

32nd Annual Fall Conference

Teaching Reading: It's More Complicated Than We Thought

October 8, 2010

Academy In Manayunk, Philadelphia, PA



The Pennsylvania Branch of the International Dyslexia Association

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KEYNOTE ADDRESS

Reading Like a Detective: The Essence of Comprehension

Louisa C. Moats, Ed.D.

Consultant Advisor to Cambium Learning Group, Inc.;
Vice President of the International Dyslexia Association

Reading Like a Detective: The Essence of Comprehension: The new, national, Common Core Standards for reading and language arts instruction state that students should be able to read a text closely and understand it deeply. Can this goal be accomplished with dyslexic students or students who struggle with reading? The answer is yes, if we help students acquire the linguistic and cognitive skills on which comprehension rests.



Dr. Moats has been a teacher, psychologist, researcher, graduate school faculty member, and author of many influential scientific journal articles, books, and policy papers on the topics of reading, spelling, language, and teacher preparation. She began her professional career as a neuropsychology technician and teacher of students with learning disabilities. She earned her Master's degree at Peabody College of Vanderbilt and her doctorate in Reading and Human Development from the Harvard Graduate School of Education.

Dr. Moats spent four years as site director of the NICHD Early Interventions Project in Washington, DC. This longitudinal, large-scale project investigated the causes and remedies for reading failure in high-poverty urban schools. Dr. Moats spent the previous fifteen years in private practice as a licensed psychologist in Vermont, specializing in evaluation and consultation with individuals of all ages who experienced learning problems in reading and language.

In addition to *Language Essentials for Teachers of Reading and Spelling (LETRS)*, Dr. Moats' books include *Speech to Print: Language Essentials for Teachers (Brookes Publishing)*; *Spelling: Development, Disability, and Instruction (York Press)*; *Straight Talk About Reading* (with Susan Hall, Contemporary Books), and *Basic Facts About Dyslexia* (with Karen Dakin, International Dyslexia Association). She is well known for authoring the American Federation of Teachers' "Teaching Reading is Rocket Science."

AM1	<p><i>The Forgotten “ology” – Morphology for Reading, Spelling and Vocabulary</i> <i>Louisa C. Moats, Ed.D., Consultant Advisor Cambium Learning and Vice President of the International Dyslexia Association</i></p> <p>This layer of word structure is the focus of advanced word analysis, but it can begin with simple inflections in the primary grades. We will review categories of morphemes, the distinction between syllables and morphemes, the special role of derivational suffixes, and some techniques for building students’ morphological awareness.</p> <p>Level: Intermediate Audience: Educators, Tutors, Psychologists, Speech/Language Pathologists</p>
AM2	<p><i>Sentence Workout Time</i> <i>Nancy Hennessy, M.Ed., The Consulting Network, Kitty Hawk, NC</i></p> <p>Sentence comprehension is an underdeveloped and often, overlooked contributor to reading comprehension. Let’s help our students develop the “good sentence ears” & “good sentence eyes” that skilled readers use for integrating information and inferring meaning to construct coherent representations of text. <i>Grammercise, sentence aerobics & cohesive tie conditioning</i> included as we build an understanding of how words work within and between sentences to convey meaning.</p> <p>Level: Intermediate Audience: Educators, Tutors, Parents, Speech/Language Pathologists</p>
AM3	<p><i>Number Sense and Number Nonsense: The Cognition and Brain Science of Math Learning</i> <i>Nancy Krasa, Ph.D., private practice in psychological testing, Columbus, OH; Co-author, Number Sense and Number Nonsense: Understanding the Challenges of Learning Math</i></p> <p>This session will focus on some of the perceptual, cognitive, and executive functions necessary for learning math and describe how impairments in those functions can lead to learning difficulties. It should be of particular interest to teachers, psychologists, and researchers concerned with dyslexia, because 1) the relationship between natural language/reading and mathematical language/notation is complex; 2) some skills necessary for learning mathematics are independent of reading and thus may be sources of strength for students with dyslexia; 3) future research may show that pedagogical methods applicable to dyslexia can be accommodated to certain kinds of math difficulties.</p> <p>Level: Intermediate Audience: All</p>
AM4	<p><i>Identity and Adoption</i> <i>Emerson Dickman, J.D., Law Offices of Emerson Dickman, Maywood, NJ</i></p> <p>Children who lack knowledge of their biological heritage are significantly over represented among children classified as Learning Disabled and Emotionally Disturbed. Why? What can be done to help?</p> <p>Level: Intermediate Audience: All</p>
AM5	<p><i>Leading Literacy Change: Response to Intervention as a Service Delivery Model</i> <i>Sandra D. Jones, Ph.D., Director: Hanson Initiative for Language & Literacy (HILL) and Associate Professor in the Department of Communication Sciences and Disorders Graduate Program, MGH Institute of Health Professions, Boston, MA.</i></p> <p>Effectively leading literacy change requires school leaders to understand the literacy change process and to allocate time to the routines that have the greatest positive impact on student learning. Developing a continuum of service delivery that considers tiered levels of assessments and programs requires a road map. This presentation will provide a roadmap that focuses on the leadership routines necessary for improving core, supplemental and intensive instruction in the 90-minute block. These routines include additional instructional time above and beyond the 90-minute block and will offer schoolwide and grade-level scheduling examples. Presenter will also provide example professional development solutions schools have developed to address challenges in changing teacher practice. Attendees will examine the high impact professional development routines that overcome major challenges to implementing successful literacy change initiatives.</p> <p>Level: General Audience: Educators, Administrators, Psychologists, Speech/Language Pathologists</p>

