

International
DYSLEXIA
Association® Georgia Branch

2019 Dimensions of Dyslexia Conference

Illuminating Literacy

Solutions for ALL

March 16, 2019
Wheeler High School
375 Holt Road, Marietta, GA



CONFERENCE BROCHURE

Session Descriptions and Speaker Bios

ILLUMINATING LITERACY: SOLUTIONS FOR ALL

This year's conference theme, Illuminating Literacy: Solutions for All, will provide conference attendees with the latest evidence-based research information on structured literacy with a special focus on practical applications for attendees. Many of our presenters this year will offer conference attendees ready-to-use resources including activities and materials they can make, take, and use right away.

REGISTER ONLINE

<https://ga.dyslexiaida.org/2019-ida-ga-dimensions-of-dyslexia-annual-conference/>

2019 Dimensions of Dyslexia Conference Brochure

Directions BEFORE going to the online registration page:

- Online registration conference fees are \$95 for nonmembers and \$70 for members. If you are a member of the International Dyslexia Association, make sure you know your member number. To learn more about membership, visit <https://dyslexiaida.org/membership-account/membership-levels/>. Online registration closes 3/13/2019. Onsite registration is \$120 (no discounts offered).
- Groups of 10 or more registrants can receive \$25 off nonmember rate for online registration! A lead person from the group will need to contact us at info@idaga.org to receive a group code and instructions. Put the word **GROUP + the group leader's name** in the subject line.
- Read the descriptions for the courses (Full session descriptions and speaker information begins on Page 5). Note the session numbers for your favorite sessions. Use the At-A-Glance as a tool to help you remember which sessions correspond with which session number.
 1. Choose 2 shorter sessions (A & B) or 1 longer session (C) for Morning Sessions.
 2. Choose 2 shorter sessions (D & E) or 1 longer session (F) for the Early Afternoon Session.
 3. Choose 2 shorter sessions (G & H) or 1 longer session (I) for the Late Afternoon Sessions.

2019 Conference At-A-Glance

Session #	2019 IDA Conference Schedule
7:45 AM-8:30 AM	
ALL	Check-in at Registration Desk. Vendor Hall opens 7:45 AM.
8:30 AM-9:45 AM	
ALL	Keynote Speaker Julie Washington and Awards
9:55-10:40 AM Short Sessions Morning (45 min.)	
A-1	Let's get Real Using Assistive Technology!
A-2	Effective Technology Used to Improve Reading Comprehension
A-3	The Emotional Side of Dyslexia
A-4	From Torment to Triumph: Strategies for Supporting Essay Composition
A-5	State Dyslexia Policy: What Drives It, How It's Developed, and What it Takes to Implement it Well
10:50 AM-11:35 AM Short Sessions Morning (45 Min.)	
B-1	Let's get Real Using Assistive Technology!

B-2	Effective Technology Used to Improve Reading Comprehension
B-3	The Emotional Side of Dyslexia
B-4	From Torment to Triumph: Strategies for Supporting Essay Composition
B-5	State Dyslexia Policy: What Drives It, How It's Developed, and What Makes it Work (Or Not)
9:55 AM-11:25 AM	
Longer Sessions Morning (80 Min. - runs concurrently with the 2 morning short sessions)	
C-1	Your Brain on Math - It All Adds Up
C-2	Recognizing Auditory Processing Disorder in Dyslexic Learners
C-3	Scientific Word Investigations: The Importance of Morphology, Etymology, and Phonology
C-4	Dyslexia and Foundational Reading: Getting it Right from the beginning, Closing the Gap for Older Students
C-5	Teaching Students How to Spell and Read Non-Phonetic and High Frequency Words (elementary-middle)
C-6	The Memory Connection: Multisensory Materials & Strategies to Boost Working Memory
C-7	Maximize Learning Through Movement
C-8	Mitigating working Memory Problems in Children with Dyslexia
C-9	Empowering the Reader Through the Dynamics of Text-to-Speech: Research to Practice
C-10	Understanding Dyslexia
11:30 AM - 12:30 PM (60 Min.)	
ALL	Lunch and Vendor Hall
12:35 PM - 1:20 PM	
Short Sessions Early Afternoon (45 Min.)	
D-1	Spice Up Morphology with Keynote!
D-2	Dyslexia and ESOL Families
D-3	Perceptions and Use of Extended Time Among College Students with Learning Disabilities Updated 2/9/19
D-4	A Picture of Success: The Imagery-Language Foundation for Teaching All Children to Read and Comprehend
D-5	IEP Data and the Digital World
1:30 PM - 2:15 PM	
Short Sessions Early Afternoon (45 Min)	
E-1	Spice Up Morphology with Keynote!
E-2	Dyslexia and ESOL Families
E-3	Perceptions and Use of Extended Time Among College Students with Learning Disabilities Updated 2/9/19
E-4	A Picture of Success: The Imagery-Language Foundation for Teaching All Children to Read and Comprehend
E-5	IEP Data and the Digital World
12:35 PM - 2:05 PM	
Longer Sessions Early Afternoon (80 Min. - runs concurrently with the 2 afternoon short sessions)	

F-1	Collaboration Between Neuropsychology & Speech Language Pathology in the Identification and Treatment of Dyslexia
F-2	Assistive Technology: What the Research Says About which Technologies Support the Learner with Dyslexia
F-3	SPA Strategies: Foundational for Executive Function and Learning to Love Learning
F-4	Tips and Tricks for Parents of Struggling Readers in Grades K-5
F-5	Creating a Vocabulary Rich Classroom
F-6	Phonological Awareness: The Foundation for Building Strong Readers
F-7	Dyslexia and Foundational Reading: Getting it Right from the Beginning, Closing the Gap for Older Students
F-8	Implementation of an Intervention for Struggling Readers through a Private-Public Partnership
F-9	Academic Brain Breaks
2:10 PM - 2:40 PM (30 Min.)	
ALL	Break and Vendor Hall
2:45 PM - 3:30 PM Shorter Sessions Late Afternoon (45 Min.)	
G-1	Free Tools for Struggling Learners
G-2	Evidence Based Strategies that Support a Growth Mindset and Grit in Students with Dyslexia and Other Learning Disabilities
G-3	Syllables and Semantics (AKA Coding Plus Comprehension)
G-4	Six Attributes of Successful Individuals with Learning Disabilities
3:40 PM - 4:25 PM Shorter Sessions Late Afternoon (45 Min.)	
H-1	Free Tools for Struggling Learners
H-2	Evidence Based Strategies that Support a Growth Mindset and Grit in Students with Dyslexia and Other Learning Disabilities
H-3	Syllables and Semantics (AKA Coding Plus Comprehension)
H-4	Six Attributes of Successful Individuals with Learning Disabilities
2:45 PM - 4:15 PM Longer Sessions Late Afternoon (80 Min. - runs concurrently with the 2 afternoon short sessions)	
I-1	Dyslexia Legislative Update
I-2	Teaching Students How to Spell and Read Non-Phonetic and High Frequency Words (elementary-middle)
I-3	The Memory Connection: Multisensory Materials & Strategies to Boost Working Memory
I-4	Implementation of an Intervention for Struggling Readers through a Private-Public Partnership
I-5	Tips and Tricks for Parents of Struggling Readers in Grades K-5
I-6	Mitigating working Memory Problems in Children with Dyslexia

Full Session Descriptions with Speaker Information (Pages 5 – 30)

