



Success for students with dyslexia & LD

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

February 3 and 4, 2020  
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.

# Monday, February 3, 2020

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

9:00 – 10:00AM

## **Keynote Address Powerful Teaching = Everyone Reading**

Dr. Anita Archer serves as an educational consultant to state departments and school districts on explicit instruction and literacy. She has presented in all 50 states and many countries, including Australia, and is the recipient of ten awards honoring her contributions to education. Dr. Archer has served on the faculties of three universities including University of Washington, University of Oregon, and San Diego State University. She has co-authored numerous curriculum materials including *Phonics for Reading* (Curriculum Associates), a three-level intervention program, *REWARDS (Voyager/Sopris)*, a five-component literacy intervention program, and a best-selling textbook titled *Explicit Instruction: Effective and Efficient Teaching* (Guilford Publications).

Dr. Archer will be introduced by New York State Assembly Member JoAnne Simon, a tireless advocate for fairness and opportunity for all.

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!

10:30 – 11:40AM

### ***M01 – Comprehension – Not a Strategy but an Outcome***

Anita Archer

### ***M02 – From Diagnosis to Intervention: How to Help Children with Attention and Learning Challenges***

Peter Pramataris, Psy.D., Clinical Neuropsychologist at Pramataris & Associates and the Center for Attention and Learning, Lenox Hill Hospital

This presentation will help to better understand how attention and learning disorders are diagnosed and what can be done to improve the lives of students who experience these issues.

### ***M03- Getting “In Touch” with Phonemes: The Utilization of a Multisensory Developmental Teaching Hierarchy***

Shira Naftel, M.Ed., Founder and Educational Consultant, It’s a Teachable Moment

This interactive session will focus on phonemes, the smallest units of speech. Participants will engage in activities that progress from concrete experiences (manipulatives) to oral only phonological awareness training. Come and understand why phonemes are difficult to perceive and what can be done to empower individuals who struggle.

### ***M04 – Data Based Individualization: A Process to Support School Teams in Making Data-Based Decisions for Students in Need of Intensive Reading Interventions***

Jason Borges, M.Ed., Ed.M., Director of Academic Intervention Services, New York City Department of Education, and Devin Kearns, Ph.D., Associate Professor of Special Education, NEAG School of Education at the University of Connecticut

According to the National Center on Intensive Intervention (NCII), DBI is a research-based process for individualizing and intensifying interventions through a systematic use of assessment data, validated interventions, and research-based adaptation strategies. This session will provide 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.

***M05 – Fostering Social Emotional Independence through Experiential Learning***

**Michele Heimbauer, M.A., CCC-SLP, Associate Director of Winston Innovative Lab, Winston Preparatory School, and Elizabeth Mendelsohn, M.A., Director of Winston Innovative Lab, Chief Operating Officer, Winston Preparatory School**

Experiential learning activities promote academic and social emotional growth in students with specific learning disabilities. Join us to discuss our experiential learning methods and observations.

***M06 – Dyslexia: Making It Personal – Simulation and Presentation***

**Mark Brugger, Associate Director, Boys & Girls Club of Mercer County, New Jersey**

Hands-on simulations expose participants to Specific Learning Disabilities and are followed by discussion and a presentation on characteristics, teaching and accommodations. An inspiring personal story concludes.

***M07 – An Introduction to the NEW Bateria IV: The Spanish Parallel of the Woodcock Johnson IV***

**Lauren Wallack, M.S., Assessment Consultant, Riverside Insights**

This session will provide participants with an overview of the new tests of the Bateria IV Cognitive and Achievement batteries and how this assessment may be useful in a bilingual evaluation. *Product Presentation.*

***M08 – Hot Books to Set Reading on Fire***

**Patricia Pinkerton, Director of Literacy, and Luis Nazario, Instructional Specialist for AIS, New York City Department of Education**

Let's get our students reading! We'll discuss some of the hottest titles, books featuring children/adolescents with special needs, the best hi-lo titles, and much more.