<p>AM6</p>	<p><i>Predicting Third Grade PSSA Scores: How Well Does the DIBELS Do?</i> <i>Leslie Rescorla, Ph.D., Director, Bryn Mawr Child Study Institute. Bryn Mawr College</i> This presentation will contextualize the use of the Dynamic Indicators of Early Literacy Skills (DIBELS) for whole-class screening and progress-monitoring within a Response to Intervention and Instruction framework; review the existing literature on predictive validity of the kindergarten DIBELS; and summarize our research examining predictive validity of the kindergarten DIBELS to third grade PSSA scores in three cohorts of children in a Delaware Valley school district. Presentation of results will highlight the limitations of the kindergarten DIBELS for predicting third grade outcomes of individual children, despite moderately strong correlations between the kindergarten DIBELS scores and PSSA scores. Level: intermediate Audience: All</p>
<p>AM7</p>	<p><i>Helping Adolescents to Decode Polysyllabic Words</i> <i>Nancy K. Lewkowicz, Ph.D.(linguistics), retired from Wilberforce University</i> Participants will be shown the regularity and predictability of most of the numerous long words of Latin or Greek origin. They will learn an efficient method by which students, utilizing this predictability, can determine syllable division and the pronunciation of each syllable, and they will see how students can build up an accurate and recognizable pronunciation by starting at the suffix of the word. Level: Intermediate Audience: Educators, Tutors, Parents, Speech/Language Pathologists</p>
<p>AM8</p>	<p><i>Focus on Fluency</i> <i>Georgette C. Dickman, M.A., L.D.T./C, Director of the 32° Masonic Learning Center for Children in Tenafly, NJ.; Adjunct Professor, Fairleigh Dickinson University</i> This session will consider the importance of fluency in the reading process. The history, theoretical basis, and assessment of fluency will be reviewed. Activities for building fluency within an Orton-Gillingham lesson will be explored. Level: Intermediate Audience: Educators, Administrators, Tutors, Speech/Language Pathologists, Social Workers</p>
<p>AM9</p>	<p><i>The Role of Executive Functions in Reading and Behavior</i> <i>George McCloskey, Ph.D., Professor and Director of School of Psychology Research, Philadelphia College of Osteopathic Medicine</i> This presentation will describe executive functions, discuss how they impact on learning to read and applying reading skills in a productive manner, and describe intervention approaches that address executive function difficulties in a manner that improves reading skill development. Level: General Audience: All</p>
<p>AM10</p>	<p><i>Assessment and Instructional Response for Adolescents with a Word-Level Reading Disability</i> <i>Barbara A. Wilson, Co-founder and President of Wilson Language Training Corporation in Oxford, MA.</i> This session will examine screening models to identify students beyond grade 3 with word-level reading disabilities and will present important instructional considerations and successful classroom practices. Level: General Audience: Educators, Tutors, Parents, Psychologists, Speech/Language Pathologists</p>