2019 IDA Conference Schedule	Session Description	Presenter Information
<p>7:45 AM-8:30 AM- Check in at the Registration Desk and visit Vendor Hall</p>		<p>Vendor Hall will open beginning at 7:45 AM.</p>
<p>8:30 AM-9:45 AM- Keynote Speaker: Julie Washington and Awards</p> <p>Audience: ALL</p>	<p>Keynote: The Role of Dialect in Reading Acquisition</p>	<div data-bbox="1203 488 1436 737" data-label="Image"> </div> <p>Dr. Julie Washington is a Professor in the Department of Educational Psychology, Special Education and Communication Disorders in the College of Education and Human Development at Georgia State University (GSU) in Atlanta. She is also Director of the Communication Sciences and Disorders Program. Dr. Washington is an affiliate faculty of Georgia State University’s Center for Research on the Challenges of Acquiring Language and Literacy Currently, Dr. Washington’s research is focused on understanding the role of cultural dialect in the identification of Learning Disabilities in school-aged African American children and on disentangling the relationship between language production and comprehension on development of reading skills for children growing up in poverty. Dr. Washington’s research program is funded by the National Institutes of Health, Eunice Kennedy Shriver National Institute on Child Health and Human Development.</p>

A1. B1. Let's get Real Using Assistive Technology!

Audience: Educators

Presenter: Christi Kubek

Session Times:

A1. 9:55-10:40 AM

Short Session

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B1. 10:50 AM-11:35 AM

Short Session

This session will focus on specific built-in iPad features, including apps and strategies that support reading comprehension, speech/oral expression, written expression, and executive functioning. Come explore the rich set of accessibility features Apple devices offer and how you can customize them to help diverse learners succeed.



Christi Kubek holds a BA in Elementary Education and a MA in Reading Education from Marshall University. She has been teaching grades K-3 for 16 years. Last year she became a member of the Academy of Orton-Gillingham Practitioners and Educators at the Certified Level and is currently a Fellow in Training. For the last four years, Christi has taught literacy at The Fletcher School in Charlotte, NC. She served on the committee responsible for writing and publishing the iBook that awarded the Fletcher School the title Apple Distinguished school in the years 2015-17 and 2017-19. In the last two years, she has presented on the topics of technology and literacy for students with learning differences at both national and international conferences.

A2. B2. Effective Technology Used to Improve Reading Comprehension

Audience: Educators

Presenter: January Reed

Session Times:

A2. 9:55-10:40 AM

Short Session

B2. 10:50 AM-11:35 AM

Short Session

This presentation will empower educators with innovative lessons to remediate struggling readers, improve spelling, and increase attention using the iPad. During the presentation, a variety of apps will be presented that educators can use to enhance Orton-Gillingham lessons. The activities will keep students on-task and engaged while sharpening essential reading and spelling skills.



January Reed has a BA in Communications from the University of Kentucky and a MA degree in Adult and Higher Education from Morehead State University. She has 16 years of teaching experience and has spent the last four years as 3rd-grade Literacy Teacher at the Fletcher School in Charlotte, North Carolina. She teaches all literacy components using the Orton-Gillingham Approach. She holds an Associate Level certification through the Academy of Orton-Gillingham Practitioners and Educators and is currently working toward the Certified Level.

A3. B3. The Emotional Side of Dyslexia

Audience: ALL

Presenter: Dr. Megan McSwain Mann

Session Times:

A3. 9:55-10:40 AM
Short Session

B3. 10:50 AM-11:35 AM
Short Session

This presentation will address the emotional issues that often co-occur in school age children (5-12) with dyslexia. Being a dyslexic student can be an emotional journey filled with many highs and lows that not only cause stress and frustration, but also impact overall self-esteem and self-worth. While the academic side of having dyslexia can be remediated and improved upon greatly, the emotional scars of struggling to learn can last a life time. Learn to identify red flags of mental health issues, such as depression and anxiety, as well and learns tips and tools to boost self-esteem and promote emotional coping skills of dyslexic students. Being dyslexic is both a challenge and gift and helping give children confidence as a learner and as a person can be a key to later life success.



Dr. Megan Mann holds a Doctor of Art Therapy and Master of Psychology (in marriage and family therapy and art therapy). She is a licensed professional counselor LPC and counseling supervisor (CPCS) in the state of Georgia. She is also a nationally registered art therapist (ATR). Dr. Mann is the owner and director of Peachtree Art Therapy and Counseling, LLC, which provides a range of counseling and creative based therapy services (art, play, and mindfulness) to children, teens and families. Her clinical work focuses on treating children that have dyslexia and other language-based learning disabilities that are also struggling with emotional health issues and behavioral challenges, such as anxiety, PTSD, OCD, ADHD, depression and other mood disorders, eating disorders, and general life adjustment. In addition to individual therapy services Dr Mann, provides therapeutic camps, groups, and workshops focus on empowerment and self-esteem building for dyslexic children.

A4. B4. From Torment to Triumph: Strategies for Supporting Essay Composition

Audience: Educators

Presenter: Dr. Tiffany Watson

Session Times:




A4. 9:55-10:40 AM
Short Session

B4. 10:50 AM-11:35 AM

Many students with dyslexia struggle to write essays. This often stems from their challenges with written expression and executive function. This presentation will focus on providing an approach to essay writing that supports students in those challenges. The approach to scaffolding essay composition comes from a combination of evidence-based programs for teaching students with dyslexia. Additionally, the presentation will include suggested tools for using assistive technology to support students' further challenges.



Dr. Tiffany Watson holds a doctorate in education from Holy Family University in Philadelphia, Pennsylvania. Her teaching career was spent educating students with dyslexia and other language-based learning disabilities in specialized, private schools. She spent seven years teaching at Cambridge School in Pennington, New Jersey, where she received training in the Wilson Reading System, Hochman Basic Writing Skills Program, and the Expanding Expression Tool. Following a move to the Atlanta area, Dr. Watson began teaching at Swift School, where she has been trained in the Orton-Gillingham approach and Framing Your Thoughts. Dr. Watson spent most of her teaching years in fifth grade, and she now serves as Swift

<p>Short Session</p>		<p>School's Curriculum Coordinator and is an adjunct professor, teaching research in special education. Dr. Watson has a specific passion for teaching writing.</p>
<p>A5. B5. State Dyslexia Policy: What Drives It, How It's Developed, and What it Takes to Implement it Well</p> <p>Audience: All</p> <p>Presenter: Samantha Durrance</p> <p>Session Times: A5. 9:55-10:40 AM Short Session & B5. 10:50 AM-11:35 AM Short Session</p>	<p>This presentation will review recent developments in state dyslexia policies in the southeastern region of the United States, including proposed legislation in Georgia. Participants will learn how the public can influence policy, what goes into the development of state dyslexia policy, and why passing legislation is just the first step.</p>	 <p>Samantha Durrance is a past Georgia teacher and SST/RTI leader. She is currently a policy analyst at the Southern Regional Education Board and focuses on early learning through middle grades policy issues, including dyslexia. In September 2018, Ms. Durrance provided testimony to the Georgia Senate Dyslexia Study Committee on dyslexia policies in the southern region and important considerations for Georgia, including screening, teacher training, and intervention.</p>
<p>C1. Your Brain on Math - It All Adds Up</p> <p>Audience: All</p> <p>Presenters: Dr. Tara Terry & Tom Pittard</p> <p>Session Time: C1. 9:55 AM-11:25 AM Longer Session</p>	<p>This session will first help participants understand the cognitive processes associated with the development of mathematical thinking. The presenters will then discuss the classroom environmental considerations important for successful math education including a reduced emphasis on speed and memorization, and an increase in the modeling of math language and vocabulary. Finally, participants will learn and demonstrate classroom techniques, activities, and lessons to help create and encourage effective math thinkers with and without diagnosed math learning disabilities.</p>	 <p>Dr. Tara Terry's background includes work as a school psychologist, and she is currently the Lower and Middle School Principal at The Howard School.</p> <p>Tom Pittard is a former teacher at The Howard School working first as a classroom teacher and then a math specialist. He currently is the Math Resource Specialist at The Children's School.</p> 

