PROGRAM of CONCURRENT SESSIONS

To complete your conference registration, please select the concurrent conference sessions that relate to your areas of interest for both the morning and the afternoon.

You may select either <u>one 90-minute session</u> **OR** <u>two 45-minute sessions</u> for both the morning and the afternoon.

<u>CONFERENCE SCHEDULE OVERVIEW</u>

7:30 a.m. – 8:30 a.m. Exhibitor Hall
8:30 - 10:00 a.m. – Morning Keynote
Morning Concurrent Sessions:
10:20 a.m. – 12:00 p.m. – AB Sessions (includes a 10 min. break)
10:20 a.m. – 11:05 a.m. – A Sessions
11:15 a.m. – 12:00 p.m. – B Sessions

12:00 p.m. – 1:00 p.m. – Lunch, Exhibitors

1:15 p.m. – 2:30 p.m. – Afternoon Keynote
2:30 p.m. – 3:00 p.m. Exhibitor Hall
Afternoon Concurrent Sessions:
3:00 p.m. – 4:45 p.m. – CD Sessions (includes a 15 min. break)
3:00 p.m. – 3:45 p.m. – C Sessions
4:00 p.m. – 4:45 p.m. – D Sessions
* You are automatically registered for the morning keynote, afternoon keynote, exhibitor hall, and lunch.

Please follow the registration steps listed here:

STEP 1. Review the <u>Program of Concurrent Conference Sessions</u> on the pages below.

STEP 2. Print the <u>Conference Worksheet</u> to note your desired session choices.
*You may want to select both 1st and 2nd choices.

STEP 3. Register for your selected sessions.
*If a session indicates it is closed, please select another session.

PROGRAM of CONCURRENT SESSIONS

SESSION AB – 90 minutes

SESSION AB-1

Innovative Teaching Strategies to Enhance Academic Discourse for Every Student

Participants will leave this interactive session with an understanding of the current research on language development and how to implement research into practical application in the classroom. Presenter by: Nanci Shepardson, Senior Educational Technologist, and Dr. Siobhan Dennis, Director of Administrator Relations at Wilson Language Training

SESSION AB-2

Hop on the Language Express!

After beginning with an overview of hallmark expressive language weaknesses exhibited by students with dyslexia, we will delve into strategies for building a language rich lesson plan. Easy to use graphic organizers and strategies that bolster expressive language abilities will be discussed and practiced within small and whole group allowing participants a hands-on experience and the opportunity to share ideas for implementation. Presented by: Cathy Spalding and Candace Hogan (SLPs in Wardlaw) and Macy Brown, Lower School Director of Wardlaw School (a division of the Atlanta Speech School)

SESSION AB-3

Introducing Reading Comprehension Strategies

This session will focus on introducing reading comprehension strategies in elementary classrooms. Participants will get an overview of research supporting the use of reading comprehension strategies to achieve related English Language Arts standards in Georgia. Participants will see a variety of activities for introducing the strategies in an impactful manner, using a Gradual Release of Responsibility. Attendees will participate in an "I do, We do, You do" sequence for

metacognition, schema, inferencing, questioning, determining importance, visualizing and synthesizing. Participants will leave with a deeper understanding of reading comprehension strategies, specific activities that can be used in classrooms, and examples of useful visual aids. Presented by: Dr. Tiffany Watson, Assistant Professor, University of North Georgia

SESSION AB-4

Executive Functioning in the Classroom

Executive function impacts our students both in the classroom and in daily life. In this session we will cover 10 techniques to help improve executive function in the classroom and help get our students back on track. We will cover topics from organization (both notes and paperwork), time management, and study tips. We will both cover techniques and see samples of what can be done to help get our students back on track. Presented by: Matthew Fisher, Associate Director of Admissions at The Gow School

SESSION AB-5

Parent Roundtables; Small Group Discussions about Dyslexia

Parent leaders will facilitate discussions amongst small groups in a rotating "round robin". Topics can include: SB48, IDEA, IEP and 504 Laws, College Transition, Student Advocacy and How to Create Change in your Community. This is an opportunity for parents to ask questions and learn more about specific areas of interest. Presented by: Tina Engberg, State Leader Decoding Dyslexia Georgia

SESSION AB-6

How to Use Student Data to Select Literature to Target Structured Language Instruction

