

There's an Elephant in the Room: What We Overlook regarding Dyslexia

Nancy Mather, PhD

Session Time: 8:30 - 10:45 (15 minute break)

AZ IDA CEUs: 2 hours ASHA CEUs: .2

Targeted Audience: Beginner

Description:

The purpose of this session is to address specific issues (that are often overlooked or ignored) that affect the identification of students with dyslexia, as well as the provision of appropriate interventions. Examples of these issues include the misguided assumptions that: (a) an RTI process is sufficient for dyslexia identification; (b) the only cause of dyslexia is poor phonological awareness; (c) twice-exceptional children do not exist; (d) teachers are adequately prepared to teach reading to students with dyslexia, and (e) dyslexia only affects reading and writing performance.

Learning Objectives:

Participants will:

1. Understand current identification procedures and the challenges in assessing dyslexia
2. Understand the cognitive and linguistic factors that predict reading difficulty
3. Understand the importance of in-depth teacher training in explicit, systematic reading and spelling instruction

Bio:

Nancy Mather is a Professor Emerita at the University of Arizona in Tucson. She has served as a learning disabilities teacher, a diagnostician, a university professor, and an educational consultant. She has published numerous articles and books and conducts workshops on assessment and instruction both nationally and internationally. Dr. Mather is a co-author of the Woodcock-Johnson IV. Her most recent book on dyslexia is: *Essentials of Dyslexia: Assessment and Intervention* and on learning disabilities: *Learning Disabilities and Challenging Behaviors*. She is currently working on the *Tests of Dyslexia*, a comprehensive measure designed to help evaluate individuals for dyslexia.

Disclosures:

Relevant Financial Relationships:

Dr. Nancy Mather is a Professor Emerita at the University of Arizona in Tucson. She is currently contracting with WPS for the Tests of Dyslexia in which she may receive royalties for. .

Relevant Non Financial Relationships:

Dr. Mather does not have any non-financial relationships to disclose.

Screening for Developmental Dyslexia and other Reading Disabilities: The WHY, WHOM, WHEN, HOW and WHERE

Nadine Gaab, PhD

Session Time: (11:00-12:30) 1.5 hours

AZ IDA CEUs: 1.5 hours ASHA CEUs: .15

Targeted Audience: Introductory

Description:

The purpose of this session is to address early identification and screening for literacy milestones and reading disabilities, including developmental dyslexia in early grades (pre-K-1st). It will provide the WHY behind the screening movement with a strong focus on the neurobiology of reading development and reading disabilities. It will introduce the 'Dyslexia Paradox' and will further outline the important constructs to screen for with a developmental lens and discuss practical steps for implementing a screening protocol in various educational settings. The session will conclude with an overview of different screening instruments and criteria for picking the optimal screening tool and approach as well as a discussion about the educational and clinical implications of screening young children

Learning Objectives:

Participants will:

1. Understand the neurobiology of typical and atypical reading development
2. Understand the WHY, WHOM, WHEN, HOW and WHERE of screening for dyslexia and reading difficulties
3. Learn how to develop a screening approach for an educational setting and understanding challenges and decision frameworks

Bio:

Dr. Nadine Gaab is an Associate Professor of Education at the Harvard Graduate School of Education. Nadine's work focuses on developmental cognitive neuroscience, particularly in language-based learning disabilities. Her research in the GaabLab (www.gaablab.com) examines the development of typical and atypical language and literacy skills in the pediatric brain and pre-markers of learning disabilities and the development of screening tools for screening literacy milestones and dyslexia.

