

35th Annual Fall Conference

Uncovering the Mysteries of Dyslexia

October 4, 2013

Woodlynde School, Strafford/Wayne, PA

Hosted by



Woodlynde School



Wilson Language Training

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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)

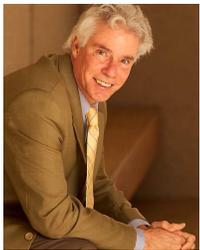
9:15 A.M. to 10:45 A.M.

Closing the Gap Between What We Know About Dyslexia and What We Do in Our Schools and Classrooms

G. Reid Lyon, Ph.D.

Closing the Gap Between What We Know About Dyslexia and What We Do in Our Schools and Classrooms: How do we learn to read and why do some of us have difficulty doing so? How do we close the gap between what we know scientifically about dyslexia and the practical implementation of that knowledge to prevent and remediate unexpected reading disabilities? This presentation will address these questions with a focus on integrating and translating current findings from the bio-behavioral and implementation sciences and their application to the preparation of teachers, leaders, and instructional practices.

Dr. Lyon is a Distinguished Scholar in Neuroscience and Cognition at the University of Texas, Dallas where his research is focused on brain-behavior studies of PTSD and Traumatic Brain Injury among combat veterans and reasoning and problem solving behavior. He recently completed his academic career at



Southern Methodist University where he served as a distinguished professor of Education Policy and Leadership and as the Associate Dean of the Annette Caldwell Simmons School of Education and Human Development. Dr. Lyon was a research psychologist and the Chief of the Child Development and Behavior Branch within the National Institute of Child Health and Human Development (NICHD) at the National Institutes of Health (NIH) from 1991 to 2005. He has worked closely with the White House, the U.S. Department of Education, and Congress on the development of evidence-based education policy, and has testified numerous times before U.S. Senate and House committees, addressing issues related to the role of neuroscience in education, the need for scientific research to guide educational practices and policies, evidence-based teacher education, early childhood development, learning disabilities, reading development and reading disorders, the re-authorization of Head Start, and the re-authorization of the Individuals with Disabilities Education Act (IDEA). In 2006, Dr. Lyon was named one of the ten most influential people in American education during the last decade by the Editorial Projects in Education Research Center (Education Week) for his work in ensuring that scientific research occupies a central role in educational practices and policy. Dr. Lyon has authored, co-authored and edited more than 130 peer-reviewed journal articles, books, and book chapters on developmental neuroscience, learning differences and disabilities, reading and reading difficulties, and educational policy. He currently serves as the Co-Editor in Chief of the IDA Annals of Dyslexia.

BREAKOUT SESSION SELECTION

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.

PARENT TRACK: This session is geared specifically to the needs of parents signed up for the "Parent Track."

