



Success for students with dyslexia & LD

# 46<sup>th</sup> Everyone Reading Conference on Dyslexia and Related Learning Disabilities

March 13, 2019  
CUNY GRADUATE CENTER  
34<sup>TH</sup> Street at Fifth Avenue, New York, NY

**Everyone Reading, Inc. is an approved  
Sponsor of Continuing Teacher and Leader Education (CTLE)  
by the New York State Education Department.**

Pursuant to Section 80-6 of the Regulations of the Commissioner of Education, Everyone Reading, Inc. has been approved to award CTLE credits for participation in its professional development activities.

*CTLE Certificates of Completion* will be provided at the conclusion of the conference as well as generic *Certificates of Attendance* at the conclusion of each day. Participants will receive 15 CTLE hours for the full conference or 7.5 CTLE hours per day.

# WEDNESDAY, MARCH 13, 2019

8:00 – 9:00am Check-in and Late Registration

9:00 – 10:00AM

## ***Keynote Address – Equity and Excellence: Strengthening New York City’s Public Schools***

### **Richard A. Carranza, School Chancellor, New York City Department of Education**

Richard A. Carranza is Chancellor of the New York City Department of Education, the largest school system in the nation. He is responsible for educating 1.1 million students in over 1,800 schools.

During Carranza’s nearly 30 years in education, he has served in virtually every role. Prior to New York City, he was the superintendent of the Houston Independent School District, the largest school district in Texas, and the seventh largest in the United States. Before that, he served the San Francisco Unified School District, first as deputy superintendent and then as superintendent. Before moving to San Francisco, Carranza was the Northwest Region superintendent for the Clark County School District in Las Vegas. He began his career as a high school. Bilingual social studies and music teacher, and then as a principal, both in Tucson, Arizona.

A son of a sheet metal worker and a hairdresser – and a grandson of Mexican immigrants – Carranza credits his public-school education for putting him on a path to college and a successful career. He believes that a great education changes lives and is excited to help the next generation of New Yorkers achieve their dreams. As Chancellor, he is building on the City’s Equity and Excellence for All agenda, which supports students academically, socially, and emotionally from early childhood through twelfth grade. He is also championing initiatives to help educators strengthen their practice and to empower more parents to become engaged in their children’s education.

Carranza is past chairman of the Board of Directors for the Council of the Great City Schools, where he served as a national spokesperson on significant issues facing urban school districts. He also served on the Board of Directors of the Association of Latino Administrators and Superintendents, the National Commission on Teaching and America’s Future, the American Association of School Administrators Executive Committee, and the K to College Advisory Board.

Education Week profiled Carranza as a national 2015 ***Leader to Learn From***. He earned a Bachelor of Arts degree in secondary education from the University of Arizona and a Master of Education with distinction in educational leadership from Northern Arizona University. He completed his doctoral coursework in educational leadership through Northern Arizona University and Nova Southeastern University.

Carranza is a fluent Spanish-speaker and an accomplished mariachi musician. He is married to Monique and has two daughters.

## **10:00 – 10:30AM Coffee, Exhibits, and Networking**

Please visit our sponsors and exhibitors in the lobby.  
THE EXHIBITIONS AND COFFEE WILL BE AVAILABLE ALL DAY. VISIT ANYTIME!

***M01 – Data Based Individualization: A process to support school teams in making data -based decisions for students in need of intensive reading interventions***

**Jason Borges, Senior Director, Literacy Interventions and Access, New York City Department of Education and Dr. Devin Kearns Ph.D., Assistant Professor, Special Education, University of Connecticut at Storrs**

According to the National Center on Intensive Intervention (NCII), DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. This session will provide participants with an overview of the five steps of the DBI process, protocols to support it, and findings from pilot schools in the New York City Department of Education in partnership with the Neag School of Education at the University of Connecticut.

***M02 – The Science Behind the Letter Sounds: A Process of Discovery***

**Shira Naftel, M.Ed., Literacy Consultant, Founder, It's a Teachable Moment**

This interactive workshop will compare, contrast, and categorize the oral-motor features of sounds (phonemes) in order to produce letter sounds correctly, and give participants a deeper understanding about why some individuals struggle with this foundational skill.

***M03 – “I Want to Do it Myself!” – AT Solutions for Empowering Students***

**Mark Surabian, Assistive Technology Consultant, ATHelp.org & ATTrain.org**

This hands-on session explores Assistive Technology research and actual tools proven to enhance student participation in writing, reading, organization, and math, directly contributing to their innate skills as self-learners.

***M04 – Reading Comprehension: Becoming a Strategic Reader***

**Eileen Marzola, Ed.D., Education Consultant/Learning Specialist**

Current research detailing which strategies are most powerful in strengthening students’ understanding of narrative and expository text will be shared in this presentation.