She is the 2019 recipient of the LDA Award (Learning Disabilities Association America) for her work on learning disabilities. In 2018, Nadine was presented with the Allan C. Crocker Award for her advocacy on behalf of children with dyslexia and reading disabilities and efforts around the recent passage of the Massachusetts screening legislation (under the guidance of Decoding Dyslexia MA). She has also been recognized by the International Dyslexia Association in her receipt of the Norman Geschwind Memorial lecture 2020 and the Alice H. Garside Award for outstanding leadership in advancing the science and advocacy of dyslexia. She is an international speaker, frequently presenting to teachers on the brain science of typical and atypical literacy development

Disclosures:**Relevant Financial Relationships:**

Dr. Nadine Gaab is an Associate Professor of Education at the Harvard Graduate School of Education. She is the co-founder and scientific advisor of EarlyBird Education and the EarlyBird Screener.

Relevant Non Financial Relationships:

Dr. Gaab is on the board for Landmark School.

Preparing and Supporting Educators to Teach Evidence-Based Literacy

Jennifer M. White, PhD

Session Time: (11:00-12:30) 1.5 hours

AZ IDA CEUs: 1.5 hours ASHA CEUs: .15

Targeted Audience: Intermediate

Description:

Teachers have an immense responsibility to meet the literacy needs of all students. The stakes are raised when those students have dyslexia or other reading disabilities. This presentation will synthesize current research covering teacher knowledge of dyslexia with an emphasis on how higher-education and professional development initiatives can improve teacher practice. Efficacious strategies in professional development and coaching will be shared, as well as personal stories from the field. Finally, a discussion of systemic components that affect teachers' abilities to successfully identify and instruct students with dyslexia will be discussed.

Learning Objectives:

Participants will:

1. Synthesize current research covering teacher knowledge of dyslexia
2. Describe evidence-based practices in professional development and coaching
3. Consider systemic components that affect successful identification and instruction of students with dyslexia

Bio:

Dr. Jennifer M. White is an Assistant Professor of Practice in the Mild to Moderate teacher preparation program within the department of Disability and Psychoeducational Studies at the University of Arizona. Dr. White has served as a special education teacher and director, Title I reading specialist and director, literacy coach, educational diagnostician, consultant, and learning innovation specialist. She Received her B.S. in Elementary education with an emphasis in Special Education in 2001 and continued her education to earn an M.A. with a dual major in Reading and Learning Disabilities in 2005. In 2018 she was awarded a PhD in Special Education

with an emphasis in High Incidence Learning Disabilities and a minor in School Psychology. Her scholarship focuses on increasing the literacy success of K-8 students through understanding teacher knowledge and instruction of reading and disabilities, efficacy of professional development and coaching practices, and online instructional design and instructional technology to increase student success. Her work has been featured in journals such as Learning Disabilities: A multidisciplinary Journal, Dyslexia, and Reading and Writing. Dr. White has received Tenure Equivalency and has successfully mentored students seeking doctoral, master's and undergraduate degrees. She was awarded the Outstanding Faculty Teaching and Mentoring award for 2019-2020 from the University of Arizona.

Disclosures:

Relevant Financial Relationships: Dr. White receives a salary from the University of Arizona and the Stern Center.

Relevant Non Financial Relationships: Dr. White has no non-financial relationships to disclose.

Multisensory Math: Ideas for Intervention

Marilyn Zecher, MA, CALT

Session Time 11:00-12:30 (1.5 hours)

AZ IDA CEUs: 1.5 hours ASHA CEUs: .15

Targeted Audience: Introductory

Description:

Many of our students with learning challenges arrive in upper elementary, middle school and even high school class with gaps in math concepts, procedures and fluency. These students through no fault of their own have missed acquiring the skills necessary to support higher math. Less than 20 percent of our special education students are proficient in math just when they must begin algebra. This presentation will offer two models for providing intervention, ideas for weaving intervention concepts into grade level instructions and some places educators can look for guidance. The multisensory math approach is a different way of thinking about teaching math. It uses a CRA/CPA instructional sequence and manipulative objects paired with precise, mathematically accurate instructional language. All intervention strategies are evidence based and follow the recommendations of the NCTM and the What Works Clearinghouse.

