Branch*

Presenters will explain the federal role in education legislation and the tradition for state and local control when it comes to education legislation. Once the foundation for legislation is laid out, the concept of state and local "dyslexia legislation" will be discussed. Learn which states have specific legislation or activities that may lead to legislation that regulate the acknowledgment, assessment, and intervention for dyslexia. Learn the processes and strategies some diligent pioneers have utilized that have led to state legislation related to dyslexia.

T8

Language Learning Intervention Research: Early Childhood to Grade 6

Joyce Pickering, Hum.D., *Executive Director, Shelton School & Evaluation Center*

Annette Stanislav, CCC/SLP, *Shelton School & Evaluation Center*

Cathy Bass, Ph.D., *Shelton School & Evaluation Center*

This session is on the findings of the Language Learning Intervention (LI) study, an extension of the Shelton Early Intervention (EI) study (2003-07). The LI study includes 70 students from early childhood to grade 6 with severe oral and written language disorders.

THURSDAY

OCT. 30 11:30 a.m. - 12:20 p.m. 🕒 50 minutes

T13

What Kind of Errors Persist in Poor Spellers? A Longitudinal View of the Phonological-Orthographic Connection

Lucie Godard, Ph.D., *Director, Department of Linguistics, University of Quebec at Montreal*

Line Laplante, Ph.D., *Professor, University of Quebec at Montreal*

The presenters will share findings from a cross-sectional and longitudinal study that highlights the effects of a deep orthography on spelling acquisition by diverse age unilingual learners. Spelling error analysis is discussed as a viable approach to identify poor spellers and readers.

“It was really great being able to network with other individuals who face the same challenges I do.”

T14

Effective Interventions for English Language Learners

Elsa Cardenas-Hagan, SLP, *Director, Valley Speech Language and Learning Center*

Participants will learn the essential components of effective intervention programs for English language learners. The presenter will share results from research studies and discuss cross-linguistic transfer of skills.

T15

Study Skills and Executive Function: Improving Academic Competence with Routines for Managing Materials, Time, and Information

Patricia Newhall, *Associate Director, Landmark School Outreach Program, Landmark School*

This session shares classroom strategies that help students develop self-management routines essential to academic competence. These include the Master Filing System, the Strategic Calendar System, and the Study Guide Model.

T16

Preparing Teachers to Provide Appropriate Reading and Spelling Instruction to All Students

Blanche Podhajski, Ph.D., *President, Stern Center for Language and Learning; Clinical Associate Professor of Neurology, University of Vermont College of Medicine*

Nancy Mather, Ph.D., *Professor of Learning Disabilities, University of Arizona*

This presentation demonstrates a new professional development curriculum in scientifically based reading instruction. Literacy experts, demonstration videos, and instructional activities accompany the interactive computer-based modules.

(PRODUCT PRESENTATION)



PLEASE REMEMBER

IDA supports efforts to provide individuals with dyslexia with appropriate instruction and to identify these individuals at an early age. IDA believes that multisensory teaching and learning is the best approach currently 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.

T17

Literacy Intervention from a Speech/Language and Psychological Perspective: Achieving Therapeutic Targets While Fostering Self-Advocacy and Self-Esteem

Joseph Cozzo, M.A., M.S., *President/CEO, Buffalo Hearing & Speech Center*

Lynn Scheuer, M.A., SLP, *Buffalo Hearing & Speech Center*

The presenters will discuss a literacy intervention that targets remediation of specific speech and language areas with resulting outcomes of improving reading skills and competency while boosting self-esteem.

T18

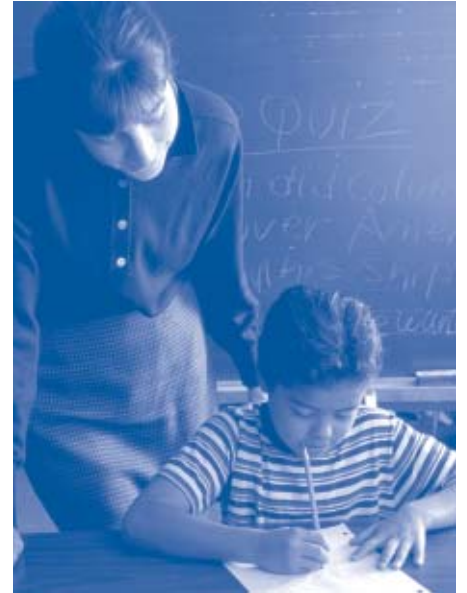
Providing Student-Focused Coaching to Reading Teachers to Promote the Success of Students with Reading Difficulties

