

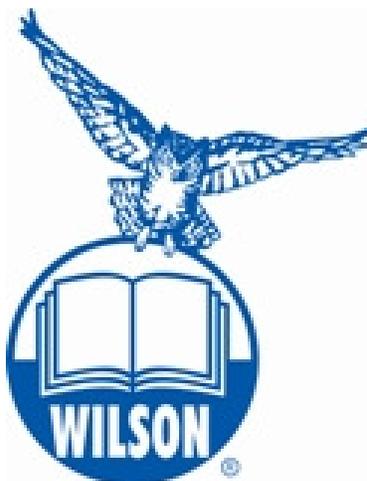
34th Annual Fall Conference

The Many Dimensions of Literacy

October 5, 2012
Woodlynde School, Strafford, PA

Hosted by **Woodlynde School**

CONFERENCE SPONSORS



Wilson Language Training



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2 Bishop Hollow Road
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The Children's Hospital of Philadelphia



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.

ASHA: This program is offered for up to .45 CEUs (Intermediate levels, Professional area).

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.



Conference registration includes the Keynote Address and one morning and one afternoon session. Pre-registration is required for all sessions.

KEYNOTE ADDRESS (1.5 CE Credits)

9:15 A.M. to 10:45 A.M.

The Developmental Web: A Neurodevelopmental Approach to the Diagnosis and Management of Learning Disorders

Eric Tridas, M.D.

The Developmental Web: A Neurodevelopmental Approach to the Diagnosis and Management of Learning Disorders: The diagnosis and management of developmental and behavior disorders is complex and at times confusing. The Developmental Web offers a clear, systematic, and practical approach to the workup and management of neurodevelopmental and behavior disorders. During the presentation, Dr. Tridas will review the four areas that are typically associated with clinical impairment. He will then review the factors that combine to cause this impairment by emphasizing the dynamic relationship between development, behavior, health and the environment. The description of how these symptoms combine to cause impairment can then lead to intervention techniques to manage them including educational, psychological, medical and environmental strategies. Dr. Tridas will use examples of common developmental problems such as ADHD and Dyslexia to describe the clinical applications of the Developmental Web.



Eric Tridas is the Medical Director of the Tridas Center for Child Development. He is a Developmental Pediatrician who specializes in the diagnosis and management of handicapping conditions including ADHD, Learning Disabilities, Autism, Cerebral Palsy, Mental Retardation and other neurodevelopmental and behavioral problems. Dr. Tridas has resided in the Tampa Bay area since 1982. He completed his fellowship in Ambulatory Pediatrics with emphasis on Developmental Disabilities at the Children's Hospital Medical Center in Boston. During that time he held an appointment as a Teaching Fellow at Harvard University. Dr. Tridas completed his residency in Pediatrics at the Children's Hospital of Buffalo. He graduated from the University of Puerto Rico, School of Medicine in 1977. In addition to being President of the International Dyslexia Association, Dr. Tridas is also the State Medical Director for Pediatric Health Choice-Prescribed Pediatric Extended Care Facilities (PPEC), FL. Dr. Tridas developed a software application to facilitate the data gathering and report preparation of comprehensive developmental and behavioral evaluations.

Dr. Tridas edited a book for parents titled *From ABC to ADHD: What Every Parent Should Know About Dyslexia and Attention Problems*.

BREAKOUT SESSION SELECTION

The breakout sessions have been classified into three categories on the basis of the expected content.

Research: Presentation on current research conducted and/or integrated by the presenter, with discussion of practical implications.

Practical: Presentation on advanced or novel techniques for experienced practitioners. Presentation will describe research supporting techniques, target populations, and parameters of techniques.

Informational: Introduction to a topic, with a focus on general overview, resources, and application.