***M05 – Ten Pearls of Executive Function for the Classroom***

**Matthew Fisher, M.S., Associate Director of Admissions and Director of the Summer Program, The Gow School**

In this session, we will cover 10 techniques to help improve executive function in the classroom and help get our students back on track.

***M06 – The Imagery-Language Foundation: Teaching All Children to Read and Comprehend***

**Forough Azimi, Executive Center Director, Lindamood-Bell Learning Processes, Manhattan and Long Island**

This session explores symptoms, causes, and solutions for reading difficulties, while highlighting the neurological and behavioral research validating the imagery-language connection for reading and comprehension.

***M07 – Using Standardized Data to Support College Students with LD***

**Mary L. Hebert, Ph.D., Director, Regional Center, Fairleigh Dickinson University, and Ronnie Thompson, M.A., L.D.T.C., Learning Specialist, Fairleigh Dickinson University**

Individually administered standardized test scores, academic performance, and the impact supports and accommodations have on success for college students with LD will be discussed.

***M08 – Fostering Resilience: How You Can Help Your Students be Successful***

**Jennifer Scully, M.A., Assistant Head of School, Maplebrook School**

Life can be hard for children, especially those with learning differences. It is not helpful to say, “Just do it!” This workshop will demonstrate vital skills necessary to boost resilience in students.

***M09 – Writing Workshops that Work: Supportive Instruction for Upper Elementary Students***

**Abigail Helfat, Ed.M., Reading Specialist; Adjunct, Hunter College Department of Curriculum**

Many students who *seem* unmotivated actually lack basic skills. Learn to identify common difficulties and troubleshoot using a small group approach. You can help students develop skills and independence and keep them from falling further behind in writing through a “less is more” approach that focuses on the quality rather than quantity of their writing.

**11:40AM – 12:10PM Coffee, Exhibits, and Networking**

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**12:10 – 1:20PM**

***M10 – A Picture is Worth a Thousand Words: Visual and Digital Pathways into Phonics Instruction***

**Dr. Carolyn Strom, Ph.D., Clinical Assistant Professor of Literacy and Innovation, NYU Steinhart**

This session will highlight how to tap into students’ visual memory pathways during phonics instruction. Specifically, this session will address research and strategies related to integrated and animated picture mnemonics (“PictoLetters”), which work well for students having difficulty with sound symbol correspondence.

***M11 – Great Leaps at a Distance – A New Model of Reading Remediation***

**Lisa Skisland, Great Leaps Implementation Specialist, and Mary Wing, M.S.Ed., Director of Literacy Intervention & Access, New York City Department of Education**

What if you can remediate students for 15 minutes a day, get great growth and not move from your seat? Come and see how a superintendent, principal, teacher, paraprofessional teacher aide, or a parent can do this. *Product Presentation*

***M12 – Analyzing the Prevalent Symptoms of Orthographic Processing Problems Using Student Case Studies in Order to Plan for Intervention***

**Jo-Anne Gross, President, Clinical Developer, Remediation Plus Systems**

During the clinical development of Remediation Plus, our Orton-Gillingham based reading intervention, children who struggled to read came in many flavors. Many were not dyslexic; they had never been taught how to read, spell or print. If you are interested in emergent literacy instruction based on explicit systematic synthetic phonics/phonemic awareness training K-3, you will enjoy this session. *Product Presentation*

***M13 – Principles of Prevention and Intervention in Reading Difficulties***

**JoAnn Lense, LCSW**

This session will explore two teaching protocols: Sounds Sensible (Pre-K- Grade 1) or early prevention, and SPIRE, a Tier 2 intervention. Both programs are based on Orton-Gillingham teaching protocols and aligned with the Five Pillars of Reading Instruction. *Product Presentation*

***M14 – Executive Functions, Reading, and Associated Neurobiological Underpinnings***

**Daryaneh Badaly, Ph.D., Clinical Neuropsychologist, Child Mind Institute, and Alessandro Bellantuono, Ph.D., Postdoctoral Fellow, Child Mind Institute**

This presentation will review how disruptions in executive functions can impact reading, the neurobiological underpinnings of such disruptions, and related diagnostic and treatment considerations.

### ***M15 – Managing ADHD in College***

**Marian Edman, Psy.D., Assistant Professor, Icahn School of Medicine at Mount Sinai, and Sharon Thomas, Founder and Director MAIA Education Resource Center**

We will address ways for parents and professionals to support college students with ADHD. Discussion will include an understanding of ADHD, treatment, and other supports.