C2. Recognizing Auditory Processing Disorder in Dyslexic Learners

Audience: All

Presenter: Dr. Christa Reeves

Session Time:

C2. 9:55 AM-11:25 AM
Longer Session

Auditory Processing is a foundational skill that supports effective communication and learning. Persons with Auditory Processing Disorder (APD) can exhibit symptoms like common learning disabilities such as ADHD, Dyslexia, Language Disorder, Learning Disability, Sensory Processing Disorder, and Behavior Disorders, to name a few. This session will help parents, educators, and therapists recognize the signs of APD and effective interventions that will help the children they serve reach their potential.

Dr. Christa Reeves is a Doctor of Audiology (AuD) that has specialized in Auditory Processing Disorder (APD) for almost 20 years with a private practice specific to APD assessments and treatments for the past 5 years. She is the founder, organizer, and an annual speaker for the International Guild of Auditory Processing Specialists (IGAPS) conferences in Kansas City. She contracts as a developmental specialist with the state level Early Hearing Detection and Intervention (EHDI) program and Children Medical Services in North GA. Dr. Reeves has served as the Audiology expert on Brenau University Occupational Therapy Thesis committees for the past 3 years. Dr. Reeves has spoken on APD assessment and treatment to a variety of audiences. Lastly, she contracts as a regular speaker for the Georgia Educational Training Agency (GETA) where she teaches local educators how to identify and manage students with APD.

C3. Scientific Word Investigations: The Importance of Morphology, Etymology, and Phonology

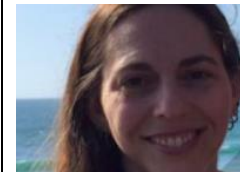
Audience: All

Presenter: Dr. Jennifer Petrich


Session Time:


C3. 9:55 AM-11:25 AM
Longer Session




Are you a classroom teacher struggling to help your students make sense of English spelling? Are you a parent of a dyslexic student who is struggling to spell? Are you an administrator who wants to equip your teachers with an accurate understanding of how the English spelling system works? Come learn how to investigate spelling scientifically by studying the morphology, etymology, and phonology of words. English spelling is not crazy, and students don't have to just memorize words that don't "play fair" or memorize a bunch of exceptions to the rules. You will learn that there is order and sense to the way we spell. We will cover the homophone principle, function vs. content words, "sight words", and how to use the scientific method to investigate words in order to give your students an understanding of why words are spelled the way



Dr. Jennifer Petrich earned a PhD in Neuroscience and has 25+ years of experience working with dyslexic students. She has moderated Orton-Gillingham (OG) courses and mentored dozens of practicum students obtaining their OG Certification. Dr. Petrich has taken almost 20 courses from Gina Cooke of LEX, Pete Bowers of Word Works Kingston, and Michel Rameau of Real Spelling. These include courses on Old English, Middle English, Latin and Greek for Orthographers, as well as in depth courses on Phonemes, Graphemes, Phonology, and IPA. She has been using SWI with students for over 5 years and has given several talks and webinars on dyslexia, executive functioning, and Structured Word Inquiry.

	<p>they are. This understanding is key to not only improving spelling but improving reading and vocabulary as well.</p>	
<p>C4. F7. Dyslexia and Foundational Reading: Getting it Right from the Beginning, Closing the Gap for Older Students</p> <p>Audience: Educators</p> <p>Presenter: Patricia Starek</p> <p>Session Times: C4. 9:55 AM-11:25 AM Longer Session & F7. 12:35 PM - 2:05 PM Longer Session</p>	<p>This interactive session will explore how what we have learned from dyslexia and how employing best practices can address these needs as well as benefit all readers. Efficient readers employ many cognitive functions, including word recognition and language comprehension and executive function to mediate both. Teachers of upper grade students often have limited understanding as to how they effectively can intervene with their students who are not yet fluently decoding. Research provides us with clear guidance on how we can meet the needs of all students and particularly older students in grades three and up who struggle with foundational literacy. This session will unpack this guidance. Specifically, we will discuss the imperative to leverage the best in research-based instructional practices, adaptive technology, application of systematic, explicit, multi-sensory, phonics instruction, brain research. and differentiated instruction. Finally, this presentation will make links between research and System 44 and READ180, programs designed for older, struggling readers.</p>	<p>Patricia Starek holds a master’s degree in Special Education from Bank Street College of Education. She is Orton-Gillingham Certified, a Children's Literacy Initiative-Facilitator, and an All Kinds of Minds Facilitator. She an Intervention Specialist and the National Director for HMH.</p>
<p>C5. I2. Teaching Students How to Spell and Read Non-Phonetic and High Frequency Words (Elementary-Middle School)</p> <p>Audience: All</p>	<p>Learn how to teach elementary and middle school students to read and spell non-phonetic and/or high frequency (Red) words using structured literacy and a multi-sensory approach. Learn fun ways to review previously taught Red Words.</p>	 <p>Janice Kohler-Curtis has over 25 years in special education teaching both students and teachers. She has a Bachelor of Science in Special Education from Kent State University and a Master’s in the Art of Teaching from Marygrove College. Ms. Kohler-Curtis is a Level 4 Orton-Gillingham</p>

<p>Presenter: Janice Kohler-Curtis</p> <p>Session Times: C5. 9:55 AM-11:25 AM Longer Session & I2. 2:45 PM - 4:15 PM Longer Sessions</p>		<p>Master Instructor with the Institute for Multi-Sensory Education. She is certified through the International Dyslexia Association as a Structured Literacy Teacher. Ms. Kohler-Curtis has been awarded several awards, including the Walter B. Horn award.</p>
<p>C6. I3. The Memory Connection: Multisensory Materials & Strategies to Boost Working Memory</p> <p>Audience: All</p> <p>Presenter: Jennifer Hasser</p> <p>Session Times: C6. 9:55 AM-11:25 AM Longer Session & I3. 2:45 PM - 4:15 PM Longer Sessions</p>	<p>Reading and comprehending text employs working memory, the brain’s system for storing and managing information. In this hands-on workshop, we discuss the research linking dyslexia and working memory deficits and present proven strategies to improve working memory simultaneously with all levels of phonics instruction. Participants learn engaging multisensory activities to use with students of any age to boost working memory and pave the way to fluent reading. We demonstrate methods of scaffolding instruction so that teachers and students feel successful. Techniques support Orton-Gillingham/Multisensory Structured Language (OG/MSL) teaching. Participants will leave with materials and strategies that can be taken back to the classroom immediately.</p>	<p>Jennifer Hasser, M.Ed., is a nationally recognized speaker and trainer in reading and dyslexia. She is the founder and Executive Director of Kendore Learning, which provides training, curriculum, and materials to educators across the nation. Jennifer’s passion for education began in the high school behavior disorder classroom, where she was awarded Special Education Teacher of the Year. Her ongoing interest in the literacy challenges facing schools led to the design, development and implementation of comprehensive programs for public schools. She is a regular presenter at literacy and dyslexia conferences and serves as an educational consultant to schools nationwide. Her training and curricula are accredited by IMSLEC and IDA. Jennifer is the founder of Atlanta-based Syllables Learning Centers, where she has helped thousands of struggling readers. While serving as President of the International Dyslexia Association’s Georgia Branch, she founded the now nationally-recognized Dyslexia Dash 5K and twice received the Outstanding Service Award for her contributions to dyslexia awareness. Most recently, she launched Kendore Cares, a nonprofit organization devoted</p> 