<p>AM1</p>	<p>IDA—The Perfect Storm: Inattention, Dyslexia, and Anxiety Eric Tridas, M.D., Medical Director of the Tridas Center for Child Development; President, Developmental and Behavioral Pediatrics Consultants; President of the International Dyslexia Association. During this presentation, Dr. Tridas will discuss the relationship between attention deficit disorders, anxiety and dyslexia. While these are three distinct disorders, they often coexist and compound the management of individuals with learning challenges. He will describe some of the ways in which attention and anxiety affect critical functions that may hinder a student’s ability to learn to read. Understanding the interactions between these contributing factors can then lead to the formulation of a multi-modal treatment plan that will help maximize the student’s potential and diminish the clinical impact that these disorders may have on the student. <i>Session Focus: Practical</i></p>
<p>AM2</p>	<p>An Update on ADHD for Educators Marianne Glanzman, M.D. Clinical Associate Professor of Pediatrics, Division of Child Development, Children’s Hospital of Philadelphia/University of Pennsylvania School of Medicine. Wendy Ross, M.D., FAAP, Director of Center for Pediatric Development, Wynnewood, PA. Director, Autism Inclusion Resources. This talk will cover new material about ADHD that is important for the school setting in regards to diagnosis, co-existing conditions and treatment approaches including medication. <i>Session Focus: Informational</i></p>
<p>AM3</p>	<p>Linking Common Core State Standards to Your Curriculum Susan L. Hall, Ed.D., Founder and President of 95 Percent Group Inc.; Author: <i>Implementing Response to Intervention: A Principal’s Guide</i>; <i>I’ve DIBEL’d, Now What?; Next Edition</i>, and <i>Jumpstart RTI: Using RTI in Your Elementary School Right Now</i>; Co-author with Louisa Moats: <i>Straight Talk About Reading and Parenting a Struggling Reader</i>, as well as <i>LETRS Module 7: Teaching Phonics, Word Study, and the Alphabetic Principle, Second Edition</i>. Are educators at your school scrambling to understand what the expectations embedded within the Common Core State Standards (CCSS) mean for students to score well on the upcoming assessments? Although the assessments haven’t been released yet, now is the time to examine curriculum to prepare for assessments. If you are looking for a session that not only examines the standards but also provides instructional materials to teach lessons on each standard, this is the session for you. <i>Session Focus: Informational</i></p>
<p>AM4</p>	<p>Reading: A Foreign Element in the Brain’s Natural Ecology Gabrielle Principe, Ph.D., Associate Professor and Chair, Department of Psychology, Ursinus College Author: <i>Your Brain on Childhood: The Unexpected Side Effects of Classrooms, Ballparks, Family Rooms, and the Minivan</i>. Children’s brains were not designed to read. Reading is an evolutionarily novel skill that requires direct instruction and usually some degree of external motivation. Considering that reading is a foreign element in the brain’s natural ecology, we should not be surprised that many children have difficulty with its demands. An implication of an evolutionary perspective on reading is considering ways to put children’s learning back in context—to make it meaningful and consequently motivate further learning. <i>Session Focus: Research</i></p>
<p>AM5</p>	<p>Welcome to the Future Where Dyslexic Brains Thrive Gordon Sherman, Ph.D., Executive Director of The Newgrange School and Education Center, NJ.; Past President of the International Dyslexia Association. Dee Rosenberg, M.A., LDT/C, Director of Education, The Newgrange School and Education Center, NJ. Dyslexia is not a product of a dysfunctional brain, but is an example of learning diversity that excels in the real world. Unfortunately, a dysfunctional education system often awaits those who learn differently. The presenters will describe the value of cerebroadiversity (our species’ collective neural heterogeneity), of which dyslexia is a byproduct, and will challenge conventional assumptions about socially and culturally defined disabilities. They will provide a context for understanding dyslexia’s enigmas, and explore academic solutions for success. <i>Session Focus: Practical</i></p>