### ***M16 – Reading Comprehension Instruction for Young Students with Autism***

**Karen S. Engel, Ph.D., Autism Coach, New York City Department of Education and Alumnus, City University of New York Graduate Center**

Learn about a model of reading instruction that was designed to foster coherence processing and reinforce thinking strategies in first and second graders with autism, using visual supports for executive functioning.

### ***M17 – Dyslexia & Accommodations: The Power of Pen Scanners***

**Mark Surabian, Assistive Technology Consultant, ATHelp.org & ATTrain.org**

Reading is difficult for dyslexics to master, whilst test taking often presents an almost impossible barrier to overcome. Mark will discuss empowering students with Pen Scanners. *Product Presentation*

### ***M18 - Exploring Educational Technology: Universal Access to Print***

**Crystal Stewart, M.S. Ed., Educational Leadership and Special Education, Director of Primary Literacy interventions and Access, New York City Department of Education Office of Special Education, and Maricris Formoso-Santos, PT, ATP, New York City Department of Education Center for Assistive Technology Supervisor**

Strategically plan accessible literacy instruction through Universal Design for Learning (UDL), Instructional Technology (IT), Accessible Educational Materials (AEM), and Assistive Technology (AT).

## **1:20 – 1:50PM Coffee, Exhibits, and Networking**

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## **1:50 – 3:00PM**

### ***M19 – Specially Designed Instruction in Reading: Intensify Reading Interventions***

**Meghan Duffy, Director of Primary Literacy Interventions, New York City Department of Education**

Specially Designed Instruction (SDI) allows educators to meet the individual needs of students to assure they are learning critical academic skills. Instructional practice is enhanced by intensive intervention, explicit and systematic instruction, high leverage practices, data analysis to make instructional decisions, and building independence within the intensive intervention model.

### ***M20 – What’s a Mother to Do?***

**Moran Eizenberger, J.D., Attorney and Rachelle N. Spielvogel, M.A. Social Science, Founder/Director, Urban Exceptional, Inc.**

Raising a child with learning disabilities is not for the faint of heart. It requires persistence, stamina, and the ability to listen and learn from many in the “village.” Join two mothers of elementary and middle-school-aged children to hear about their experiences, lessons learned advocating for their children, and how their successes and challenges might inform yours.

***M21 – Helping Students Find and Use Their Digital Voices***

**Nanci King Shepardson, M.S.Ed., Ed.S., W.D.P., Senior Educational Technologist, Wilson Language Training**

Learn about the technological tools that give voices a digital platform. So often the student who does not raise a hand is drowned out. Using technology to give each student a voice is empowering! Learn about the latest tools that make digital and paper-based materials accessible to all and that provide a voice for every learner.

***M22 – Quickly Increase Reading and Writing to Grade Level***

**Russell Van Brocklen, Founding Consultant, DyslexiaRemedy.com, and Guven Yalcintas, Ph.D., Former Vice President for Technology Transfer, The Research Foundation of The State University of New York**

Learn a quick and efficient program to bring struggling students' reading and writing skills to grade level. This program may also be used effectively by AP English students. *Product Presentation*

***M23 – Purposeful, Playful Practice through Games for Struggling Readers***

**Linda Bress Silbert, Ph.D., and Alvin J. Silbert, Ed.D., Co-Owners, Strong Learning, Inc.**

Learn how inexpensive, classic card games can reinforce the Orton-Gillingham approach to reading instruction and provide true multisensory learning. Students don't realize they're learning. They're just having fun with Strong Learning Reading System and want to win. Grades K-8. *Product Presentation*

***M24 – Private vs. Public Dyslexia Education: Remove the “vs.”***

**Kevin Pendergast, J.D., Head of School, The Kildonan School**

As New York City's Mayor and Chancellor differ publicly on funding private LD education, attendees will learn of a new public-private collaboration that can be replicated.

***M25 – Phonemic Awareness? What's Up with That?***

**Robin O'Leary, Ph.D., Clinical Placement Specialist, Hunter College, City University of New York**

The National Reading Panel identified 5 important components of reading instruction in 2000: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Phonemic Awareness is the least understood and the most often ignored – especially in early childhood classrooms where it matters the most. This presentation will assist with understanding the earliest components of teaching children to read, including defining phonemic awareness, assessing phonemic awareness and teaching phonemic awareness in fun and integrative ways in early childhood classrooms.

***Thanks to our Sponsors and Exhibitors!***

**McGraw Hill**

**Wilson Language Training**

**Institute for Multi-Sensory Education (IMSE)**

**The Gow School**

**G&R Inclusive Group, LLC**

**The Landmark School**

**Great Leaps**  
**Winston Prep**  
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**Brehm Preparatory School**  
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**Phonic Books**  
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**School Specialty – EPS (SPIRE).**

***Many thanks to the City University of New York  
(CUNY) Graduate Center  
for this wonderful conference venue!***