Carolyn Denton, Ph.D., *Associate Professor, University of Texas Health Science Center Houston*

Jan Hasbrouck, Ph.D., *Educational Consultant, JH Consulting*

Presenters will describe Student-Focused Coaching, designed to provide ongoing support to reading teachers. Topics include defining the role of the coach, observations that focus on teacher-student interactions, and collaborative problem-solving.

(PRODUCT PRESENTATION)



THANK YOU

to our Conference Sponsors!

See page 68 for listing.

THURSDAY

OCT. 30 2:00 - 2:50 p.m. 🕒 50 minutes

T19 SAMUEL T. ORTON MEMORIAL LECTURE

Dyslexia and Other Developmental Language Impairments

Hugh W. Catts, Ph.D., *Professor and Chair,
University of Kansas, Department of Speech-
Language-Hearing Sciences and Disorders;
Recipient, IDA 2008 Samuel T. Orton Award*

It is now well accepted that dyslexia is a language-based disorder that involves a deficit(s) in phonological processing. However, dyslexia often occurs in the context of other developmental language impairments. The relationship between dyslexia and other language impairments will be explored and the implications for early identification and remediation will be addressed.

T20

Phonological Deficits and Slow Reading Speed in Two Populations of French- Speaking College Students: Students with Documented Reading Disabilities Versus Students with Self-reported Reading Difficulties

Zohra Mimouni, *Professor and Researcher,
Montmorency College*

The presenter will discuss the findings of a study 1) showing significant phonological processing deficits and slow reading performance in dyslexic French-speaking college students and 2) demonstrating the presence of students with undiagnosed reading disabilities in francophone colleges.

T21

Teaching Content Vocabulary and Syllable Types Through Spelling

Kathryn E.S. Grace, MED, CAGS, *Learning
Specialist; Literacy Teacher Leader, Essex Town
School District*

This presentation will examine ways to integrate and review phonics, spelling, and content vocabulary through a syllable-based spelling program. Participants will have the opportunity to practice developing student spelling lists.

T22

Successful Strategies for Acquisition and Maintenance of Vocabulary: Exploring Content Areas for All Learners

Lori Graham, Ph.D., *Assistant Professor,
Lamar University*

Angela Hairrell, M.Ed., *Project Coordinator,
Texas A&M University*

R. Malatesha Joshi, Ph.D., *Professor of Reading,
Texas A&M University; IDA Board Member*

Cynthia Boetcher, Ph.D., *Director, College
Lohman Learning Community, Texas A&M
University*

The results of multicomponent vocabulary intervention research studies for different populations and content areas will be presented. The value of the strategies used in the studies will be authenticated through demonstration and discussion.

T23

Adult Educators in the United States: Who Are They and Are They Ready to Teach Reading to Adults?

Sherry Bell, Ph.D., *Associate Professor,
University of Tennessee*

Steve McCallum, Ph.D., *Professor and Head,
University of Tennessee*

Presenters will describe characteristics of adult educators in the United States according to levels of mastery of reading instructional content and the Assessment of Reading Instructional Knowledge-Adults to identify professional development goals.



T24

Weaving Success: Metacognition in Structured Language Lessons

Yochanon Stein, M.S., *Reading and Educational
Technology Specialist, The Jemicy School*

Jane Wren Baker, M.S., *Director of Research &
Training, Jemicy School*

The ability to know what you know is important with all aspects of reading development. This interactive session will present background on the definition and rationale of metacognition in reading. The presenters will discuss key questions that should be woven into lesson delivery as individuals develop competency with phonology, orthography, and semantics.