<p>AM6</p>	<p>“Classroom Language Dynamics: The Influence of Cognitive–Linguistic Methodology on Teaching and Learning” Lydia H. Soifer, Ph.D., Founder and Director, Soifer Center for Learning and Child Development, NY; Assistant Clinical Professor of Pediatrics, Albert Einstein College of Medicine. Classroom Language Dynamics is an approach successfully used in preschool, elementary and middle schools. This session introduces the concept of CLD and reports on early results. Designed and created by language and speech pathologists, CLD incorporates a cognitive-linguistic methodology to classroom instruction. As a result, children are identified earlier, while instruction is more effectively differentiated and simultaneously benefits all learners.</p> <p><i>Session Focus: Practical</i></p>
<p>AM7</p>	<p>Wanted: Ravenous Learners with an Insatiable Appetite for Knowledge Nancy Hennessy, M.Ed., Past President of IDA, Education Consultant, The Consulting Network, N.C. You cannot teach what you do not know! Teaching reading to all students, particularly those who struggle, is complex and complicated. Dysteachia’s greatest foe is “the voice of evidence,” research based knowledge and practices that every educator should possess. Let’s explore a framework for reading proficiency and identify what we know and then, what we need to learn to create informed literacy environments. For our students to succeed, we must all have an insatiable appetite for learning.</p> <p><i>Session Focus: Informational/Practical</i></p>
<p>AM8</p>	<p>Response to Intervention and the Identification of Specific Learning Disabilities Catherine A. Fiorello, Ph.D., ABPP, Professor and Program Coordinator at Temple University’s School Psychology Program; Co-author of <i>School Neuropsychology</i>. This session will provide an overview of how Response to Intervention (RTI) is used to identify Specific Learning Disabilities (SLD). The strengths and weaknesses of RTI in identifying SLD will be discussed, and integration of RTI with cognitive assessment as best practice will be outlined.</p> <p><i>Session Focus: Informational</i></p>
<p>AM9</p>	<p>Preparing Students with Disabilities for Success at College Elizabeth C. Hamblet, M.S., M.A.T., LDT-C, Learning Specialist, Columbia University; Author: <i>7 Steps to Success: High School to College Transition Strategies for Students with Disabilities</i>. The transition to college can be challenging for students with disabilities, but with the proper preparation, they can enjoy success! This presentation explains how the system for accommodations works at college, describes students' rights and responsibilities within that system, and shares what the research says are the skills students should develop while they're in high school to ensure success when they reach college. It also reviews the documentation students need to apply for accommodations and discusses what accommodations may be available.</p> <p><i>Session Focus: Practical</i></p>