Learning Objectives:

Participants will:

1. Learn to describe two models for providing intervention in mathematics.

2. Learn to describe three core strategies for inclusion in each model for intervention in mathematics.
3. Learn to broadly define several "Big Ideas" in mathematics as suggested in the NCTM position paper on Intervention.
4. Understand how manipulatives can be used to explain concepts in the "Big Ideas" of mathematics.

Bio:

Ms. Zecher is a former classroom and demonstration teacher and Certified Academic Language Therapist, specializing in multisensory methods for a variety of content areas; including mathematics, literacy, handwriting and study skills.

Disclosures:

Relevant Financial Relationships:

Ms. Zecher offers MultiSensory Math courses and workshops and has written a manual that goes with her math courses for which she is paid in addition to the course fee. SHE is also a private educational consultant and works with The Atlantic Seaboard Dyslexia Education Center in Rockville MD. Ms. Zecher's full graduate level courses are offered through ASDEC.

Relevant Non Financial Relationships:

Ms. Zecher has family members that are affected by dyslexia and she herself has mild dyslexia. Ms. Zecher has worked in the field for over 40 years in which she has developed her multisensory math approach. She often volunteers to train and speak at various conferences and institutions.

Executive Functioning and its Role in Literacy Development

Tera Sumpter, MA, CCC-SLP

Session Time: (11:00-12:30) 1.5 hours

AZ IDA CEUs: 1.5 hours ASHA CEUs: .15

Targeted Audience: Intermediate

Description:

The purpose of this session is to understand how Executive functioning plays a critical role in the overall learning process as the all-encompassing regulatory system of cognition. Deficits in executive functioning impact all aspects of learning, including reading development. In this presentation, attendees will learn about the integrated nature of cognition, executive functioning skill clusters such as working memory, their role in the literacy process, and ways to support executive functioning in struggling readers.

Learning Objectives:

Participants will:

1. Understand the role that executive functioning plays in the learning process.
2. Learn the various executive functioning skills based on the skill cluster model of executive functions.
3. Understand how to identify the cognitive processing areas involved in literacy development.
4. Learn techniques for supporting and improving executive functioning in struggling readers.

Bio:

Tera Sumpter, M.A., CCC-SLP is the founder and speech-language pathologist at Seeds of Learning, LLC where she specializes in dyslexia and executive dysfunction. Tera lectures internationally on her cognitive processing model and executive functioning. She is the author of *The Seeds of Learning: A Cognitive Processing Model for Speech, Language, Literacy and Executive Functioning*.

Disclosures:

Relevant Financial Relationships: Tera Sumpter is the founder of Seeds of Learning, LLC where she specializes in dyslexia and executive dysfunction. She also receives royalties from her book, *The Seeds of Learning: A Cognitive Processing Model for Speech, Language, Literacy and Executive Functioning*. Tera received an honorarium from the Arizona Branch of the International Dyslexia Association.

Relevant Non Financial Relationships: Tera has no non-financial relationships to disclose.

Early Childhood - Who, When, How, and Why Do We Need to Screen and Intervene?

Susan Miller, MA, Certified Educational Evaluator, Certified Dyslexia Therapist

Session Time: (1:30-3:00) 1.5 hours

AZ IDA CEUs: ASHA CEUs: .15

Targeted Audience: Intermediate

Description:

The purpose of this session is to inform early childhood educators about the latest research findings and best practices in early childhood literacy and numeracy. Participants will learn about the latest Early Literacy and Math Screening tools designed to measure early literacy and math foundational skills. Persistent myths about what and how to teach our youngest students will be busted! Participants will practice with some of the newest Screeners, and then discuss how the results of such screeners can lead to targeted instruction for kids in need.

Learning Objectives:

Participants will:

1. List appropriate screeners for children ages 4-6 in the areas of phonological awareness, listening comprehension and numeracy.
2. Identify at least two reasons why educators need to screen students as early as 4 years of age.
3. List at least 3 myths about assessing children in early childhood.