Using a PowerPoint presentation and group discussions, participants will learn how to use student data to be diagnostic and prescriptive about literature selections to target corresponding structured language concepts. In addition,

attendees will utilize technology, via iPads, to teach structured language concepts. By the end of the session participants will be better informed on how to select appropriate literature to address students' structured language needs, such as phonemic awareness, phonic, and fluency. Presented by: Dr. Nora Schlesinger, Asst. Prof. Literacy at Kennesaw State University

SESSION AB-7

Unforgettable Multisensory Strategies for Vocabulary / Morphology Instruction

'Unforgettable Multisensory Strategies for Vocabulary/Morphology Instruction ' will use current brain research to unpack traditional methods of teaching vocabulary. We will explore the important link between vocabulary research and memory research and we will explain why we must give up rote memorization in favor of critical thinking and neural pathway development. We will also discuss the importance of meaningful and interesting repetition throughout the learning process. We will then teach participants how to efficiently and effectively apply this research to classroom instruction. Presented by: Jennifer Hasser, M.Ed., Executive Director and Founder Kendore Learning

SESSION AB-8

Maximize Learning Through Movement

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 used right away to support the academic journey of students. Presented by: Amy Braun, Physical Education Teacher and Stephanie Young, Occupational Therapist

PROGRAM of CONCURRENT SESSIONS

SESSION AB-9

Study Skills: Strategies to Support Executive Function

The presentation will begin with a review of the theoretical frameworks to support the need for direct study skills instruction. The presentation will outline how a language-based learning disability impacts language and literacy, executive functioning, and study skills. Landmark Outreach's most commonly referenced graphics, including The Language Box, will reinforce this framework. Another graphic from our popular Outreach executive function online course will illustrate how study skills instruction supports each of the components of executive function. After understanding the need for explicit instruction for students, particularly those with a language-based learning disability such as dyslexia, we will discuss how educators can effectively incorporate direct study skills instruction. Short, professionally edited, videos will highlight educators and students discussing the impact of study skills and the benefits of explicit instruction. Presented by: Katie Chhu, Landmark School Admissions Counselor

SESSION A – 45 minutes

SESSION A-1

Getting the Gist: Helping Readers Get the Main Idea

Many students have great difficulty identifying the main idea of texts—at the whole-text and paragraph level. For some students, even getting the main idea of a single sentence presents challenges. One of the most effective strategies for improving the reading comprehension of students with and without reading difficulty is to help them learn to summarize. In this session, I provide a research-based description of how readers construct text representations. Then, I explain the summarizing strategy "Getting the Gist." Participants will have a concrete tool

to support their teaching. Presented by: Devin Kearns, Associate Professor of Special Education in Department of Educational Psychology, Neag School of Education, University of Connecticut

SESSION A-2

Math with an OG Twist

Participants will learn about the impact of language-based learning difficulties in the math classroom. We will engage in activities, including Number Talks, to apply strategies that are beneficial for all students, but also reach the needs of students with learning difficulties. Time will be provided to reflect on learning opportunities gleaned from participation in these group activities. This session will emphasize the importance of language in reading equations and learning vocabulary via implementation of Visual-Auditory-Kinesthetic strategies. We will highlight approaches to math instruction to decrease math anxiety and encourage student engagement. Presented by: Jana Thomas, Curriculum and Instructional Coordinator at The Schenck School

SESSION A-3

Smart Suffixing

Practitioners and teachers of structured literacy acknowledge the importance of incorporating morphology into instruction, but many are more comfortable in pure "phonics land." In an effort to support morphology instruction, this presentation will explain the three suffix rules in student-friendly language, demonstrate multisensory methods for encoding words with suffixes, and present ways to support decoding words with suffixes. Participants will be participating as "students" during this presentation and receiving take-away materials that can be used to support their own instructional practices. Presented by: Sara Null, Learning Specialist

SESSION A-4

PROGRAM of CONCURRENT SESSIONS

The Imagery-Language Foundation for Teaching All Children to Read and Comprehend

Through interactive lecture, this session will explore 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 behavioral and neurological research findings, and 35 years of instructional 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 diagnosed with dyslexia. Presented by: Alyson Luzetsky, Center Director