AFTERNOON SESSIONS (1.5 C.E. Credits)**1:45 P.M. to 3:15 P.M.**

PM1	<p>Management of ADHD: An Integrated Model of Theory And Practice Frances C. Sutherland, Ph.D., Psychologist, Private Practice</p> <p>The session will cover the theoretical foundations for the integrated model and two hands-on interventions which are based on it. The integrated model draws on theory and practice from three sources: structural family therapy, behavior theory and operant conditioning and the hybrid model of executive functions proposed by Russell Barkley in 1997. Self-monitoring and STOP strategy are the two practical interventions which were derived from the model—they will be explained in detail with the goal of helping session participants to develop some proficiency in utilizing them by the end of the session.</p> <p><i>Session Focus: Informational/Practical</i></p>
PM2	<p>Practical Applications of Assistive Technology and 2.0 Web Tools in the Classroom Marion Jacob, Sean Sweeney, Kathy Walker, The Woodlynde School</p> <p>With phrases like "Web 2.0" and "21st Century Skills" floating around the educational world, teachers need to find practical ways to apply these new technologies into their classroom. This seminar will inform participants about using various types of AT in daily lessons, projects, and activities including: speech to text, text to speech, web readers, graphing programs, videos, and sound files.</p> <p><i>Session Focus: Practical</i></p>
PM3	<p>Explicit and Engaging Comprehension Instructional Techniques Susan L. Hall, Ed.D., Founder and President of 95 Percent Group Inc.; Author: <i>Implementing Response to Intervention: A Principal's Guide</i>; <i>I've DIBEL'd, Now What?; Next Edition</i>, and <i>Jumpstart RTI: Using RTI in Your Elementary School Right Now</i>, Co-author with Louisa Moats: <i>Straight Talk About Reading and Parenting a Struggling Reader</i>, as well as <i>LETRS Module 7: Teaching Phonics, Word Study, and the Alphabetic Principle, Second Edition</i>.</p> <p>Looking for engaging ways to teach comprehension processes? Presenter will model a multisensory technique to explicitly teach students how to make connections and inferences while reading through teacher think-alouds and guided practice. In this interactive session, participants will use a mat and tokens to make the process more engaging. One of the important points of this mat is to focus student attention on identifying whether their connection or inferences led to a better understanding of text. This technique is useful for whole class as well as RTI small groups.</p> <p><i>Session Focus: Informational</i></p>
PM4	<p>Language and Literacy: How Receptive and Expressive Vocabulary Impacts Reading Comprehension. Susan Chaplick, M.S.,CCC, Speech and Language Clinician; Teacher, Preschool Language Groups and pre-kindergarten program at Bryn Mawr Child Study Institute. Cindy Weissman, M.Ed.,CCC-SLP, Speech and Language Clinician and Consultant.</p> <p>As educators, clinicians, etc., studies have shown we are not spending enough time on vocabulary development. As a result children with language and reading issues are not comprehending what they're reading as well as they could. This workshop will talk about the importance of developing vocabulary while engaged in the reading process. It will suggest strategies to be used to enhance vocabulary development in the classroom.</p> <p><i>Session Focus: Practical</i></p>
PM5	<p>Welcome to the Future Where Dyslexic Brains Thrive Gordon Sherman, Ph.D., Executive Director of The Newgrange School and Education Center, NJ.; Past President of IDA Dee Rosenberg, M.A., LDT/C, Director of Education, The Newgrange School and Education Center, NJ.</p> <p>Dyslexia is not a product of a dysfunctional brain, but is an example of learning diversity that excels in the real world. Unfortunately, a dysfunctional education system often awaits those who learn differently. The presenters will describe the value of cerebrodiversity (our species' collective neural heterogeneity), of which dyslexia is a byproduct, and will challenge conventional assumptions about socially and culturally defined disabilities. They will provide a context for understanding dyslexia's enigmas, and to explore academic solutions for success.</p> <p><i>Session Focus: Practical</i></p>