Bio:

Susan E. Miller is a recognized speaker and expert educator in the field of Dyslexia. She has been hard at work on behalf of students with a range of learning disorders and their families for 30 years. She has presented at national and regional International Dyslexia Association conferences, Association of Special Education Schools in NJ (ASAH), and Parent Teacher Organization meetings on topics including Dyslexia, Dyscalculia, and Dysgraphia. Susan earned a dual Master's Degree in Learning Disabilities and Reading from New York University Steinhardt School. She went on to earn her Learning Disabilities Teacher/Consultant certification from Rutgers University School of Education which allowed her to conduct educational evaluations for the past 15 years. Susan is a Credentialed Wilson Dyslexia Therapist and a certified Wilson Foundations presenter. She is a LETRS credentialed local trainer (Language Essentials for Teachers of Reading and Spelling) and a certified trainer for the Acadience family of reading and math screening tools. Susan has

Disclosures:

Relevant Financial Relationships: Susan has no financial relationships to disclose.

Relevant Non Financial Relationships: Susan has no non-financial relationships to disclose.

Understanding Science of Reading and IDA's Structured Literacy Approach

Susan Hall, EdD

Session Time: (1:30-3:00pm) 1.5 hours

AZ IDA CEUs: 1.5 hours ASHA CEUs: .15

Targeted Audience: Intermediate

Description:

The purpose of this session is to provide practical multimodal instructional routines that align with the principles of Structured Literacy. The "Science of Reading" is a hot term. What does it really mean? How does it relate to IDA's Structured Literacy approach? Dr. Hall will first discuss insights about the reading process through scientific studies using fMRI and other brain scanning technology. Over the past 30 years educators have used three models to portray reading development: the Simple View of Reading (Gough & Tunmer), the Four-Part Processing Model (Seidenberg), and Scarborough's Reading Rope (Hollis

Scarborough). We'll compare these three models to what science says about the reading brain. The presenter will connect reading science to IDA's Structured Literacy approach. Dr. Hall will define all 9 attributes in IDA's Structured Literacy paper and provide an example of instruction to demonstrate each term. The 3 instructional principles that guide teaching will be covered: explicit, systematic and cumulative, and diagnostic. The following 6 instructional elements will be covered: phonology, sound-symbol, syllable, morphology, syntax, and semantics. Dr. Hall will demonstrate the following research-based instructional routines: teaching phonemic awareness with explicit modeling, sound-spelling mapping with colored phonics chips, word sorting, word chains, sentence dictation, syllable instruction with gestures, and a process to help students apply word recognition skills in passage reading.

Learning Objectives:

Participants will:

1. Understand the 3 major models that have been prominent in explaining reading development (Simple View of Reading, 4-Part Processing Model, and Scarborough's Rope).
2. Learn the 3 instructional principles of IDA's Structured Literacy approach (explicit, systematic and cumulative, and diagnostic).
3. Discuss why decodable text is essential to use for struggling readers during structured literacy instruction.
4. Have the opportunity to teach at least 2 of the multiple instructional routines modeled during the workshop.

Bio:

Dr. Hall was President of the IDA Illinois Branch in the late 1990's and served as Branch Council Chair on the National Board from 2000-2002. She is author or co-author of 8 books including several with Dr. Louisa Moats (Straight Talk about Reading, Module 7- Phonics - LETRS 2nd edition).

Disclosures:

Relevant Financial Relationships: Dr. Hall receives a salary from the 95 Percent Group.

Relevant Non Financial Relationships: Dr. Hall has no non-financial relationships to disclose.