		to providing literacy services to underserved students and communities.
<p>C7. Maximize Learning Through Movement</p> <p>Audience: All</p> <p>Presenters: Amy Braun and Stephanie Young</p> <p>Session Time: C7. 9:55 AM-11:25 AM Longer Session</p>	<p>Physical activity is a powerful modality to prepare and engage the brain for learning. When movement is woven into the academic curriculum and home programming plan for students with dyslexia, it is common to see additional progress with both physical and cognitive skills. Learning how to integrate one's nervous system and motor planning abilities by crossing midline and utilizing multiple planes of movement can help people gain and retain skills. Come learn additional strategies to add to your toolbox and leave with dozens of ideas, resources, and activities that can be used right away to support the academic journey of students.</p>	<p>Amy Braun is a physical education teacher at The Atlanta Speech School. This Auburn graduate has six years of classroom experience as well as 10 years of leadership roles in summer camps for children. She is the assistant swim coach at The Atlanta Girls School and enjoys all sorts of physical activities such as kayaking, running and group fitness classes.</p>  <p>Stephanie Young has been an occupational therapist for 15 years and has practiced in a variety of settings such as schools, clinics, summer camps, and social skills group. She works in the PE/OT program at The Atlanta Speech School and has used her expertise to help design playgrounds at her place of work and in orphanages in Ukraine. She has two children in elementary school and enjoys hiking with her family and dogs.</p> 
<p>C10. Understanding Dyslexia</p> <p>Audience: All</p> <p>Presenter: Brenda Fitzgerald</p> <p>Session Time: C10. 9:55 AM-11:25 AM</p>	<p>Understanding Dyslexia is designed to educate participants in the origin, characteristics, remediations and accommodations for the neurobiological disability known as dyslexia. The event will begin with a presentation by Brenda Fitzgerald followed by an open forum. Bring your questions!</p>	 <p>Brenda Fitzgerald, Ed.S., CDP is a Curriculum Specialist whose area of concentration is reading, writing, spelling and any disability that interferes with that process.</p>

<p>Longer Session</p>		
<p>C9. Empowering the Reader Through the Dynamics of Text-to-Speech: Research to Practice</p> <p>Audience: All</p> <p>Presenters: Nancy King-Shepardson, Jennifer Keelor, and Sarah Wood</p> <p>Session Time: C9. 9:55 AM-11:25 AM Longer Session</p>	<p>Text-to-Speech is an important accommodation for learners with dyslexia and language-based disabilities. In this interactive and hands-on session, the participant will hear about the latest research that supports this dynamic tool, the research on digital highlighting, and finally a review of some of the more popular text to speech tools. Ample time will be given for questions and real-time exploration. This is a BYOD (Bring Your Own Device) session.</p>	<div data-bbox="1213 186 1428 402" data-label="Image"> </div> <p>Nanci Shepardson is a Reading and Educational Specialist. She holds a bachelor's degree in Preschool/ Kindergarten Curriculum & Infant/ Toddler Development and an M.S. Ed. in Language & Literacy & Ed.S. in Assistive Technology. She is a seasoned teacher, a credentialed K-12 Reading Specialist, and an International Dyslexia Association (IDA) and Wilson Reading System Dyslexia Practitioner (WRS Level 1 Certified). Nanci was a Reading and Educational Specialist and has tutored all ages. She consults for the International Dyslexia Association, advocates for students with disabilities and their families, and is also a professional speaker on dyslexia, language-based disabilities, and assistive technology. She was the Head of Learning Resources at The Chapin School in Manhattan. Nanci is the Senior Educational Technologist at Wilson Language Training in the Program Development Department. Nanci is a parent of a grown child with dyslexia.</p> <div data-bbox="1192 987 1438 1218" data-label="Image"> </div> <p>Jennifer Keelor, PhD, CCC-SLP, is a Visiting Assistant Professor in Communication Sciences and Disorders at the College of Wooster. She has a professional background working with children with reading difficulties as a special education teacher and speech-language pathologist. She has conducted reading research at the Communication Sciences Research Center at Cincinnati Children's Hospital Medical Center and Communication, Language, Learning Education and Research (CLLEaR) Lab at the University of Cincinnati. Research interests include the role of language proficiency</p>

and executive function in reading difficulties; assistive technology to support.



Sarah G. Wood is a doctoral candidate in the Developmental Psychology graduate program at Florida State University. Dr. Richard K. Wagner, the Associate Director of the Florida Center for Reading Research, is her doctoral advisor. Her current dissertation builds upon her published work entitled “Does Use of Text-to-Speech and Related Read-Aloud Tools Improve Reading Comprehension for Students with Reading Disabilities? A Meta-Analysis”. She has presented at multiple conferences, including the International Dyslexia Association, Society for the Scientific Study for Reading Conference, Morcom Conference on Reading Disabilities, Society for the Study of Human Development, and Assistive Technology Industry Association Conference.

C8. I6. Mitigating working Memory Problems in Children with Dyslexia

Audience: All

Presenter: Sucheta Kameth

Session Time:

C8. 9:55 AM-11:25 AM
Longer Session
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I6. 2:45 PM - 4:15 PM
Longer Session

There’s no question how crucial Working Memory is to cognition and experts agree that strong working memory positively influences learning and thinking and academic outcomes. Many aspects of daily life such as tracking what’s being said, following a story-line in a novel, navigating through traffic using an alternative path, or even doing mental math rely on working memory activation. Inefficient working memory capacity and impaired phonological processing are important limiting factors that influence academic success in dyslexic children. Hence, it is critical that these students inculcate strategies that help integrate information in working memory. In this session, Sucheta will help identify the components



Sucheta Kamath has an undergraduate degree in Speech Pathology & Audiology from the University of Bombay, India (1986). She holds a master’s degree in Speech-Language Pathology from Ohio University (1993) and a master’s degree in Linguistics from the University of Bombay (1991). In addition, Sucheta is Board Certified in Neurogenic Communication Disorders (BC-NCD) awarded by the Academy of Neurogenic Communication Disorders and Sciences.

of working memory including the central executive and its relationship to listening, reading and writing. She will discuss how to successfully manage dynamic environments like the classrooms that often place considerable demand on working memory capacity. Hear practical tips, specific techniques, and hands-on working memory training activities that directly augment student learning for dyslexics.

D1. E1. Spice Up Morphology with Keynote!

Audience: Educators

Presenters: Christi Kubek & January Reed

Session Times:

D1. 12:35 PM - 1:20 PM

Short Session

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E1. 1:30 PM - 2:15

Short Session

This engaging presentation will inspire participants to use Keynote for iPad and MacBook to spice up morphology instruction. The clipart, animation, and interactive elements available in this application bring creativity and deeper connections to structured word inquiry. Not only will participants increase their awareness of morphology instruction, but effectively infuse technology to increase vocabulary and decoding skills.