T25

Bridging Word Decoding to Comprehension: Optimal Fluency Enrichment – Implications for Quality Student Performance from RTI and Brain Research

Carla Mackey Proctor, *Lead Dyslexia Teacher,
Texas Woman's University/Dallas ISD Dyslexia
Services*

Tammy Stevens, Ph.D., *Assistant Professor of
Special Education, Texas Woman's University*

The presenter explores brain research, a literature review of dyslexia, and a Dallas ISD study of student performance in response to intervention using Optimal Fluency enrichment.

T26

Dyslexic Entrepreneurs

Julie Logan, *Professor of Entrepreneurship, Cass
Business School*

The study found a high incidence of dyslexia in entrepreneurs. They were excellent at oral communication and delegation, likely to employ more staff, own several companies, and grow companies more quickly than non-dyslexics.

THURSDAY

🕒 50 minutes 2:00 - 2:50 p.m. **OCT. 30**

T27

Dyslexia 101: What Parents Need to Know

Mary Murrill North, M.Ed., *Director of Parent Resources and Adult Literacy Programs, Neuhaus Education Center*

Suzanne Hall, CALT, *Parent Resource Coordinator, Neuhaus Education Center*

This presentation provides reliable, evidence-based information that parents and educators need to know about dyslexia, reading, state and federal laws, and appropriate, instructional intervention for dyslexic readers.

T28

Laying a Foundation for Visual, Auditory, and Kinesthetic Readiness to Read

Beth Moore, M.Ed., *Educational Therapist and Consultant, Fellow, Association of Orton Gillingham Practitioners and Educators*

Certain visual, auditory, and kinesthetic skills are needed before a child can successfully learn to read. This hands-on presentation focuses on strategies to strengthen each channel.

(PRODUCT PRESENTATION)

Congratulations

to

Hugh W. Catts, Ph.D.,

2008 recipient

of the Samuel Torrey

Orton Award



“As a parent of a newly diagnosed child, what a great way to gain a lot of information in such a short amount of time. I am so grateful for the resources and knowledge I gained, making this new journey a lot less scary. Thank you!”

THURSDAY

🕒 110 minutes 3:00 - 4:50 p.m. **OCT. 30**

T29

The Nuts and Bolts of Memory: Theory and Practical Applications

Joan Mele-McCarthy, D.A., *Director of Education, The Summit School; IDA Vice President*

Michael Castleberry, Ed.D., *Professor of Special Education, The George Washington University*

Jane Snider, Ed.D., *Executive Director, The Summit School*

This presentation will provide participants with a succinct synopsis of theoretical constructs related to memory with immediate application to teaching and learning. Participants will gain a theoretical and clinical understanding of memory of memory in children to young adults, with particular emphasis on the role of memory in academic success.

T30

Five Life Lessons of a Successful Dyslexic

Greg Davis, MBA, *Consultant, Dr. Pepper Snapple Group*

Nicole Davis, Ph.D., *Post Doctoral Fellow, Vanderbilt University*

A brother-sister team presents five life lessons, supported by research and learned by Mr. Davis, a successful dyslexic.



THURSDAY

OCT. 30 3:00 - 3:50 p.m. 🕒 50 minutes

T31

Morphological Analysis of Primary School Chinese and Its Implications for Reading Development

Dustin Kai Yan Lau, *M. Phil Student, University of Hong Kong*

This session is on the results of a morphological analysis of primary school Chinese. The presenter will report the results of the study and the implications for reading acquisition.

T32

Spelling Analysis and Intentionality of Instruction

Rachel Ann Velez, *M.S., Instructor, National Institute for Learning Development*

Participants will discover how to analyze spelling errors in a prescriptive manner and learn instructional strategies designed to strengthen foundational language skills critical to a student's success in spelling.

T33

Making Vocabulary Real for Young Children

Lynn Hoover, *M.Ed., Assistant Director, Rawson-Saunders School*

Perry Stokes, *CALT, Therapist, Rawson-Saunders School*

Early intervention to increase vocabulary is critical for struggling students. In this interactive session, effective strategies and hands-on activities to develop young children's word knowledge will be modeled and practiced with participants.

T34

Helping Teachers Work Smarter, Not Harder: The Haskins Mentor Model

Margie Gillis, *Ed.D., Project Director, Haskins Laboratories*

Presenter will share research on and tips for training teachers through job-embedded professional development. Topics include planning systematic and cumulative professional development, coaching teachers as adult learners, and differentiating for different levels of expertise.