MORNING SESSIONS (1.5 CE Credits)**11:15 A.M. to 12:45 P.M.**

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| AM1 | <p>Walking Through the Brain: Advances in Understanding the Neurophysiology of Learning, Memory, and Emotion. G. Reid Lyon, Ph.D., Mental Health and Behavioral Science, The Veterans Administration Health Care Center, FL.</p> <p>This presentation will provide an overview of current neurobiological research that informs our understanding of how we acquire, store, and remember different types of information. In addition, we will take a practical look at the neuroanatomy and neurochemistry of different emotions associated with success and failure in learning environments.</p> <p><i>Session Focus: Practical</i></p> |
| AM2 | <p>Helping Students Take Control of Everyday Executive Functions. Paula Moraine, M.Ed., Director of Outreach and Tutoring, The Highlands School, MD.</p> <p>Executive functions can pose a challenge for nearly every individual. Common concerns arise in relation to how the individual uses attention, organizes materials, manages time, and sets goals. The student might also experience other learning challenges such as Dyslexia and ADHD. This presentation will suggest a way to consider these everyday executive functions through personalizing the 'ingredients' that empower individuals to take personal control of their own executive functions.</p> <p><i>Session Focus: Practical</i></p> |
| AM3 | <p>Using Manipulatives to Teach Comprehension. Judie Caroleo, Client Manager, 95 Percent Group Inc.</p> <p>Presenter will model use of manipulatives to make the abstract act of comprehending text more concrete. Multisensory techniques have been successful in teaching students phonological awareness and phonics, yet have been used less in teaching comprehension. Techniques the presenter will model are engaging and dynamic and use colored icons to make the abstract processes of inferring, connecting, and questioning more concrete. These simple techniques designed for small-group intervention instruction can be applied immediately in schools.</p> <p><i>Session Focus: Informational and practical</i></p> |
| AM4 | <p>Writing Matters: Developing Sentence Skills in Students Who Struggle. William Van Cleave, M.A., Educational Consultant, W.V.C.ED.</p> <p>More often than not, students struggle at the sentence level far more than they struggle at the paragraph level; teachers ignore this fact if they move directly to practicing prompts for assessments. This workshop, which is aligned with the Language section of the Common Core State Standards, will focus on parts of speech and sentence parts as they apply to the act of writing. Participants will learn about the components of a good lesson and strategies for developing sentence sense in student writers. They will examine parts of speech as a method of understanding the way words interact with each other and sentence parts as building blocks for creating different kinds of sentences. They will practice with the elements introduced and model the strategies suggested.</p> <p><i>Session Focus: Practical</i></p> |
| AM5 | <p>Meeting the Common Core Literacy Standards in Science and Social Studies. Lori Severino, Ed.D., Assistant Clinical Professor and Program Director of Special Education, Drexel University's School of Education.</p> <p>Participants will get an in-depth look at the new PA Common Core Literacy Standards for Science/ Technical Subjects and Social Studies. Strategies for implementing these standards in secondary classes will be explored. Universal Design for Learning and differentiating instruction for all students will be discussed.</p> <p><i>Session Focus: Practical</i></p> |

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| AM6 | <p>The Importance of Screening and Providing Intervention for Kindergarten and First Grade Number Sense. Nancy Dyson, M.Ed., Ph.D., Project Coordinator, Kindergarten Number Sense Intervention Project, University of Delaware. Kindergarten number sense is a strong predictor of future success in mathematics. Screening for weaknesses in number sense can provide teachers with important information to be used for RTI in kindergarten and first grade. As has been shown in reading, early screening and intervention in mathematics can prevent a child from following a course that leads to failure. <i>Session Focus: Research</i></p> |
| AM7 | <p>“The Buy In”, Implementing An Evidence-Based Reading Curriculum. Stacy Gill-Phillips, Ph.D., CEO, West Philadelphia Achievement Charter Elementary School. Participants will leave this session with a full understanding of the RTI Model (Response to Intervention) and how it was used to implement evidenced based reading curriculum. Participants will learn of the different funding sources used for the support of this model and how schools can gain ‘buy in’ for the entire community. Result for a real life example will be presented along with their struggles, trials and triumphs. <i>Session Focus: Practical</i></p> |
| AM8 | <p>Teaching Morphological Awareness. Karen K. Leopold, Fellow/AOGPE, Fellow and Board Member in Academy of Orton-Gillingham Practitioner and Educators and Director of the Kildonan Teacher Training Institute. Knowledge of morphology helps students spell, decode, and comprehend new words. Information on when and how to teach morphology will be presented. Participants will receive strategies to use with their students. <i>Session Focus: Practical</i></p> |
| AM9 | <p>Early Identification and Prevention of Reading Disabilities: Current Knowledge and Unanswered Questions. Hollis S. Scarborough, Ph.D., Developmental Psychologist and Researcher. How accurately can we identify preschoolers who are likely to struggle in learning to read? What can and should be done in the preschool years to prevent or ameliorate these children’s difficulties? Evidence pertaining to these questions, and the limitations on current knowledge about preschool intervention, will be reviewed. <i>Session Focus: Informational</i></p> |
| AM10 | <p>Recognizing and Coping with Childhood Anxiety in the Home and School Setting. Lynne Siqueland, Ph.D., Clinical Psychologist, Children’s and Adult Center for OCD and Anxiety. How do we help parents and educators recognize signs and symptoms of childhood anxiety and its impact in the home and school setting? This session will teach participants basic approaches to address the physical, cognitive and behavioral components of childhood anxiety especially in school setting related to coping with learning difficulties and self advocacy. Finally, participants will be informed of cognitive behavioral interventions that may be necessary to address more impairing anxiety symptoms. Finally, the role of parents in facilitating mastery of anxiety in both home and school will be discussed. <i>Session Focus: Practical</i></p> |
| AM Parent Track Session | <p>Fearless Leadership: When learning Issues Are Present, How Do You Parent Effectively? Becky Scott, ACC, CPCC, Professional Certified Coach, The Navigators Way, A learning disability can wreak havoc on a family as well as the individual with learning issues. Parents often ask: •What does this diagnosis mean for my child’s future?•How do I handle the effect on siblings and spouse?•How do I teach advocacy, self-esteem, resilience and many other characteristics my child is in need of? Parental knowledge coupled with “family leadership” is critical for parents of a family experiencing learning disabilities. Through implementing <i>Life Success Factors</i> into daily family life, children have the best chance of reaching their full potential to become contributing, productive fulfilled adults who lead satisfying lives. <i>Session Focus: Informational</i> (CEU’s are not available)</p> |