AFTERNOON SESSIONS (1.5 C.E. Credits)**2:00 P.M. to 3:30 P.M.**

PM1	<p><i>Wilson Just Words®: An Accelerated Study of Word Structure</i> <i>Connie Steigerwald, Wilson Language Training, Oxford, MA</i> This session will provide an overview of the highly explicit, multisensory decoding and spelling intervention for students in grades 4 -12 and adults with word-level deficits in the 15th - 50th percentile range. Level: General Audience: Educators, Administrators, Tutors, Parents</p>
PM2	<p><i>Constructing a Comprehensive Approach to Writing Instruction</i> <i>Nancy Hennessy, M.Ed., The Consulting Network, Kitty Hawk, NC</i> Put on your hard hat and enter the construction zone for writing proficiency. Let's identify essential building materials, such as transcription skills, and critical tools and techniques, including language competencies and writing strategies that will result in the construction of comprehensive approach to writing instruction. Level: Intermediate Audience: Educators, Tutors, Parents, Speech/Language Pathologists</p>
PM3	<p><i>Math Problems: Visualizing and Verbalizing</i> <i>Cecily Selling, M.S.Ed., Learning Facilitator, The Baldwin School, Bryn Mawr, PA</i> Many of the problems in math classrooms for all students come from the difficulty they have in visualizing what the symbols or words on the page mean in terms of mathematics. Students who learn differently may have the added difficulty of reading the problems to begin with. We will present ideas and programs that have proved to be successful in helping students to translate the symbols on the page to the mathematical ideas they need to work with. Panel members will speak about the language of mathematics and how to translate the English language into the symbols and the language of mathematics. We will explore how students develop number sense and why numbers sometimes seem like nonsense. We will also present a way of teaching math from the organization: Making Math Real. Level: General Audience: Educators, Administrators, Tutors, Parents</p>
PM4	<p><i>Avoiding Conflict: Promoting Partnership, and Improving Outcomes for Children</i> <i>Emerson Dickman, JD, Law Offices of Emerson Dickman, Maywood, NJ</i> Overcoming barriers to effective collaboration between parents and professionals by developing strategies to clarify expectations, roles, and responsibilities as well as to earn trust, reduce conflict, and improve student outcomes is critical. Consensus is the foundation upon which mutual commitment to a child's success depends. Level: Intermediate Audience: Educators, Administrators, Parents, Psychologists</p>
PM5	<p><i>What's the Fuss about LETRS?</i> <i>Deborah Fulton, M.Ed., Educational Consultant, Pennsylvania Training and Technical Assistance Network (PaTTAN)</i> In Pennsylvania, as well as many other states, LETRS (Language Essentials for Teachers of Reading and Spelling) professional development is in demand. Developed by Dr. Louisa Moats and her colleagues, LETRS modules address essential components necessary for teachers of reading, writing, and spelling. This session will provide participants with an overview of the content and structure of LETRS as well as considerations for implementation. Level: General Audience: Educators, Administrators, Tutors</p>
PM6	<p><i>Fostering Metacognition and Reading Comprehension</i> <i>Linda Baker, Ph.D., Professor and Chair, Dept. of Psychology, University of Maryland, Baltimore County</i> The purpose of this session is to provide participants with an understanding of the role that metacognition plays in reading comprehension and how to increase both metacognition and comprehension through instruction. Research over the past 30 years is summarized that demonstrates pronounced differences in the metacognitive awareness and control of younger and less-skilled readers. Interventions are described that have been effective in increasing readers' use of metacognitively-oriented comprehension strategies. The session closes with a discussion of how the research findings can be translated into practice to improve comprehension and comprehension instruction. Level: Intermediate Audience: Educators, Tutors, Psychologists, Speech/Language Pathologists</p>