Vibrant, Versatile, and Viable Vocabulary Instruction

Laura Stewart, National Director, The Reading League

Session Time: (1:30-3:00) 1.5 hours

AZ IDA CEUs: 1.5 hours ASHA CEUs: .15

Targeted Audience: Intermediate

Description:

Words are not just words; they are the gateway to understanding. Therefore, vocabulary is an essential building block in all oral and written expression. This dynamic session will focus on the myriad ways vocabulary is “caught” and “taught.” We will examine the importance of teacher talk and point-of-instruction teaching, then dive into an intentional, explicit vocabulary lesson template, including engaging word-learning strategies. This session will provide practitioners with an underlying foundation of understanding of the importance of vocabulary development and to showcase specific strategies for indirect (contextual) and direct, explicit instruction. This session is relevant to general education teachers as well as teachers in an intervention setting. Learn how vocabulary teaching can be vibrant, versatile and viable, every day!

Learning Objectives:

Participants will:

1. Define vocabulary and explain its role in reading comprehension
2. Compose an example of sophisticated “teacher talk” from a simple sentence
3. Explain the three-tiered vocabulary model and provide an example of a word in each tier
4. Construct a child-friendly definition for a tier-two word
5. Identify and explain at least one word-learning strategy

Bio:

Laura Stewart has served as a teacher, administrator, director of literacy initiatives, and organizational leader. She presents nationally and internationally, and is a published author. Laura is currently the National Director of The Reading League; her passion is empowering educators so that ALL children can learn to read.

Disclosures:

Relevant Financial Relationships: Laura is the National Director of The Reading League.

Relevant Non Financial Relationships: Laura has no non-financial relationships to disclose.

Why English Language Learners Struggle with Reading: Is It Dyslexia?

Suzanne Carreker, PhD, CALT-QI

Session Time: (1:00-3:30pm) 1.5 hours

AZ IDA CEUs: 1.5 hours ASHA CEUs: .15

Targeted Audience: Introductory

Description:

The purpose of this session is to explore how Structured Literacy instruction provides solutions to support struggling English Language Learners learn to read well. There are many benefits to becoming both bilingual and biliterate. When English Language Learners (ELL) struggle with reading and writing in English, it is important to identify each student's strengths rather than focusing only on what they're lacking. Proficient reading for all students depends on accurate word recognition and robust language comprehension. By looking at both an ELL's areas of strengths and areas of weaknesses in English and in their native language, educators can better determine why they are struggling with reading. Are they struggling because of language-related issues, or are they struggling because of dyslexia? Knowing students' areas of relative strengths and weaknesses creates learner profiles that help educators personalize instruction. In this presentation, we will explore the causes of non-proficient reading such as dyslexia.

Learning Objectives:

Participants will:

1. Understand the characteristics of dyslexia.
2. Review learner profiles that inform personalized instruction.
3. Understand how Structured Literacy instruction meets the needs of all students.

Bio:

Suzanne Carreker, Ph.D., CALT-QI, joined Lexia Learning in 2015 as Principal Educational Content Lead. Previously, she served as Senior VP of Innovative Solutions at Neuhaus Education Center. She served 10 years on the board of The International Dyslexia Association (IDA). Dr. Carreker received the Nancy LaFavers Community Service Award in 2009 from HBIDA and the Margaret Byrd Rawson Lifetime Achievement Award from IDA in 2018.

Disclosures:

Relevant Financial Relationships: Dr. Carreker has no financial relationships to disclose.

Relevant Non Financial Relationships: Dr. Carreker has no non-financial relationships to disclose.

Exploring Early Indicators and the Role of the SLP

Heather Caska, MS, CCC-SLP and Karina Kadhi, BS, SLPA

Session Time (3:15-4:15) 1. hours

AZ IDA CEUs: 1 hour ASHA CEUs: .1

Targeted Audience: Introductory

Description:

The purpose of this session is to identify early indicators of dyslexia and determine how the SLP may be involved in the process. Early identification is essential for students who struggle with reading and writing. Research has shown that risk factors, or early indicators, of dyslexia can be identified in some children as early as 3 years of age. This presentation will focus on early indicators through identifying speech and language deficits often seen in children with dyslexia. Participants will understand how a speech language pathologist can aid in both the identification and intervention process of early speech or language indicators. Discussions will focus on how parents and educators can support these key speech and language deficits in order to decrease the impact it may have on future reading and writing development.