<p>PM6</p>	<p>Helping Students Flourish! Jane Gillham, Ph.D., Associate Professor, Swarthmore College; Co-Director, Penn Resiliency Project at the Positive Psychology Center, University of Pennsylvania; Mark Linkins, Positive Psychology and Education Consultant, Mayerson Academy (Cincinnati) and Fundação Brasil Campeao (Sao Paulo, Brazil). Most programs that aim to promote students' social and emotional well-being target problem behaviors (e.g., bullying, substance use, and other high risk behaviors). These programs are important, but they are limited. They focus on reducing or preventing what is wrong rather than helping students (and schools) to truly flourish. How can we promote what is best in our students? We will discuss recent work in the fields of positive psychology and positive education. We will discuss strategies that educators and parents can use to help students discover and use their strengths, develop positive relationships, and experience greater engagement and meaning. For this presentation, we will focus especially on ways to integrate positive psychology and positive education into classroom teaching.</p> <p><i>Session Focus: Practical</i></p>
<p>PM7</p>	<p>Mathematical Literacy and Fluency: How Informal Diagnostics Can Help! Ginny Renzi Blair, M.Ed., Math and Learning Specialist, private practice. The Common Core State Standards for Mathematics, as well as school administrators and classroom teachers, often make assumptions about students' existing math skills and learning strategies. How can we identify these often-implied assumptions, and how can we utilize on-going informal diagnostics to facilitate the teaching and ultimately the learning of math?</p> <p><i>Session Focus: Practical</i></p>
<p>PM8</p>	<p>Tiered Instruction for Adolescent Literacy: Lessons from a Pittsburgh Pilot Program Demetra Kontoulis, M.Ed., Literacy and Professional Development Coordinator, Pittsburgh Public Schools This session addresses the nuts and bolts of developing and implementing a literacy plan for tiered instruction in middle and high schools. Based on a project started in 2009 in Pittsburgh, the presenter will review the Exploration, Adoption, Initial Implementation, and On Going Implementation phases of a model for addressing adolescent literacy in 37 schools. The project addresses the following considerations: scheduling, student identification and placement, teacher staffing, and teacher professional development and support. The presenter will share the literacy assessment plan and models for grouping students for interventions based on individual needs. She will also explain how they increased instructional time for Tiers I, II and III literacy instruction, and the lessons learned as the project moved through the years of implementation. After completing its third year, the project is still a work in progress, but the schools have begun to see gains in student literacy skills.</p> <p><i>Session Focus: Practical</i></p>
<p>PM9</p>	<p>Narrowing the Gap: Vocabulary and Comprehension Instruction for Students with Dyslexia Barbara Wilson, M.S. Ed., President and co-founder of Wilson Language Training® Corp., Oxford MA. It is clear that delayed development of reading skills limits written text exposure and therefore negatively affects vocabulary and comprehension growth. The result is that the struggling readers' vocabularies and background knowledge become more and more discrepant, and it becomes increasingly difficult for them to narrow the gap. This session will provide teachers with specific tools and techniques to teach vocabulary and comprehension to students who are struggling readers beyond the third grade.</p> <p><i>Session Focus: Practical</i></p>

SCHEDULE OF EVENTS

8:00 A.M.

Registration and Exhibits

Continental Breakfast

9:00 A.M.

Welcome

Julia Sadtler, PBIDA President

Janet L. Hoopes

Award Presentation

9:15 A.M.

Keynote Address

Eric Tridas, M.D.

10:45 A.M.

Exhibits, Coffee

11:15 A.M. – 12:45 P.M.

Morning break-out sessions

12:45 P.M. – 1:45 P.M.

Lunch

Exhibits, Book Signings

1:45 P.M. – 3:15 P.M.

Afternoon break-out sessions

Exhibits close

3:15 P.M.

PBIDA Annual Membership Meeting

Raffle Drawing

All CE Papers Returned from ALL Sessions

DIRECTIONS/HOTEL

The PBIDA's 34th Annual Fall Conference will be held at the Woodlynde School, Strafford, PA 19087. PARKING IS VERY LIMITED. Please consider carpooling or taking SEPTA's Paoli-Thorndale Line. Woodlynde will provide a shuttle from the Strafford station. Driving directions may be found by visiting www.woodlynde.org.

HOTEL: A limited numbers of rooms have been held at a discounted rate for PBIDA conference attendees and exhibitors at The Desmond Hotel & Conference Center, One Liberty Boulevard, Malvern, PA. Contact the hotel directly at 800-575-1776 or 610-249-2116. Transportation to the conference will be available from the hotel.

REGISTER TODAY

PBIDA's 34th 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 # _____

Session Selections: AM _____ PM _____

CONFERENCE FEES

Category	By 09/7	After 09/15
IDA Member	\$140	\$160
Non-Member	170	190
Groups (10 or more)		125
Groups (20 or more)		120
Volunteers (preapproval & code required from PBIDA office)		50
FT Grad Students (student ID required)		50

There is a \$15 fee for cancelled registrations. No refunds after 9/7/2012.

PAYMENT

Conference Fee: \$ _____

CE Credits: Act 48 (\$15.00) \$ _____

ASHA (\$0) _____

Donation to PBIDA \$ _____

TOTAL DUE \$ _____

Method of Payment:

Check to PBIDA enclosed

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