Christi Kubek holds a BA in Elementary Education and a MA in Reading Education from Marshall University. She has been teaching grades K-3 for 16 years. Last year she became a member of the Academy of Orton-Gillingham Practitioners and Educators at the Certified Level and is currently a Fellow-in-Training. For the last four years, Christi has taught literacy at The Fletcher School in Charlotte, NC. Christi served on the committee responsible for writing and publishing the iBook that awarded the Fletcher School the title Apple Distinguished school in the years 2015-17 and 2017-19. In the last two years, she has presented on the topics of technology and literacy for students with learning differences at both national and international conferences.



January Reed has a BA in Communications from the University of Kentucky and a MA degree in Adult and Higher Education from Morehead State University. She has 16 years of teaching experience and has spent the last four years as 3rd-grade Literacy Teacher at the Fletcher

		<p>School in Charlotte, North Carolina. January teaches all literacy components using the Orton-Gillingham approach. She holds an Associate Level certification through the Academy of Orton-Gillingham Practitioners and Educators and is currently working toward the Certified Level.</p>
<p>D2. E2. Dyslexia and ESOL Families</p> <p>Audience: All</p> <p>Presenter: Olga Lapteva</p> <p>Session Times: D2.12:35 PM - 1:20 PM Short Session & E2. 1:30 PM - 2:15 Short Session</p>	<p>This presentation will involve a discussion of the fundamentals of learning a second language as proposed in Vygotsky (1974) and the application thereof in an in-home (and in-school) setting. Particular attention is given to the fact that, while English is the second language for the parents, it may not be the case for their kids. While the focus of the presentation is on ESOL-related issues in non-English speaking families, much attention is dedicated to the discussion of the emotional state of the child and the relationship between the acquisition of the material taught. In this context, works by Freud, Ericson, Piaget, Montessori, and Vygotsky are drawn on to substantiate the proposed techniques and methodologies to overcome issues related to new knowledge acquisition and instructional effectiveness in ESOL and native speaker families. Finally, methodologies of the Orton-Gillingham Approach to reading instruction is introduced as a means to improve educational outcomes for ESOL students.</p>	<div data-bbox="1192 342 1446 638" data-label="Image"> </div> <p>Ms. Olga Lapteva is an ESOL mother of a child with severe speech and reading disorders and she is a special education instructor on staff of an elementary school. She holds a Master of Arts in Early Childhood Education and is a PhD Candidate at Mercer University.</p>

D3. E3. Perceptions and Use of Extended Time Among College Students with Learning Disabilities
Updated 2/9/19

Audience: All

Presenters: Dr. Jennifer Lindstrom & Karen Huppertz

Session Times:

D3. 12:35 PM - 1:20 PM
Short Session
&
E3. 1:30 PM - 2:15
Short Sessions

This session will present evidence regarding the amount of extended time students registered with a disability services center use, and whether it varies by time allotted, disability, or year in college. Findings from interviews and surveys of students and disability coordinators about their perceptions of extended time will be shared.

Upon completion of the proposed session, attendees will be able to:

- Understand the extent to which students with disabilities use extended time
- Identify the reasons why students do and do not use all of their extended time
- Recognize considerations in determining how much extended time to approve
- Understand potential barriers students with disabilities face when utilizing their extended time accommodation



Jennifer H. Lindstrom, Ph.D., Associate Professor/Co-Director, Graduate Certificate in Dyslexia, Department of Communication Sciences & Special Education, University of Georgia. Ongoing research directed by Dr. Jennifer H. Lindstrom focuses on causes and treatment of dyslexia and other learning disabilities, issues

surrounding the provision of accommodations to individuals with dyslexia and other learning disabilities, early literacy with a focus on teacher training and the use of research-based methodologies for improving student performance, and the relationships between cognitive and linguistic abilities and poor reading and writing development.

D4. E4. A Picture of Success: The Imagery-Language Foundation for Teaching All Children to Read and Comprehend

Audience: All

Presenter: Amanda Corbett

Session Times:

D4. 12:35 PM - 1:20 PM
Short Session
&
E4. 1:30 PM - 2:15

This session explores the nature and role of imagery in reading and comprehension for all readers, including struggling learners and those with dyslexia. Many children experience weakness in creating imagery which causes weak literacy skills. New research suggests that the dual-coding of imagery and language is a critical factor in language comprehension and word reading. Supported by key research findings, and 35 years of experience, this session reveals that imagery is a primary sensory-cognitive power source that can be developed for reading independence in all children, including those with dyslexia.



Currently, Ms. Corbett serves as the Director of the Atlanta Lindamood-Bell Learning Center, overseeing operations, instruction, and outreach. She holds a Bachelor of Arts degree in Psychology from the University of South Carolina. She began working as a Clinician at the Charlotte, North Carolina Learning Center in 2014.

Through the years, she has traveled to Raleigh, North Carolina, and Tallahassee, Florida, to lead seasonal learning camps. Ms. Corbett is passionate about helping people reach their potential and has worked directly with

Short Session		hundreds of children and their families to help them improve their language.
<p>D5. E5. IEP Data and the Digital World</p> <p>Audience: Educators</p> <p>Presenter: Kim Beacham</p> <p>Session Times: D5. 12:35 PM - 1:20 PM Short Session & E5. 1:30 PM - 2:15 Short Session</p>	<p>Solving the challenges of collecting and reporting IEP data and student progress is an ever-present challenge for today's teachers and students. Evolving ed tech tools are creating opportunities to collect and report on student progress in real-time ways allowing teachers and students to track and monitor progress tied to learning goals. Participants will have the opportunity to learn about free virtual instructional tools used for collection data as well as software tools for progress monitoring. This course is best suited for audience members with some comfort level with technology and have the daily responsibility of collecting and assigning material tied to students IEP goals. Participants are encouraged to bring their laptops, as the presenter will guide attendees through setting up tools for their classroom during the presentation.</p>	<p>Kim Beacham is a 25-year veteran educator and technology expert.</p>

F4. I5. Tips and Tricks for Parents of Struggling Readers in Grades K-5

Audience: Family

Presenter: Jennifer Kopp

Session Times:

F4. 12:35 PM – 2:05 PM
Longer Session

&

I5. 2:45 PM - 4:15 PM
Longer Session

During this interactive presentation, parents will be provided with tips to help recognize when a child is struggling with reading, tricks to help relieve some stress at home, and resources to access after the presentation.



For the past fifteen years in Atlanta private schools, Jennifer Kopp-Parks has taught elementary and middle school students with dyslexia and related reading difficulties. Jennifer holds a master's degree in Elementary Education and, having earned her Wilson Level 1 and Wilson Level 2 Certification, is a Wilson Dyslexia Therapist. As a Wilson Credentialed Trainer, Jennifer trains and certifies individuals in the Wilson Reading System. In addition to teaching and to training, Jennifer maintains an active tutoring practice. As a member of the International Dyslexia Association for the past fifteen years, she has volunteered with local and national events. She has served as both Vice President and President of the IDA-GA Board of Directors, and she currently serves as the International Dyslexia Association Southern Region Representative.