Learning Objectives:

Participants will:

1. Learn to name at least 4 early speech or language indicators for dyslexia
2. Learn to describe 2-3 characteristics of language disorders.
3. Learn to describe 2-3 characteristics of speech sound disorders
4. Learn to identify 2-3 related support techniques for speech and language disorders.

Bio:

Heather Caska has 8 years of experience in pediatric speech language pathology. She completed her Masters in Clinical Speech Language Pathology from Northern Arizona University. Heather has presented to local school districts and at conferences around the country on the SLP's role in dyslexia. Heather is the past Chair of the Professional Development Committee for the Arizona Speech-Language Hearing Association and is the current President Elect of Arizona IDA.

Karina earned a bachelor's degree in Speech Language and Hearing Sciences from the University of Arizona in 2013. She has 7 years experience in pediatric speech and language intervention in both school and private settings. Karina specializes in early language and literacy intervention, as well as parent coaching for early language development.

Disclosures:

Relevant Financial Relationships:

Heather Caska is the owner of HBC Language & Literacy and Co-Founder of Early Birds Learning Specialists.

Relevant Non Financial Relationships:

Heather Caska is the past Chair of the Professional Development Committee for the Arizona Speech-Language Hearing Association and is the current President Elect of Arizona IDA in which she participates on the committee for the Learning & Literacy Symposium. She also has family members affected by dyslexia.

Relevant Financial Relationships:

Karina Kadhi is a Co-Founder of Early Birds Learning Specialists.

Relevant Non Financial Relationships:

Karina has no non-financial relationships to disclose.

The Adult Side of Dyslexia

Kelli Sandman-Hurley, EdD, MA and Tracy Block-Zaretsky

Session Time (3:15-4:15) 1. hours

AZ IDA CEUs: 1 hour ASHA CEUs: .1

Targeted Audience: Intermediate

Description:

The purpose of this session is to provide the participants with the opportunity to understand the perspective of children and adults with dyslexia to better support them. Dyslexia discussions are often centered around school-aged children, but those children become adults with dyslexia. This session will share the collective stories of 50 adults with dyslexia and what those stories teach us about what they need to feel confident enough to be productive members of society and successful students. We will also discuss how we can change our teaching to meet their needs based on their shared experiences.

Learning Objectives:

Participants will:

1. Learn the stories of adult learners and how dyslexia impacted them.
2. Understand which teaching practices were the most traumatic.
3. Understand which teaching practices were the most helpful.
4. Hear what adults with dyslexia would like educators and parents to know about transitioning from childhood to adulthood.

Bio(s):

Kelli Sandman-Hurley, Ed.D. is an author and co-founder of the Dyslexia Training Institute. She

received her doctorate in literacy with a specialization in reading and dyslexia and a MA in Linguistics from San Diego State University and the University of San Diego. Dr. Kelli is a certified special education advocate assisting parents and children through the Individual Education Plan (IEP) and 504 Plan process. Dr. Kelli has studied Structured Word Inquiry, the Orton-Gillingham approach, Lindamood-Bell, RAVE-O and Read Naturally. Dr. Kelli is a Past-President of the San Diego Branch of the International Dyslexia Association. She is a dyslexia consultant working with schools to improve services offered to students with dyslexia and training teachers. She co-created and produced "Dyslexia for a Day: A Simulation of Dyslexia," and she is a frequent speaker at conferences. She is the author of the well-received books, *Dyslexia Advocate! How to Advocate for a Child with Dyslexia within the Public Education System*, *Dyslexia and Spelling* and the upcoming book, *The Adult Side of Dyslexia*.