***M09 – Integrating Culturally Responsive Instructional and Counseling Practices into School Settings***

**Kristen L. Hodnett, M.S., Clinical Professor, Special Education Department; Jennifer T. Klein, M.A., Lecturer, Graduate Program in Learning Disabilities, and Michelle Lask, CRC, LMHC, Distinguished Lecturer, Clinical Coordinator of Fieldwork Placements, Educational Foundations and Counseling Programs, Hunter College, City University of New York**

This panel aims to answer the question: How do we empower students academically, socially, and emotionally through both instruction and counseling? We will share actionable resources to improve school culture and student wellness.

***M10 – Self-Regulated Strategy Development for Writing (Grades 2-8)***

**Leslie Laud, Ph.D., Instructor, Bank Street College of Education**

Learn Self-Regulated Strategy Development (SRSD). Pull apart model writing, inspire revision, use formative assessments, model think alouds, teach goal setting, flexible organizers, and develop self-regulation.

***M11 – The Usual Suspects: How to Teach Sight Words***

**Jennifer Hasser, Executive Director, Kendore Learning**

In this lively session, participants will discover strategies to reduce list memorization and spelling frustration by participating in multimodal activities for effective sight word instruction.

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

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***M12 – Why Phonemic Proficiency is Necessary for All Readers***

**David A. Kilpatrick, PhD, Professor of Psychology, State University of New York, College at Cortland, New York State Certified School Psychologist**

Most educators have heard that phonemic awareness (PA) is important for reading. However, it is often not clear why. The goal of this session is to explain all the key factors that link phonological skills and word-level reading, and how proficient phonemic skills are central to skilled word-level reading.

***M13 – You Can't Improve What You Don't Measure: Assessing Foundational Reading Skills to Personalize Instruction and Accelerate Growth in Struggling Readers***

**Yevgen Borodin, Ph.D., CEO Capti Voice, Research Professor, Stony Brook University (SUNY) and Loreto Dumitrescu, Occupational Therapist, New York City Department of Education**

Learn about the science of reading and the importance of 6 foundational reading skills. Get hands-on with Capti literacy and learning platforms, which provides diagnostics, accommodations and interventions. Learn how to understand students' reading profiles and which learning tools will empower your students to learn content and support reading skills.

*Product Presentation.*

***M14 – Is it too late? Multisensory Reading Remediation at the Secondary Level***

**Katie Hodgkins, Director of Instruction, Brainspring Educator Academy**

Struggling readers often lack foundational skills, yet most secondary students don't want to be taught from an elementary reading program. In this session, participants will learn how the study of morphology, with the use of multisensory techniques, can provide a sophisticated method of teaching basic decoding/encoding to older students who struggle with reading and fluency.

***M15 – Outcomes of Standardized Testing and the Significance of Working Memory: Strategies That Can Make a Difference***

**Mary Hebert, Ph.D., Director of Regional Center for Learning Disabilities, and Roni Thompson, M.A., LDTC, Learning Specialist, Regional Center for Learning Disabilities, Fairleigh Dickinson University**

Individually administered standardized test scores, academic performance, and the impact supports and accommodations have on success for college students with learning disabilities will be discussed. Working memory will be discussed in regard to applied strategies to support student success.

***M16 – Essential Instruction – Phonological Awareness & Phonics!***

**JoAnn Lense, LCSW**

This hands-on session will focus on the direct link between reading success and critical phonological awareness instruction in all grade levels K-12. We will review the continuum of skills for Phonological Awareness that should be included in all reading curriculums and discuss techniques and strategies that teach these critical skills through mini lessons. Information will also be given that shows how Phonological Awareness, in conjunction with phonics instruction, can lead to building level reading success for all students! *Product Presentation*

***M17 – Language-Based Learning Disabilities and the Neuropsychological Evaluation***

**Melody O'Neil, M.S. Ed., Associate Director for Admission, Special Education Teacher, Landmark School**

This presentation focuses on identifying students with language-based learning disabilities (LBLD); understanding the differences between LBLD and a non-verbal learning disability (NVLD); and understanding/interpreting the evaluation process including neuropsychological, educational, and speech-language testing. Topics will also include how to interpret the scores (what it all means and what the specific tests measure), services available, and remediation vs. accommodation.