T35

Mathematics, Metacognition and Multisensory Instruction – Informed by Recent Research in Neuroscience

Jean Foss, *M.Ed., Director of Clinical Teaching & Research, Pine Ridge School*

Mathematics teachers and remedial language specialists trained in the Orton-Gillingham approach collaborate to resolve language confusions and weaknesses in executive function that impede LD students' progress in mathematics.

T36

The Comprehension Connection: Fluency and Vocabulary

Deandra Ledet-Rosenberg, *M.A., Director of Education, Newgrange School and Education Center*

This is an interactive presentation of the current research about fluency and vocabulary instruction. Techniques will be explored for assessing student progress and enhancing student skills in both areas to improve reading comprehension.

T37

Dyslexia, Social Class, and the Social Model of Disability

Steve Macdonald, *Ph.D., Senior Lecturer in Social Work Education, University of Sunderland*

Dyslexia is defined within disability studies. The presenter will share an investigation of issues of social class and evidence illustrating the impact of disabling barriers on people with dyslexia within society.

T38

Multisensory Structured Language (MSL): From Struggling to Sound Readers

Martha Louise Kovack, *B.A./B.Ed., Early Literacy Specialist, Sound Readers Inc.*

The presenter will outline the main features of MSL, and show where most universal kindergarten and first grade reading instruction programs fall short in their capacity to include MSL into their daily programming. The session will include a demonstration of simple MSL activities and outline the components of professional development training that will help all teachers understand MSL, and how it can be implemented to improve early literacy instruction for beginning and struggling readers by simultaneously using visual, auditory, and kinesthetic-tactile approaches to enhance memory and learning.

(PRODUCT PRESENTATION)



T39

Dyslexia in Native Spanish Speaking English Language Learners: Implications of Research for Fluency Intervention

Carla Mackey Proctor, *Lead Dyslexia Teacher, Texas Woman's University/Dallas ISD Dyslexia Services*

Tammy Stevens, Ph.D., *Assistant Professor of Special Education, Texas Woman's University*

The presenter will review current research implications of variation in transparent versus opaque orthography for Optimal Fluency intervention in native Spanish speaking English Language Learners identified with dyslexia.

T40

A Spelling Error Analysis of Closed Syllable Patterns and the Impact of Multisensory Instruction for At-Risk Readers: A Group-Administered, Informal Assessment to Pinpoint Specific Difficulties and Guide Instructional Practice

Susan Kay Nolan, Ph.D., *Instructor, Ohio University*

This presentation will highlight findings from research conducted to determine whether significant differences exist between the error rates of older and younger at-risk readers relative to processing short vowel concepts.

T41

Using Vocabulary and Text Structure to Link Reading and Writing Instruction

Kathryn E.S. Grace, MED, CAGS, *Learning Specialist, Literacy Leader, Founders Memorial School, Stern Center for Language & Learning*

This interactive workshop will enhance vocabulary instruction for both readers and writers. Participants will learn to "Power Up" vocabulary choices in the context of student-friendly text structure templates.

T42

A Universal Design Approach to Teaching Note-Taking

Linda Hecker, M.Ed., *Director of Educational Services, Landmark College Institute for Research and Training*

The Universal Design for learning paradigm serves diverse learners by offering multiple means of representation, expression, and engagement. This session illustrates how to apply Universal Design principles to the challenge of teaching note-taking to students who are struggling.

T43

Practicing Metacognition: Building Ownership of Language Structure

David Winters, Ph.D., *Executive Director of Clinical Affairs, 32° Masonic Learning Centers for Children, Inc.*

Building ownership of language structure increases retention and encourages transfer. Participants learn to apply metacognitive principles to three instructional areas: language structure elements, designing lesson plans, and introducing new concepts.

T44

Does Oral Language Production Promote Written Language Production? A Study of Word Productivity, Expressed Ideas, Syntactic Complexity, Lexical Diversity, and Spelling Accuracy in Adolescents

Ramona Pittman, Ph.D., *Assistant Professor, Florida Center for Reading Research at Florida State University*

Barbara Foorman, Ph.D., *Director, Florida Center for Reading Research at Florida State University*

Presenters discuss the relationship between oral and written language production in adolescents in 10th grade using students' oral and written language production of a topic.