Tracy Block-Zaretsky is the co-founder of the Dyslexia Training Institute. She has provided remediation for children and adults with dyslexia for the past 20 years and has developed and taught workplace and family literacy program. She is a certified Special Education advocate assisting parents and children through the Individual Education Plan (IEP) and 504 Plan process. She is a past President of the San Diego Branch of the International Dyslexia Association. Tracy has training in Structured Word Inquiry, the Orton-Gillingham approach, Lindamood-Bell programs, Read Naturally and a variety of reading and writing assessments. She co created and produced, "Dyslexia for a Day: A Simulation of Dyslexia," and has provided professional development for educators and training for parents at numerous conferences, private on-site trainings and online courses and webinars. Tracy is also a parent of a child with dyslexia, dysgraphia, ADD and Executive Function Disorder.

Disclosure(s):

Relevant Financial Relationships: Kelli Sandman-Hurley, Ed.D. is the co-founder of the Dyslexia Training Institute in which she has ownership interest and receives a salary. She has authored several books including one titled *The Adult Side of Dyslexia*, in which she receives royalties. Dr. Kelli also has several online courses.

Relevant Non Financial Relationships: Dr. Kelli does not have any non-financial relationships to disclose.

Relevant Financial Relationships: Tracy Block-Zaretsky. is the co-founder of the Dyslexia Training Institute in which she has ownership interest and receives a salary. She has authored several books including one titled *The Adult Side of Dyslexia*, in which she receives royalties. Tracy also has several online courses.

Relevant Non Financial Relationships: Tracy has a family member that is affected by dyslexia.

RTI: Tiers Are Not Just For Cakes

Sarah Bondy, Arizona Department of Education K-3 Early Literacy Specialist

Session Time: (3:15-4:15) 1.0 hours

AZ IDA CEUs: 1 hour ASHA CEUs: .1

Targeted Audience: Introductory

Description:

The purpose of this session is to strengthen the participants' understanding of a systematic three-tier model for efficient reading response to intervention. When strong, high-quality Tier I instruction is provided to all students, the necessity for intervention in the other tiers is ultimately decreased. This is the goal, of course, for any effective RTI model. First and foremost, providing all students with explicit and systematic core instruction using an evidence-based curriculum is crucial. However, when students are identified as below benchmark, we know that without our immediate intervention, they are likely to slip further behind. Tier II intervention allows educators to provide skill-specific intervention to small groups in order to close these gaps, so students approaching benchmark can quickly get back on target and progress appropriately. When students don't progress as expected and/or are so far behind, they require increased intensity, duration, and frequency with Tier III intensive intervention.

Learning Objectives:

Participants will:

1. Understand how to differentiate the level of support appropriate for each tier of RTI.
2. Learn strategies to support K-3 educators with implementation of universal screening followed by in-depth diagnostics to meet the varying needs of students.
3. Learn how to critique the K-3 practices and supports currently in place and determine any adjustments needed.

Bio:

Sarah Bondy is the K-3 Early Literacy Specialist for the Arizona Department of Education. She manages the Move On When Reading program designed to provide all K 3 students with evidence-based reading instruction and intervention. She leads the state's professional development on structured literacy principles rooted in the science of reading.

Disclosures:

Relevant Financial Relationships: Sarah Bondy is the K-3 Early Literacy Specialist for the Arizona Department of Education.

Relevant Non Financial Relationships: Ms. Bondy has no non-financial relationships to disclose.

Becoming a Reader: The Building Blocks and Home-School Partnerships

Deborah Lynam, Orton Gillingham Teacher - IMSLEC

Session Time (3:15pm-4:15pm) 1. hour

AZ IDA CEUs: 1 hour ASHA CEUs: .1

Targeted Audience: Beginner, Intermediate

Description:

The purpose of this session is to explore the science of reading and discuss what quality reading instruction looks like at all grade levels! From decades of research, we have learned a lot about how children learn to read and the components of instruction that are considered the building blocks of reading achievement. For some children the path to literacy is easy yet for others, there are bumps along the way. This session will provide useful information for both families and educators on supporting children's literacy development.