*Note: This presentation is geared towards the regular/special education teacher who may have limited previous exposure to neuropsychological evaluations and needs to increase their knowledge and understanding of the tests and*

testing results. This presentation may not be appropriate for licensed school psychologists or speech-language pathologists who are already familiar with these evaluations.

***M18 – We’ve Screened for Dyslexia...Now What?***

**Barbara Steinberg, M. Ed., PDX Reading Specialist**

Preventing later reading failure begins with universal screening. In this engaging, hands-on workshop, learn how to interpret dyslexia screening data and connect it to evidence-based instruction. Walk away with resources you can use in the classroom tomorrow!

***M19 – Providing SDI through Co-Teaching***

**Jennifer Rodriguez, Inclusive Education Specialist, the Collaborative for Inclusive Education**

Providing supports to students with disabilities in inclusive settings has great benefit – but how do you assure that students still get the individualized supports they need? Learn effective strategies to provide Specially Designed Instruction in a co-taught class.

***M20 – Poetry Enhances Literacy***

**Cathleen Cohen, Ph.D., and Adina Schapiro, Site Director, Artwell**

Learn techniques to improve students’ skills through easy, accessible poetry lessons. Reading and writing poems can support a variety of language arts topics. Importantly, this craft is engaging and personal; it helps students express their voices and share their work collaboratively. Use of this art form can be a transformational tool for your classroom. This workshop will focus on techniques for elementary grades.

***M21 – Revision and Editing Techniques for Students with Disabilities (Grades 2-6)***

**Kathy Furlong Silverio, MSW, M.S. Ed., Clinical Professor of Special Education, Hunter College, City University of New York, and Jennifer T. Klein, M.A., Lecturer, Graduate Program in Learning Disabilities, Hunter College, City University of New York**

Teachers will learn methods for revising for content and editing for mechanics in the inclusive classroom with focus on supporting students with learning disabilities.

***M22 – Andrew Heiskell Talking Book Library***

**Elisa Diaz, Outreach Services Program Assistant, Andrew Heiskell Braille and Talking Book Library, New York Public Library**

Andrew Heiskell Library provides talking books and more to those with low vision and/or a reading disability. Spanish speakers welcome – hablamos español.

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

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**1:50 – 3:00PM**

***M23 – Adaptive Materials and Supports***

**Chancy Bhatt, Instructional Coach, G&R Inclusive Group, and Kristina Milne, M.A., Instructional Coach, G&R Inclusive Group**

This session will discuss the importance of Adaptive Materials, how to create, teach into and then fade out adult support.

***M24 – Using Self Determination Theory to Assist Struggling Adolescent Readers***

**Gina Riley, Ph.D., Program Coordinator and Clinical Professor, Adolescent Generalist Special Education Program, Hunter College, City University of New York**

The dilemma of the struggling teen reader will be discussed. Solutions will be focused on intervention and support; teaching with sensitivity to the age of the learner, experiencing literacy in many forms and creating relevant and generalizable lessons. Self Determination Theory and Cognitive Evaluation Theory (Deci & Ryan, 1985) will also be introduced as a framework to facilitate intrinsic motivation to read in adolescents.

***M25 – Mothers Raising Kids with LD – Lessons Learned Roundtable***

**Moran Eizenberger, J.D., Real Estate Transactional Attorney, and Rachelle N. Spielvogel, M.A., Special Education Family Advocate, Founder, Urban Exceptional ([urbanexceptional.org](http://urbanexceptional.org))**

Raising a child with learning disabilities (differences) is humbling, scary and an awe-inspiring journey. It requires connection, emotional stamina, persistence, advocacy, and the ability to learn from and trust many in the “village.” Join two mothers of children with LD to hear and discuss the experiences of parenting in the LD world, critical lessons learned along the way, and ways to strengthen our paths forward.

***M26 – Empowering All Teachers to Use Structured Literacy™***

**Janice Kohler-Curtis, MAT, SLDI, IMSE Level 4 master Instructor, and Jeanne Jeup, Director of instruction IMSE**

See how general education teachers use this approach in their classrooms to give all students what they need to be successful.