Remember – You must bring your BADGE with you to the conference.

Pre-registrants will receive badges in the mail.

There will be a charge on-site for lost badges.

THURSDAY

OCT. 30 4:00 - 4:50 p.m. 🕒 50 minutes

T45

Beyond RAN and Phonological Processing: The Role of Processing Speed in Dyslexia

Annamarie Urso, Ph.D., Assistant Professor, State University of New York at Geneseo

Bashir Abu-Hamour, M.S., Doctoral Student, University of Arizona

This session is a presentation of research on the role of processing speed in poor readers, and the implications of various rapid automatized naming (RAN) formats and their predictive correlation to regular and irregular word reading.

T46

Supporting the Supporters: Strategies and Issues for Supporting Parents of Children and Adolescents with Dyslexia

Gavin Reid, Ph.D., Consultant, Center for Child Evaluation and Teaching, Kuwait

This presenter will discuss issues parents have to deal with and provide strategies they can utilize in both communication with schools and supporting their child at home.

T47

Achieving Literacy for Life: An Introduction to the Wilson Reading System®

Kimberly Gillingham, Lead Trainer, Wilson Language Training

This session provides an overview of how the Wilson Reading System, a research-based, multisensory structured curriculum, addresses the needs of students grades 2-12, as well as adults with word-level deficits or a language-based learning disability.

(PRODUCT PRESENTATION)



T48

A Reading Coach's Guide to Teaching Reading Essentials

Anne Whitney, Ed.D., CCC, Literacy Consultant, Spectrum Educational Consulting

Video segments from Teaching Reading Essentials, by Louisa Moats and Linda Farrell, will be used in this interactive session to demonstrate how coaches can provide professional development to classroom teachers.

(PRODUCT PRESENTATION)

“What a thrill it is to see and hear the ‘heroes’ in our field! I look forward to it every year.”

THURSDAY

OCT. 30 5:00 - 5:50 p.m. 🕒 50 minutes

T49

Informal Roundtable for Parents

Rebecca N. Clingman, Academic Language Therapist

This is an open forum for parents searching for help for their children who are dealing with learning disabilities. It is an opportunity to share helpful ideas and to let IDA know how the organization can best serve them and their children.

Note: Exclusively for parents.

Similar sessions offered Friday (F95) and Saturday (S149).

T50

Informal Roundtable for Teachers

Elizabeth Clark, M.Ed., Former Special Education Supervisor, Detroit Public Schools; IDA Board Member

Teachers come to an open forum to discuss and apply key concepts from the large and small group conference sessions. Participants will learn to identify ways to incorporate the “take home” ideas to your unique home setting.

T51

Experiences with Employment

Dale S. Brown, Senior Manager, LDOnLine, WETA

This session provides an opportunity for conference attendees to get to know each other and discuss the joys and challenges of dyslexia. The first of three sessions for adults with dyslexia will focus on our experiences as we make our living.

Note: Exclusively for adults with dyslexia.

Similar sessions offered Friday (F96) and Saturday (S150).

Escape the Ordinary



All Aboard Mateys, and join the IDA Washington State Branch for a FABULOUS Dinner Cruise aboard the spectacular ROYAL ARGOSY!

Set sail on the waters of Puget Sound from Seattle's historic waterfront and enjoy the breathtaking views of the city skyline, gorgeous scenery, and beautiful islands as you cruise on Elliott Bay and Puget Sound.
(www.argosycruises.com)

Dinner buffet includes a trio of delectable, tray-passed boarding hors d'oeuvres, followed by a mouth-watering selection of entrees including stuffed chicken breast, baked salmon, beef burgundy, mushroom ravioli, roasted butternut squash salad, and more.

Thursday, October 30, 2008

Ship leaves dock at 6:15 p.m. and returns at 9:30 p.m.

**\$60 per person: Cruise & Dinner
including transportation to and from ship**

Cash Bar Available

Register with your conference registration.

Don't miss this exciting and extraordinary conference event!