F1. Collaboration Between Neuropsychology & Speech Language Pathology in the Identification and Treatment of Dyslexia

Audience: All

Presenters: Dr. Maria Gangarosa-Emerson and Jane Coolidge

Session Time:

F1. 12:35 PM – 2:05 PM
Longer Session

This presentation will show how neuropsychology and speech language pathology come together to increase accurate diagnosis of dyslexia. This data will be used to determine which programs or techniques may be effective in treatment. The presenters will discuss and show how they collaborate on the identification & treatment of Dyslexia, Dysgraphia, & Oral & Written Language Disabilities. A tool will be provided to assist in applying these principles in private and clinical settings. They will describe appropriate treatment programs for each of these diagnoses. Then, through case studies and / or data collected from the clinic, information will be summarized after a year of treatment to show outcomes. A list of resources will be provided.

Maria E. Gangarosa-Emerson, PhD has performed neuropsychological evaluations for more than 20 years to determine patterns of dyslexia. She has provided neurofeedback for more than 5 years and has training in Lindamood-Bell. Dr. Gangarosa-Emerson runs the Child Neurobehavioral Center for Health and Wellness, PC, a private practice for dyslexia evaluations and treatments.



Jane Coolidge, MA, CCC-SLP has 25+ years as a Certified Speech Language Pathologist and 15+ years treating children with Dyslexia. She has also received training in Lindamood-Bell, Wilson Reading, & other relevant, research-based treatments.

**F2. Assistive Technology:
What the Research Says
About which Technologies
Support the Learner with
Dyslexia**

Audience: All

Presenter: Nancy King
Shepardson

Session Time:

F2. 12:35 PM – 2:05 PM
Longer Session

What does the research say about technologies that truly support the struggling reader, comprehender, speller, and writer? Based on the research, what tools should we be investing our time, talent and resources into? While there may not be a lot of research behind individual products, there is well done research that points out the best parts of technology to harness, to facilitate, positive student outcomes. Come learn about what to look for when choosing a tool and see some examples of what to use and not to use with students with dyslexia. Bringing your own device will enhance this workshop.



Nanci Shepardson is a Reading and Educational Specialist. She graduated from Wheelock College in 1989 with a bachelor's degree in Preschool/ Kindergarten Curriculum and Infant/ Toddler Development. In 2010, she graduated from Simmons College with an M.S.Ed. in Language and Literacy and an Ed.S. in Assistive Technology. She is a seasoned teacher, a credentialed K-12 Reading Specialist, and an International Dyslexia Association and Wilson Reading System Dyslexia Practitioner (WRS Level 1 Certified). Nanci has taught kindergarten, second grade, and fourth grade, was a Reading and Educational Specialist for grades 7 through postgraduate and has tutored all ages. She consults for the International Dyslexia Association, she is an advocate for students with disabilities and their families, and is also a professional speaker on dyslexia, language-based disabilities, and assistive technology throughout the country.

Prior to joining Wilson Language Training, she was the Head of Learning Resources at The Chapin School in Manhattan. As the Senior Educational Technologist at Wilson Language Training, she works in the Program Development Department. In her role, she works with the Wilson Reading System (WRS) Team and the Technology Team to create traditional and digital tools that will augment the current WRS curriculum and materials. She stays abreast of the current technological trends and serves as a resource for parents, teachers, and schools on Assistive Technology. Nanci is also a parent of a grown child with dyslexia.

**F3. SPA Strategies:
Foundational for Executive
Function and Learning to
Love Learning**

Audience: All

Presenter: Hettie Johnson

Session Time:

F3. 12:35 PM – 2:05 PM
Longer Session

The brain must feel safe in order to learn. Students who struggle often experience brain shut-down as a result of anxiety. The Amygdala SPA is a set of explicit brain-friendly strategies to tame anxiety and avoid shut-down, empower self-confidence, motivation, and LOVE of learning. These strategies help students keep the amygdala feeling safe which releases neurotransmitters to enhance focus, motivation, learning, and success. SPA is an acronym for Self-talk, Positive mistake correction, and Advocate for yourself. SPA is an explicit crisis plan for our students and families. Anxiety can cause a crisis in our students' lives. SPA is a key to give our students and families to avoid shut-down, build love of learning, and therefore enhance all learning.



An SLP since 1970, Hettie has presented nationally and internationally regarding speech sound disorders, language, dyslexia, managing stress, teaching social skills, and multisensory success strategies. She specializes in dyslexia, unintelligible speech, treating the whole person, brain-friendly learning, thinking out of the box, and learning strategies across the lifespan. She has primarily been in private practice for 48 years while also teaching in universities, public and private schools, and health-care settings. She published Teaching Chaining to Unintelligible Children in LSHSS. She has been Vice-President of the Alabama Speech and Hearing Association and of the International Dyslexia Association Alabama and is on the board of Spring Valley School in Birmingham.

**F6. Phonological
Awareness: The Foundation
for Building Strong Readers**

Audience: All

Presenters: Carla Stanford &
Lisa Glickman

Session Time:

F6. 12:35 PM – 2:05 PM
Longer Session

The presentation focuses on the role phonological awareness plays in developing strong readers. During our time together, we will review research related to the importance of phonological awareness instruction, define phonological awareness and the categories within, and learn and participate in hands on instructional activities for strengthening phonological awareness skills.



Carla Stanford is the Director of Education for Reading Is Essential for All People (REAP), and Lisa Glickman is the Director of Literacy Leaders for REAP. Carla and Lisa have a combined experience of 38 years as educators. For the last 5 years they have been training and coaching public school teachers in structured literacy across the metro Atlanta area.



F5. Creating a Vocabulary Rich Classroom

Audience: Educators

Presenters: Lisa Murray & Janet Street

Session Time:

F5. 12:35 PM – 2:05 PM
Longer Session

Attendees will learn about the research supporting the assertion that vocabulary instruction is vital to a structured literacy approach to teaching. Attendees will learn about the importance of - and how-to's for - creating a vocabulary-rich classroom that fosters 'word consciousness.' Attendees will learn that, while children learn most vocabulary indirectly, direct/explicit vocabulary instruction is essential, particularly for dyslexic learners. With regards to direct vocabulary teaching, attendees will

- will learn & practice specific word-learning strategies as well as a suggested teaching sequence for specific word instruction.
- will learn how to teach vocabulary through literature.
- will learn the importance of using student-friendly definition and how to develop them as well as online resources for student-friendly definitions.
- will learn how to teach vocabulary using a 'vetted' word list resource (such as Wordly Wise).
- will learn about vocabulary games, incentives, word walls, graffiti word walls, etc.



Lisa Murray and Janet Street are AOGPE Fellows-in-Training. They are passionate about the importance of teaching vocabulary to dyslexic learners. Lisa is in her sixth-year teaching dyslexic learners and currently serves as Assistant Principal at The Schenck School. She has also taught at Literacy Action and at The Swift School.



Janet is in her seventeenth-year teaching and tutoring at Schenck and is currently the Director of Outplacement. Both Janet and Lisa feel grateful to have had their own dyslexic children attend The Schenck School.

F8. I4. Implementation of an Intervention for Struggling Readers through a Private-Public Partnership

Audience: All

Presenters: Dr. Kim Day, Devorah Lowenstein, Karen

The Schenck School has developed an intervention for struggling readers in a low-performing public school in an impoverished community in Atlanta. A description of the intervention which includes instruction by Orton-Gillingham specialists and a vocabulary intervention designed by professors from Georgia State University will be provided along with early outcomes for students. Presenters will also



Kim Day has been an educator for over 35 years and is currently the Director of Research & Development at *The Schenck School*. In her role, she supports the professional learning and development of the staff and faculty at the School and also helps foster school partnerships in the Atlanta community through *The*

Wade, Stacey Wallen, & LaVasia Bullard

Session Times:

F8. 12:35 PM – 2:05 PM

Longer Session

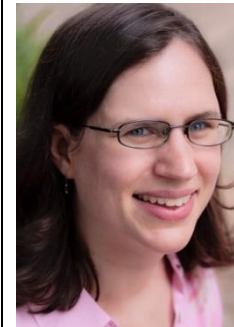
&

I4. 2:45 PM - 4:15 PM

Longer Session

discuss lessons learned in developing this private-public partnership.