AFTERNOON SESSIONS (1.5 C.E. Credits)**2:00 P.M. to 3:30 P.M.**

PM7	<p><i>Making the Most of Classroom Technology: Use Available and New Technologies to Enhance Learning and Promote Literacy Through Universal Design</i> <i>Rick Castorani, Technology Coordinator, Academy In Manayunk</i> <i>Christopher Herman, M.Ed., Master Teacher, Academy In Manayunk</i></p> <p>Options for integrating technology in meaningful ways are becoming limitless, but apprehensive teachers may not yet see the benefits or know where to start. During this presentation, you will learn the basics of the newest technology and acquire easily implemented techniques to promote literacy through Universal Design. Through more effective use of your available technology, you will discover ways to unlock literature, increase note-taking skills, and enhance your students' comprehension of sophisticated language structures. Educators with <i>all levels</i> of tech experience will learn to use technology as a tool for augmenting their already effective instructional and research-based strategies.</p> <p>Level: Intermediate Audience: Educators, Administrators, Tutors, Parents, Speech/Language Therapist</p>
PM8	<p><i>Learning Through the Arts - An Essential Element for Enhancing Background Knowledge in Dyslexic Students.</i> <i>Noel Bicknell, M.A., Coordinator of Academic Clubs, The Lab School of Washington, Washington, D.C.</i></p> <p>This session will describe the visual and performing arts-based approach in use at LSW. The academic club method, the unique, themed project-learning spaces at LSW used to building language skills, critical thinking skills, and crystallized content knowledge will be presented. Questions to be addressed: How can we best provide content knowledge, vocabulary and language skills when students are delayed readers? What is the connection between background knowledge and reading comprehension? How can we build a storehouse of crystallized knowledge when a student struggles with weak memory, attention or executive functioning? How can we promote student self-advocacy, problem-solving, and socio-emotional resiliency?</p> <p>Level: Intermediate Audience: Educators, Administrators, Parents, Speech/Language Pathologists</p>
PM9	<p><i>NVLD and ASD: Implications for Linking Assessment to Remediation</i> <i>Scott Beszylko, M.A., Executive Director, Winston Preparatory School, New York, NY.</i> <i>Elizabeth Mendelsohn, M.A., Director of Research and Educational Development, Winston Preparatory School, New York, NY.</i></p> <p>Meeting the needs of students with nonverbal learning disabilities and autism spectrum disorders relies on linking assessment to remediation. Over the past 30 years the leadership and faculty of the Winston Preparatory Schools have created a school community that accomplishes this task through research and professional development. Every student exhibits a different pattern of strengths and weakness, and through participation in this session attendees will learn how professionals can work to identify these patterns and create a curriculum that focuses on strengthening social skills, problem-solving, synthesizing and integrating information, difficulties with novel tasks, and arithmetic all the while addressing their social-emotional difficulties. Through the use of case studies session attendees will have the opportunity to learn about how faculty members at the Winston Preparatory Schools use a continuous feedback model to assess and understand their students with NVLD and ASD, design appropriate and effective curriculum, analyze student responses and progress and make adjustments to the curriculum. Lecture attendees will learn that this model is an effective process of designing precisely individualized instruction and encouraging student skill acquisition and independence. In addition, they will learn about implementation at their district, school, or classroom level. A solid understanding of this model should directly translate into improved practice, effectiveness, and school culture.</p> <p>Level: Intermediate Audience: All</p>
PM10	<p><i>Research To Practice for Struggling Readers</i> <i>Jaclyn Galbally, M.A., Adjunct faculty at Saint Joseph's University, Master Teacher at Academy in Manayunk, Doctoral Candidate at Temple University</i></p> <p>This session will focus on the development of competency in the implementation of explicit and systematic evidence-based instructional strategies designed to teach accuracy, fluency, comprehension, and monitoring strategies in literacy and content area reading to students with disabilities, including exceptional children in the regular classroom, with emphasis on applying findings from research in reading to classroom practices. Content will include diagnostic-prescriptive techniques for remediation of reading and written language and associated learning disabilities.</p> <p>Level: General Audience: Educators, Parents, Tutors</p>

GENERAL INFORMATION

Audience:

Psychologists, Educators, Administrators, Physicians, Speech/Language Pathologists, Social Workers, Tutors, Advocates, Parents, Individuals with Dyslexia.

CONFERENCE FEES

Category	Before 9/08/10	After 9/08/10
IDA Member	\$125	\$145
Non-Member	155	175
Groups (10 or more)	110	120
Groups (20 or more)	105	120
Volunteers	40	40
FT Grad Students	50	50

(Student ID is required.)

A continental breakfast and boxed lunch are included in the registration fee. Registration fees are non-refundable after 10/01/10. In the event of emergency conference cancellation, a \$15 fee per registrant applies.

Continuing Education Credits:

Act 48: Pennsylvania Department of Education's Act 48 will award **four and one-half (4.5) Act 48 Credits** through **Stratford Friends School**. \$15 processing fee payable with registration. For Psychologists: The **Philadelphia Society of Clinical Psychologists** is an approved provider for Act 48 Continuing Education Requirements as mandated by the Pennsylvania Department of Education. PSCP will award to their members **four and one-half (4.5) Act 48 Credits**. \$15 processing fee payable with registration.

Psychologists: This program is co-sponsored by the Philadelphia Society of Clinical Psychologists and Pennsylvania Branch of the International Dyslexia Association. The Philadelphia Society of Clinical Psychologists is approved by the American Psychological Association to sponsor Continuing Education for psychologists. The Philadelphia Society of Clinical Psychologists maintains responsibility for the program and its content. This program provides **four and one-half (4.5) Hours of C.E. credits** for Psychologists. You must attend the entire program in order to receive the CE credits, complete the Participant Satisfaction/Evaluation Form, and return it to the CE Room at the conclusion of the conference. \$22.50 processing fee payable with registration.