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

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| PM1 | <p>Setting the Foundational Skills for Reading and Writing with FUN! Barbara A. Wilson, M.Ed., Author and co-founder of Wilson Language Training® Corp., Oxford MA. The Common Core Standards require foundational skill instruction for all students in early elementary grades. It is possible to establish this solid foundation with high student engagement during a 30 minute daily lesson. This session will provide an overview of Wilson Foundations® - a research-based supplemental (Tier 1) and intervention (Tier 2) program for students in kindergarten through third grade. Foundations provides explicit and highly systematic daily instruction in key areas, including: phonological and phonemic awareness, word and syllable study, vocabulary, sight word instruction, fluency, handwriting and spelling. <i>Session Focus: Practical</i></p> |
| PM2 | <p>Promoting the social and emotional skills of at-risk youth. Stephen S. Leff, Ph.D., Associate Professor of Clinical Psychology in Pediatrics at The Children’s Hospital of Philadelphia and University of Pennsylvania School of Medicine. Dr. Leff will share the latest research findings related to peer bullying, including a consideration of both physical, relational, and cyber forms of bullying. He will also discuss the impact that these behaviors have on children, schools, and families. He will use examples from his school-based intervention studies to outline strategies that students, teachers, and parents can use to recognize and respond positively to peer bullying among high-risk youth. Finally, he will consider ways in which parents can work hand-in-hand with school personnel to more successfully handle the difficult problems associated with school bullying. <i>Session Focus: Practical</i></p> |
| PM3 | <p>Fast Track Students to Fluency. Judie Caroleo, Client Manager, 95 Percent Group Inc. Come prepared to learn how to help students tackle unfamiliar multisyllable words using some quick and easy techniques. Many middle school teachers have students whose ability to comprehend text is impaired by missing word attack skills typically mastered at the elementary level. You will leave this session using an engaging technique that middle school language arts and content area teachers use for five minutes a day to practice tackling those problematic words. <i>Session Focus: Informational</i></p> |
| PM4 | <p>Word Smarts: Morphology Development & Advanced Decoding. William Van Cleave, M.A., Educational Consultant, W.V.C.ED. Recognizing that most schooling provides decoding at only the primary level, this workshop picks up where basic word attack leaves off. All too soon students are introduced to textbooks filled with longer, multisyllabic words. Even with effective basic phonics instruction, readers are often unable to handle both the increased quantity of text and its complexity. An understanding of morphology, or the meaning parts that comprise words, is valuable for the development of vocabulary and word attack skills. In this interactive, hands-on workshop, Van Cleave engages participants in a brief overview of the origins of our language and characteristics of the major languages of influence, an introduction to morphemic awareness, and then (as time permits) a study of advanced word decoding strategies. Participants practice with each concept and learn tools useful for helping students understand and decode unfamiliar words. <i>Session Focus: Practical</i></p> |
| PM5 | <p>Learning to R.U.N. Sam Steinberg, M.S. Education, M.S. Special Education, Middle School Teacher, DVFS. Making two-column notes is an instructional strategy used to help students organize information and make the information assessable for comprehension, writing assignments and test preparation. Unfortunately it is most often taught and used for the sole purpose of recording information. As a result, there have been many methods, outlines and techniques created, with little standardization. Participants in this workshop will receive instructional guidelines for how to teach their students to R.U.N, a five step sequential process to be taught directly and explicitly. This workshop will identify and explain the five critical and sequential components that make up the foundation of the note-taking system called R.U.N. Participants will learn techniques and strategies for application in the classroom and will receive templates for future use. <i>Session Focus: Practical</i></p> |