SESSION A-5

Using Assistive Technology to Support Students with Learning Differences

We will share how we have utilized assistive technology, specifically Read & Write for Google Chrome, within the classroom to help students reach their maximum potential with both reading and writing. Attendees will see before and after student work examples and then receive demonstrations of Read & Write tools and how they were successfully implemented across grade levels at The Howard School. Presented by: Matthew Westmoreland, Lead Teacher at The Howard School, Frances Harvel, Assistive Technology Instructor at the Howard School, and Jennifer Topple, The Howard School's Director of Language, Literacy, and Assistive Technology

SESSION B – 45 minutes

SESSION B-1

PROGRAM of CONCURRENT SESSIONS

How to Get the Help Your Child Needs: School Administrator and Parent Perspectives

What can parents do when their child is struggling at school? What are your rights as parents to ensure your child is a successful learner? These are common questions that require important answers to develop a strong parent-student-school partnership. This session focuses on eligibility criteria for special education services, and administrator and parent perspectives on determining appropriate services for struggling students. Practical strategies for supporting learners at home will also be shared and participants will have opportunities to sample materials and resources. Presented by: Renee Bernhardt, President-IDA Georgia, and Karen Huppertz, IDA Georgia Past President

SESSION B-2

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PROGRAM of CONCURRENT SESSIONS

School, Frances Harvel, Assistive Technology Instructor at the Howard School, and Jennifer Topple, The Howard School's Director of Language, Literacy, and Assistive Technology

SESSION CD – 90 minutes

SESSION CD-1

In Search of Air: Growing up Dyslexic

As a professional performer, educator and practitioner of arts integration, Lida Winfield presents innovative approaches for hands-on learning by exploring sensory and kinesthetic experiences that enhance student development, celebrate teaching and honor the whole person. Lida uses spoken word and dance to demonstrate different modalities to transform learning for students with and without disabilities. Presented by: Lida Winfield, Visiting Assistant Professor in the Dance Program at Middlebury College

SESSION CD-2

Etymology & Morphology 101: Why We Can't Just Teach Phonics

"Why can't this student remember that 2 is spelled two even after we've said it and traced it so many times?" Maybe we need to teach her WHY it's spelled that way! Come to this fun session to learn the power of having a deeper knowledge of our English language and how it can improve your instruction. Presented by: Janet Street, Director of Outplacement, The Schenck School

SESSION CD-3

Using the PAST to build a Successful Reading Future

This presentation will use the book, Interventions for All: Phonological Awareness by Yvette Zgonc. The speaker will walk the participants through the importance of taking time to build phonological awareness. Participants will learn how to assess,

practice administering the assessment and then build a plan to help students fill gaps in their learning using the activities from the book. Presented by: Michelle Clay, Instructor

SESSION CD-4

The Vital Role of Speech-Language Pathologists in Serving those with Dyslexia

Drs. Carter and Randolph will utilize a combination of lecture (briefly) along with demonstration to focus upon the following main topic areas: 1) relationship between reading and oral language 2) early oral language markers of dyslexia 3) assessment of early markers 4) early intervention for those at-risk for dyslexia. Hands-on activities will be incorporated throughout. Participants will be taught to informally assess phonological awareness hierarchically based upon the child's age and abilities. Participants will also be able to develop home-based activities to focus upon each area that is identified by the informal assessment procedures. Presented by: Dr. Matthew Carter, Associate Professor, Valdosta State University, and Crystal Randolph, Associate Professor, Valdosta State University

SESSION CD-5

Parent Roundtables; Small Group Discussions about Dyslexia

Parent leaders will facilitate discussions amongst small groups in a rotating "round robin". Topics can include: SB48, IDEA, IEP and 504 Laws, College Transition, Student Advocacy and How to Create Change in your Community. This is an opportunity for parents to ask questions and learn more about specific areas of interest. Presented by: Tina Engberg, State Leader Decoding Dyslexia Georgia

SESSION CD-6

The Encoding/Decoding Connection: Multi-Sensory Strategies to Empower Learners

This presentation will include presenter demos and audience participation. This will include a look at both multi-sensory decoding and encoding strategies that

can be used at various ability levels. Whether you are teaching sound/symbol relationship or morphology these strategies will empower the learner to new heights!   Learn fun and engaging strategies to engage even the most reluctant learners. Presented by: Helen Brandon, IMSE Level 4 Master Instructor and Training Consultant