Social Workers, Marriage and Family Therapists, and Professional Counselors in Pennsylvania can receive continuing education from continuing education providers approved by the American Psychological Association. Since the PSCP is approved by the APA to sponsor continuing education, licensed social workers, licensed clinical social workers, licensed marriage and family therapists, and licensed profes-

sional counselors will be able to fulfill their continuing education requirement by attending PSCP continuing education programs. **Four and one-half (4.5) C.E. Credits** will be awarded to those who attend the conference. You must attend the entire program in order to receive the CE credits, complete the Participant Satisfaction/Evaluation Form, and return it to the CE Room at the conclusion of the conference. \$22.50 processing fee payable with registration. For further information please visit the State Board of Social Workers, Marriage & Family Therapists and Professional Counselors web site: www.dos.state.pa.us/social.

ASHA: The Children's Hospital of Philadelphia is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide activities in speech-language pathology and audiology. This program is offered for up to .4 **CEU's** (Professional Level, Various Content). *There is a \$25.00 processing fee payable with registration to PBIDA*

Continuing Education Fees:

APPROVED PROVIDER



ASHA
CONTINUING
EDUCATION

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

The Children's Hospital of Philadelphia is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

APA:	\$22.50
Act 48:	\$15.00
ASHA:	\$25.00

REGISTER ONLINE AT www.PBIDA.org

The International Dyslexia Association supports efforts to provide individuals with dyslexia with appropriate instruction and to identify these individuals at an early age. The Association and the Pennsylvania Branch, however, do not endorse any specific program, speaker, product, school or instructional material, noting that there are a number of such which present the critical components of instruction as defined by IDA.

**Join PBIDA now and receive our member discount
to this conference. www.pbida.org**

SCHEDULE OF EVENTS

8:00 A.M.

Registration and Exhibits

Continental Breakfast

9:00 A.M.

Welcome

Eugenie W. Flaherty, Ph.D., PBIDA President

Janet L. Hoopes Award Presentation

9:15 A.M.

Keynote Address

Louisa C. Moats, Ed.D.

10:45 A.M.

Exhibits, Coffee

11:15 A.M. – 12:45 P.M.

Morning break-out sessions

12:45 P.M. – 2:00 P.M.

Lunch

2:00 P.M. – 3:30 P.M.

Afternoon break-out sessions

Exhibits close

3:30 P.M.

All CE cards and Evaluation Forms Returned from ALL Sessions

DIRECTIONS/HOTEL

The PBIDA's 32nd Annual Fall Conference will be held at the Academy In Manayunk (AIM) Upper School, 119 Rector Street, Philadelphia, PA 19127. PARKING IS VERY LIMITED. Please consider carpooling or taking SEPTA's Norristown Line R-6 train. AIM is a four block walk from the Manayunk station. Save your ticket stubs - special raffle for October 8, 2010 SEPTA riders! Driving directions may be found by visiting www.aimpa.org

HOTEL: A limited numbers of rooms have been held at a discounted rate for PBIDA conference attendees and exhibitors at the Crowne Plaza, City Line, Philadelphia. Call the hotel directly at (877)270-1409 or (215)477-0200.

REGISTER TODAY

PBIDA's 32nd Annual Fall Conference

Online registration: www.pbida.org

Or mail this form with payment to:

PBIDA

1062 Lancaster Avenue, #15A, Rosemont, PA 19010

Name _____

Phone _____

Address _____

City _____

State _____

Zip _____

E-Mail _____

Professional Affiliation _____

PDE Professional Personnel ID # (no Soc. Sec. #) _____

IDA membership # _____

APA membership # _____

Session Selections: AM - _____ PM - _____

Category	By 09/08	After 09/08
IDA Member	\$125	\$145
Non-Member	155	175
Groups (10 or more)	110	120
Groups (20 or more)	105	120
Volunteers	40	40
FT Grad Students (Student ID required)	50	50

Conference Fee: \$ _____

CE Credits:

Act 48 (\$15.00) \$ _____

APA (\$22.50) \$ _____

ASHA (\$25.00) \$ _____

Donation for Conference Scholarships:
Help Others Attend! \$ _____

TOTAL DUE \$ _____

Method of Payment:

Check to PBIDA enclosed

P.O. # (copy attached) _____

VISA MASTERCARD

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Name on Card (Please Print) _____

Authorized Signature _____



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**Reading Specialists, Educators, School Administrators,
Speech - Language Pathologists, Psychologists -
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**Teaching Reading: It's More
Complicated Than We Thought**

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Academy In Manayunk, Philadelphia, PA



Conference Co-Chairs: Nancy Blair and Grace C. Ashton, Ph.D.