Dyslexia Resource. Kim came to this position from *Purpose Built Schools* (PBS) where she served as the Director of Literacy & Early Learning. While at PBS, Kim provided consultative support to schools in the PBS network in establishing research-based literacy and early learning programs. Kim has a Ph.D. in Special Education with an emphasis in language-based learning disabilities, assessment and educational leadership from the *University of Georgia*. Her professional interests include teacher training in literacy and language development for young children as well as teacher development through mentoring and coaching practices.



Devorah Lowenstein earned a BA from *Barnard College of Columbia University* and *List College of the Jewish Theological Seminary of America*. She received a M.S. in early childhood education from *Lehman College, City University of New York*. Devorah began her career teaching science in the South Bronx as a *New York City Teaching Fellow*. In 2006, after training with Claire Pearson, Devorah became an *Associate of the Academy of Orton Gillingham Practitioners and Educators (AOGPE)*. She taught in an *Amit Learning Lab* at the *Davis Academy, Rambam Atlanta Day School* and the *M'Silot* program at the *Atlanta Jewish Academy*. She is the Director of *Atlanta Education Associates*, a tutoring practice serving children in grades 1-8. In 2018, Devorah volunteered through *The Dyslexia Resource* (TDR) at *The Schenck School* to tutor at-risk students at *Westside Atlanta Charter School*. Devorah has now joined TDR as a Remediation Specialist serving children at *Thomasville Heights Elementary School*, a partner school of TDR. She is thrilled to be part of the

Thomasville Heights team as she pursues her personal mission for all individuals to realize their full potential.

Karen Wade worked at *The Schenck School* for 11 years, first as a teacher and then as a long-term substitute teacher. In 2017, she transitioned to *The Dyslexia Resource (TDR)* at *The Schenck School* to work as a Remediation Specialist at *Thomasville Heights Elementary School*, a *Purpose Built* partner school of TDR. Karen has been trained and worked to receive her associate level certification in Orton-Gillingham through *The Schenck School* teacher-training program. She has a M.Ed. in Special Education from *Florida State University*. Her work as a reading specialist through the partnership with *Purpose Built Schools Atlanta* has been the most rewarding of her career. It has given her the opportunity to partner with organizations that focus on supporting an underserved student population, a passion for her. She began this work in January 2017, as a pilot project and was excited to expand the project in the 2018-19 school year. Currently, in partnership with the *Hill Learning Center* in Durham, NC, she is able to serve thirty-three 2nd and 3rd grade students through the O-G approach using an iPad app as an additional tool to engage students on their road to reading success.



Stacey Wallen is a speech-language pathologist and clinical associate professor of communication sciences and disorders. She has spent her clinical career working in pediatrics (including early intervention, speech and language disorders in school-age children, and speech and language disorders in culturally and linguistically diverse populations). Her research

interests include acoustic phonetics and second language/dialect acquisition.



LaVasia is originally from Albany, NY and spent a large part of her childhood living in Denver, CO. She moved to Atlanta in 2005, after graduating from *Syracuse University*, and started her teaching career in Atlanta's West End at M. Agnes Jones Elementary. Over the past 12 years, LaVasia has taught K-3 and Reading/ELA grades 6-8 and has coached new teachers throughout *Atlanta Public Schools*. She is currently pursuing a master's degree in Urban Teacher Leadership at *Georgia State University*. LaVasia loves teaching and learning! She believes in success for all and won't stop until that is the reality for ALL!

F9. Academic Brain Breaks

Audience: All

Presenters: Kenneth Cressman & Brooke Anderson

Session Time:


F9. 12:35 PM – 2:05 PM
Longer Session

As teachers and administrators, how can we help our students be available to learn and find higher academic success? Would extending the school day, drilling material in every available moment, and/or moving at a faster pace help us keep up with the ever-increasing demand put upon schools to produce academic excellence? As the push for more academics and higher achievement has increased, a growing body of evidence points not to drilling students every available moment, but instead providing purposeful physical movement throughout the day to help students' brains be primed for learning and thus better able to retain and apply information. Participants will learn about easily implemented physical activities which can help their students stimulate the brain and lay the groundwork for academics. Activities

Kenneth Cressman is a 5th Grade Lead Teacher of Science and Social Studies and he has 16 years Teaching Experience as a Reading, Physical Education. Mr. Cressman is certified as a classroom teacher and holds degrees and certificates in Physical Education, Athletic Training, and Reading. He has participated in Orton-Gillingham training.



Brooke Anderson has 8 years of teaching experience and has been a lead teacher, Physical Educator, and holds a Bachelor of Science from Kennesaw State University, and a Master's of Educational Leadership and Administration from Columbus State University, Ms. Anderson has also participated in Orton-Gillingham training. She has

	<p>will also show the area of brain the activity stimulates, when the activity is most beneficial, the set-up, and examples of calming ways to help students transition back to work. Join us to participate and see how to implement tools to help students achieve academically as well as helping teachers serve the needs of different learners.</p>	<p>taught for two years in Special Education (Self-Contained and Inclusive Students) and has experience in teaching all grade levels. Brooke is a USA Certified Gymnastics Coach, and Middle School Swift Soccer Coach.</p>
<p>G1. H1. Free Tools for Struggling Learners</p> <p>Audience: All</p> <p>Presenter: Frank Sapp</p> <p>Session Times: G1. 2:45 PM - 3:30 PM Shorter Session & H1. 3:40 PM - 4:25 PM Shorter Session</p>	<p>Learners often need, particularly those with learning disabilities, some technology supports. There are many commercial packages which can provide assistance, but most are designed and priced for institutions. Attendees will learn about free software tools that while not completely up to the. commercial programs can provide tools at low or no cost. The areas covered will be text-to-speech, writing, word definition and pronunciation, organization, mind mapping and speech-to-text. Each of the software tools will be demonstrated with an overview of basic features related to learning.</p>	 <p>Mr. Frank Sapp holds an MBA from Georgia State University with additional graduate coursework at Emory University. He is a Retired Statistician and Trainer from the United States Department of Labor. He has spent the last fifteen years as a training specialist with Touch the Future, a 501(c)3 located in Georgia and South Carolina. He was an adjunct instructor at DeKalb Technical College for ten years.</p>
<p>G3. H3. Syllables and Semantics (AKA Coding Plus Comprehension)</p> <p>Audience: Educators</p> <p>Presenters: Sarah Null & Cindy O’Neill</p> <p>Session Times: G3. 2:45 PM - 3:30 PM Shorter Session &</p>	<p>For some students, reading equates to decoding at the word level. They have not yet grasped the idea that reading is more than breaking apart and pronouncing a word. It is possible to nurture higher-level thinking with students who are at all levels of decoding. This session emphasizes strategies and tools to assist in layering comprehension instruction into controlled passages.</p>	<p>Sarah Null, M.Ed., is a Learning Specialist for the Primary and Lower Schools at The Walker School as well as a private practice tutor, grades PreK through 12. Sarah is an Associate of the Academy of Orton-Gillingham Practitioners and Educators and is a Structured Literacy/Dyslexia Interventionist, certified by the Center for Effective Reading Instruction.</p> <p>Cindy O’Neill, MSD, is the Director of the Immersive Dyslexia Program at The Walker School.</p>