SESSION CD-7

Teaching and Learning Academic Vocabulary

This session serves three distinct purposes. The first is to provide an overview of the different kinds of vocabulary that exist and how that vocabulary can be identified. The second purpose is to share online resources and readily-available software to identify the academic vocabulary in any given text so that participants can create their own word lists and make good decisions about the specific words they will prioritize for student learning. Finally, participants will learn research-based activities to effectively integrate academic word learning in their classrooms using Nation's (2007) four strands as a framework. Presented by: Dr. Jennifer Greene, GA Gwinnett College/Asst Professor/Literacy Teacher Educator

SESSION CD-8

Assistive Technology Features that can Help All Learners

This session format will be lecture with presentation/demonstration of AT tools to support reading, writing, organization, vocabulary/comprehension and focus. Participants will learn tools associated with Office 365, Google Chrome, Apple IOS, Android and other web-based supports. Presented by: Debbie Brineman, ATP and Joyce Derr, CCC-SLP, ATP

SESSION C – 45 minutes

PROGRAM of CONCURRENT SESSIONS

SESSION C-1

Free Tools for Struggling Learners

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. Programs to be covered will be XMInd, Windows Speech Recognition, Balaboka, Lingoes and ANKI. Presented by: Frank Sapp, Technology and Training Specialist/Touch the Future

SESSION C-2

What are they really saying? ----Integrating Nonverbal Communication Skills into Vocabulary and Reading Comprehension Instruction

Children with dyslexia often benefit from additional support processing nonverbal language cues. This may stem from processing challenges, impulsivity, or a myriad of other reasons. Imbedding opportunities to observe and identify the information provided through nonverbal cues aids children in all areas of communication and understanding. In many ways, it is one of the earliest inferencing opportunities that a child will experience.   It is difficult to predict what a character may say or do if a student does not understand what emotions may be attached to a character's actions. Guiding children in creating these connections aids understanding as well as predictability, which also assists in higher level decoding. The presenters will provide background information as well as sample activities. After learning presented techniques, participants will collaborate to develop lessons to utilize in their individual unique learning environments. Presented by: Cindy O'Neill, Head of New Avenues Dyslexia Program

PROGRAM of CONCURRENT SESSIONS

SESSION C-3

Dyslexia, Dysgraphia, and Expressive Language Disorders: Finding Success in a Structured Writing Program

This presentation and hands-on demonstration will outline the key components of a structured writing program, give the research to support the value of structured writing, and provide participants time to experience writing with a multi-sensory approach. This session will help parents, educators and therapist recognize, advocate for, and use interventions that help students reach their full potential. Presented by: Sherry Cannon, Head of School, and Jessy Whitenton, teacher at Sage School in Suwanee Georgia

SESSION C-4

Content and Writing Instruction Unite: How to Create Expository Writing Units

During the session, participants will be presented with a process to follow to create expository writing units following the method described by Judith Hochman in The Writing Revolution. Exemplars of sentence, paragraph and essay activities will be shared at a variety of grade levels. Participants will have the opportunity to practice developing their own activities based on topics of their choice. Presented by: Laura Dreyer, Classroom Teacher

SESSION C-5

Feeling Dyslexic: The Social-Emotion Side of Dyslexia

This will presentation will involve power point-based information, handouts, and lecture style presentation of materials. There will also be time for Q and A. The primary content will explore the most common emotional, social, and mental health challenges faced by students with dyslexia. While being dyslexic does not cause anxiety, depression etc. The struggles associated with not being able to feel successful as a student can often cause additional stress and impact self-esteem. The presentation will provide information for how to identify more serious mental

health concerns- for example when does worry about school turn into a more serious anxiety disorder? It will also provide tips and a 5-emotional support plan to help boost confidence, empower, prevent the development of more serious mental health issues (such as boosting emotional literacy and finding gifts in the challenge). Presented by: Dr. Megan Mann, Owner/Director of Peachtree Art Therapy and Counseling

SESSION D – 45 minutes

SESSION D-1

Accessible Math: Create It, Save It, Use It

With STEM careers and education becoming a critical focus, it is imperative that students with disabilities be included. This presentation will go over what accessible math is, what makes it accessible, how to create it and how to use it. Software to create accessible math will be shown and demonstrated. Software to read accessible math and their features will be demonstrated. Software to be shown will include LaTex, Microsoft Equation Editor, MathML, Efofex, MathType, Equatio and Alt-text. Presented by: Frank Sapp, Technology and Training Specialist/Touch the Future

SESSION D-2

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SESSION D -5

PROGRAM of CONCURRENT SESSIONS

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