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

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| PM6 | <p>Using Games to Engage Children in Learning Number Sense. Nancy Dyson, M.Ed., Ph.D., Project Coordinator, Kindergarten Number Sense Intervention Project, University of Delaware. Children with weaknesses in number sense often have problems with attention as well. This session will describe research based games that keep children's attention while providing important instruction in number. Game materials will be available for "hands on" participation. <i>Session Focus: Practical</i></p> |
| PM7 | <p>Making Sense of English Spelling. Gina Cooke, M.A., Linguist-Educator Exchange, Illinois State University. A meaningful study of spelling packs intellectual heat. It can teach us about history, about ideas, about reason, and about relationships. Orthographic study is the orphan of both the language arts and the language sciences, and Gina is engaged in its international renaissance in both the classroom and the Academy. Come and learn how English spelling is being studied around the world in significant, eye-opening, scientific, and sense-making ways. <i>Session Focus: Informational/Practical/Research</i></p> |
| PM8 | <p>Is there an APP for that? Elizabeth Panek, M.S., CCC-SLP, Educational Consultant with the Pennsylvania Training and Technical Assistance Network (PaTTAN)-Harrisburg office. Application software (app) as well as other computer based technology can assist individuals with disabilities to provide access to curriculum and other specific tasks. However, with over 650,000 apps available, how do educators determine what app(s) or other potential assistive technology solutions will best support a student's needs? In this session, specific resources such as apps are shared and examined by features in order to consider and determine potential assistive technology solutions for a student with reading difficulties. <i>Session Focus: Practical</i></p> |
| PM9 | <p>Engaging Struggling Readers in an Integrated Reading Process using Visualizing and Verbalizing. David Kent, M. Ed., Reading Specialist, The Quaker School at Horsham, trained in Lindamood-Bell's <i>Visualizing and Verbalizing</i> Program®. This will be a practical session, with Lindamood-Bell's <i>Visualizing and Verbalizing</i> at the heart of the presentation. The emphasis will be on a practical application of the process of the <i>Visualizing and Verbalizing</i> (V/V) program and how it can be used as part of the curriculum. There will also be information presented regarding integration of technology and how to apply the use of V/V with traditional reading materials, as well as science and social studies. The integration with other reading skills will include vocabulary, including morphology, and a focus on fluency. <i>Session Focus: Practical</i></p> |
| PM Parent Track Session | <p>Special Education Law 101 and Beyond: The Basics and Research-Based Instruction. Franca Palumbo, Esquire, Special Education Attorney, Thalheimer & Palumbo, P.C. Dennis McAndrews, Esquire, Managing Partner, McAndrews Law Office, P.C. Rebecca Sample, CALT, Director of Teacher Training, Stratford Friends School Penny Moldofsky, M.S., Director of the Literacy Institute, Woodlynde School This session focuses on how parents can obtain appropriate programming in school for their dyslexic child, the basics of special education law and a discussion of the components of effective reading instruction for children with language based learning disabilities. <i>Session Focus: Informational/Parent Track</i> <i>(CEU's are not available)</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

G. Reid Lyon, Ph.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

Decoding Dyslexia

Exhibits, Book Signings

1:45 P.M. – 3:15 P.M.

Afternoon break-out sessions

Exhibits close

3:15 P.M.

Raffle Drawing

All CE Papers Returned from ALL Sessions

DIRECTIONS/HOTEL

The PBIDA's 35th Annual Fall Conference will be held at the Woodlynde School, Strafford/Wayne, 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 35th 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 _____

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Professional Affiliation _____

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

IDA membership # _____

Session Selections: AM _____ PM _____

CONFERENCE FEES

| Category | By 09/13 | After 09/13 |
|--|----------|-------------|
| IDA Member | \$140 | \$160 |
| Non-Member | 170 | 190 |
| Groups (10 or more) | | 125 |
| Groups (20 or more) | | 120 |
| FT Grad Students (student ID required) | | 50 |
|  Parent Track (Includes keynote, AM & PM Parent Track session and networking lunch with Decoding Dyslexia) | | 50 |

PAYMENT

There is a \$15 fee for cancelled registrations. No refunds after 9/13/2013.

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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