<p>H3. 3:40 PM - 4:25 PM Shorter Session</p>		
<p>G2. H2. Evidence Based Strategies that Support a Growth Mindset and Grit in Students with Dyslexia and Other Learning Disabilities</p> <p>Audience: ALL</p> <p>Presenters: Jane Wilkinson & Becky Stamatiades</p> <p>Session Times: G2. 2:45 PM - 3:30 PM Shorter Session & H2. 3:40 PM - 4:25 PM Shorter Session</p>	<p>Studies show that a growth mindset and grit can be better indicators of student success than intelligence. Furthermore, research supports the idea that developing a growth mindset can improve academic tenacity and overall achievement. Students with dyslexia and other learning disabilities are at a particular risk for encountering struggles in the classroom.</p> <p>Therefore, implementing specific strategies that support a growth mindset and grit in struggling learners increases their resilience and promotes both academic success and lifelong achievement.</p> <p>Research-based strategies will be presented that will allow educators to: (a) create an environment that encourages risk and growth (b) help students strengthen and develop characteristics of perseverance (c) increase student engagement and responsibility.</p>	<div data-bbox="1192 224 1423 386" data-label="Image"> </div> <p>Jane Wilkinson received her B.A. in Elementary Education and her M.Ed. in Learning Disabilities from Furman University. She has 17 years of teaching experience, 14 of which have focused on students with learning disabilities. Jane is currently serving as a classroom teacher and reading instructor in the Wardlaw School of the Atlanta Speech School. Over the last several years Jane has studied the topic of improving student mindset including attending the Learning and the Brain Power of Mindsets Summer Institute with Robert Brooks. She frequently collaborates with other staff members on ways to improve mindset in their classrooms and in the larger school community.</p> <div data-bbox="1203 800 1434 979" data-label="Image"> </div> <p>Co-presenter Becky Stamatiades, Ed.S, is a school psychologist in the Wardlaw School of the Atlanta Speech School. She earned her M.Ed./Ed.S. degree from Georgia State University. Her previous experience includes assessments of adults and children in both educational and clinical settings. At the Atlanta Speech School, Becky provides teacher, parent, and student consultation and provides assessment services.</p>
<p>G4. H4. Six Attributes of Successful Individuals with Learning Disabilities</p> <p>Audience: All</p> <p>Presenter: Cindy Lumpkin</p>	<p>Success is measured by more than just academic performance. In this presentation, participants will learn about the six attributes that predict future success for individuals with learning disabilities (LD). These attributes have been shown more predictive of success than academic achievement and even IQ. Understanding and</p>	<div data-bbox="1199 1235 1499 1479" data-label="Image"> </div> <p>Mrs. Cindy Lumpkin, also known as The LD Coach/Educator, has been a special educator and administrator over 15 years. She is the Founder/Director of Triumph Transitions School, a special needs school founded to</p>

<p>Session Times: G4. 2:45 PM - 3:30 PM- Shorter Session & H4. 3:40 PM - 4:25 PM- Shorter Session</p>	<p>developing these success attributes can aid in a student’s development and improve their ability to overcome the effects of LD on their lives. Attendees will gain a practical understanding that will enable them to foster these various elements, values, and behaviors in the students with whom they work. Case studies will be used to highlight successful outcomes in school and life for individuals with learning disabilities, many of whom live right here in Georgia.</p>	<p>give underserved families an alternative to public schools. She holds a Master’s in Educational Leadership and has authored and co-authored several books. She happens to be dyslexic.</p>
<p>I1. Dyslexia Legislative Update</p> <p>Audience: All</p> <p>Presenters: Dr. Leslie Stuart, Tina Engberg, Karen Huppertz, Heather Bergman Roberston</p> <p>Session Time: I1. 2:45 PM - 4:15 PM Longer Session</p>	<p>Leslie Stuart, PSY.D., who has served on the Georgia Senate Study Committee on Dyslexia, will discuss her role on the committee and where the process stands to date. Decoding Dyslexia volunteers Tina Engberg, DDGA State Leader, Colleen O’Toole-Beguiristain, Founder of DDGA, and Heather Bergman Robertson, DDGA Legislative Committee Chair, will discuss the legislative process, what to expect next, and action steps you can take to help. Karen Huppertz, IDA Georgia President, will moderate the discussion and discuss how IDA-GA and Decoding Dyslexia Georgia are working together to support these efforts.</p>	<p>Dr. Leslie A. Stuart specializes in working with children, adolescents, families, and adults. She provides psychotherapy as well as comprehensive psychological evaluations to diagnose or rule out possible learning disabilities, language disorders, attentional issues, processing problems, and social-emotional issues. Dr. Stuart has particular expertise in the diagnosis and treatment of individuals with dyslexia, dysgraphia, dyscalculia, ADHD (Attention Deficit-Hyperactivity Disorder), auditory/language processing problems, and nonverbal learning disabilities. She has served on the Georgia Senate Study Committee on Dyslexia and is a former IDA-GA board member.</p> <div data-bbox="1738 565 1942 768" data-label="Image"> </div> <div data-bbox="1192 1141 1428 1377" data-label="Image"> </div> <p>Decoding Dyslexia Georgia represents dyslexic families and is active in legislative issues. Tina Engberg is a parent advocate and involved in the Decoding Dyslexia Georgia Legislative Committee.</p>

Karen Huppertz first joined IDA to learn more about dyslexia after her son was diagnosed in second grade. She and her husband consider themselves blessed to have two dyslexic children who are now successful young adults. She has served on the Georgia Board of Directors since 2008, been a part of IDA's national Destiny Initiative Team, and served on several IDA national committees since becoming IDA-GA branch president in 2015. When not volunteering, Karen is a freelance writer for the Atlanta Journal-Constitution. She has also recently joined Kendore Learning to help increase structured literacy training opportunities throughout the US.



Colleen O'Toole Beguiristain began her journey with Dyslexia 12 years ago when her daughter struggled to learn the alphabet and how to write her name. She joined the IDA as a volunteer and later founded Decoding Dyslexia-Georgia. While working with Decoding Dyslexia GA, she found that many parent participants shared a similar story. . . they struggled to get their child identified and then struggled to get appropriate interventions for them in the public school setting. Colleen believes that early identification and early intervention should be available to all students in public school. Research shows this is the key to successful remediation. She has dedicated most of her volunteer hours to raising awareness about Dyslexia and helping parents learn how to advocate for their own child in school.



Heather Bergman Robertson is serving as Decoding Dyslexia Georgia's Legislative Committee Chair. She is currently a Juris Doctorate Candidate, May 2019, Georgia State University College of Law, and holds a Master's in Social Studies Education, Georgia State University and Bachelors in Sociology, University of California at Berkeley. Heather is the mother of two sons, one with dyslexia and ADHD. She is a law student intern at the Georgia Advocacy Office and is a Georgia Leadership Education in Neurodevelopmental Disabilities (GaLEND) trainee.

Heather also served as a law student intern with the Disability Integration Project, Atlanta Legal Aid Society, and as an EC West Elementary School Governance Council member.