Learning Objectives:

Participants will:

1. Learn about the connections between oral language skills and how they translate to written language skills.
2. Walk away with an understanding of Scarborough's Reading Rope, a theoretical model originally designed to support families in understanding reading development.
3. Understand and identify the components of effective reading instruction outlined by the National Reading Panel.
4. Takeaway suggestions for activities that parents/guardians can do at home to support the quality reading instruction happening in the classroom (home-school partnership).

Bio:

Deborah Lynam is a graduate student in the Department of Childhood Studies at Rutgers University - Camden. She is the former Director of Partnerships & Engagement at AIM Institute for Learning & Research and currently serves on the Family Engagement Advisory Board for the National Center on Improving Literacy. She is a founding member of Decoding Dyslexia-NJ. She previously chaired the NJ State Special Education Advisory Council and worked as a Family Resource Specialist for New Jersey's federally funded Parent Training & Information Center. Deborah is the parent of three children, two of whom are dyslexic and she served on the NJ Department of Education's Dyslexia Handbook Committee. She was awarded the Outstanding Achievement Award by the NJ Branch of the International Dyslexia Association in 2013 and is a certified Orton-Gillingham Teacher through Fairleigh Dickinson University's IMSLEC accredited training program.

Disclosures:

Relevant Financial Relationships:

Deborah does not have any financial relationships to disclose.

Relevant Non Financial Relationships:

Deborah is on the National Center for Improving Literacy's Family Engagement Advisory Board; The Reading League NJ's Advisory Board; and the International Multisensory Structured Language Education Council's Board of Directors.

Sensory-Cognitive Instruction in Response to a State Dyslexia Mandate

Dave Kyivyra, MA

Session Time: 3:15pm-4:15pm (1.0 hours)

AZ IDA CEUs: 1 hour ASHA CEUs: .1

Targeted Audience: Introductory, Intermediate

Description:

The purpose of this session is to provide an overview of the science of reading, including all component parts of reading. Current neurological data will be presented, and application in a Multitiered System of Support (MTSS) model in addressing the needs of dyslexic populations. The session will present a case study outlining how Fort Smith Public Schools addressed Arkansas' dyslexia legislation. The session will provide highlights of Fort Smith Public School's implementation for Universal Screening for all K-2 students, features of their initial 10-Day intervention cycle, Level Two screening, intervention groups for students with characteristics of Dyslexia, Dyslexia Awareness Training for All Teachers, and integration with their state-mandated Reading Initiative for Student Excellence (RISE) Training. The presentation will also outline their instructional leadership development plan implemented to address sustainability and long-term fidelity. Participants will be provided opportunities throughout the session for share-outs in small groups as well as with the collective group to encourage dialogue and collaborative solutions. The presentation will include longitudinal student data for the student aggregate as well as for the subgroups for students with dyslexia, Special Education students, and English Language learners.

Learning Objectives:

Participants will:

1. Understand how to identify the sensory-cognitive factors that underlie the development of language and literacy processing, including weaknesses that are associated with Dyslexia.
2. Understand how to recognize the gestalt of the reading process as the integration of parts as processed through the sensory system and how weaknesses can be remediated through explicit, systematic sensory-cognitive instruction.
3. Understand how to describe the role of symbol imagery in phonemic awareness, orthographic mapping, and fluent contextual reading, specifically in relation to Dyslexia.
4. Learn how to interpret the effectiveness of symbol imagery development in relation to Dyslexia intervention and application in a Multi-tiered System of Support (MTSS) model.

Bio:

Dave Kyivyra has worked in education for 25 years, holding a Masters in Education Policy and Planning from The George Washington University. Among other projects, he conducted a program evaluation of a

\$2.5 million Race to the Top grant and researched principals' role in implementing Response to Intervention reading programs.

Disclosures:

Relevant Financial Relationships: Mr. Kiyvyra is employed at Lindamood-Bell Learning Processes.

Relevant Non Financial Relationships: Mr. Kiyvyra has no non-financial relationships to disclose.