***M27 – Working Together: Station Teaching Supporting Reading and Writing***

**Tina Ponce and Julie Heller, Instructional Coaches, G&R Inclusive Group**

This session’s structure will be in a Stations model. One station will review the co-teaching models and the second station will discuss Individual Reading Strategies. *Product Presentation*

***M28 – Pictures Create a Thousand Words: Visualizing the Science of Reading***

**Carolyn Strom, Ph.D., Clinical Assistant Professor of Early Childhood Literacy, NYU Steinhardt School of Culture, Education & Human Development**

Embracing the science of learning to read requires understanding key frameworks and neuroscientific principles. In this session, these complex ideas are broken down through images, animations, poetry, classroom video, and interactive exercises to ensure deep understanding and engagement. Emphasis is placed on the practical application of scientific research.

***M29 – Vocabulary Considerations with Differentiated Text for MSL Instruction***

**Deanna M. Fogarty, M. Ed., W.C.T., W.D.T.**

Learn about the frequency of core and academic vocabulary within both narrative and informational text and discuss how to integrate essential vocabulary instruction into multisensory structured language instruction. Explore how to identify words for targeted instruction, and then maximize the practice and study of these words, differentiating instruction with controlled decodable text, non-controlled readable text, and enriched text.

***M30 – Executive Functioning and Language Development in School Age Children: Overview***

**Craig Selinger, M.S., CCC-SLP, CEO & Founder of [www.ThembaTutors.com](http://www.ThembaTutors.com) & [www.BrooklynLetters.com](http://www.BrooklynLetters.com)**

Develop more in-depth insight for discovering how executive functioning, expressive and receptive language are neurodevelopmental skills intertwined to learning and its success. Professionals must nourish these skills to help their students of all levels achieve their academic potential.

***M31 – “How Much Growth is Enough?”***

**Stephanie Stollar, Ph.D., Vice President for Professional Learning, and Alisa Dorman, M.Ed., Vice President of Strategic Partnerships, Acadience Learning Inc.**

Pathways of Progress, in Acadience Data Management, is a tool for setting ambitious goals and evaluating growth with Acadience Reading (also published as DIBELS Next). *Product Presentation*

### ***M32 – Evidence-Based Reading Comprehension Strategies: Proven Tools for Teachers***

**Jennifer Gensior, MPS, M.Ed., Independent Language Arts Consultant and Literacy Training Specialist, Putnam-Northern Westchester BOCES**

Do your students struggle with reading comprehension? In this workshop, you will learn about and practice two evidence-based reading comprehension strategies: Question-Answer Relationship (QAR) and Reciprocal Teaching.

### ***M33 – Understanding Learning in the Multilingual Brain***

**Ruhee L. Sutar, Ph.D., Associate Neuropsychologist, Child Mind Institute, and Daryaneh Badaly, Ph.D. Clinical Neuropsychologist, Child Mind Institute**

With 10.4% of NYS students being multilingual learners, it is critical to understand cognitive development among multilingual individuals and its implications for reading and learning.

## **3:00 – 3:30PM Coffee, Exhibits, and Networking**

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## **3:30 – 4:40PM**

### ***M34 – The Science of Reading – What Does It All Mean?***

**Deborah Lynam, Director of Partnerships & Engagement, AIM Institute for Learning & Research**

Teaching reading requires an enormous amount of specialized content knowledge. Journey into the science of reading and let's explore the essential components of reading instruction. *(This session, appropriate for both educators and parents, will include informative lecture, animated videos, and resource discussions as well as informal content knowledge inventory.)*

### ***M35 – REALL: Rigorous Explicit Acquisition of Language and Literacy***

**Shawn Slakk, CEO, ABCD2SCo Consulting Consortium, and Barbara Cohen, Senior Consultant, ABCD2SCo Consulting Consortium**

This session will discuss and highlight strategies to help all learners facilitate reading comprehension via vocabulary, partnership, and content-based writing as evidence of mastery.

### ***M36 – What Does the Research Say About Which Technologies Support the Learner with Language-Based Disabilities?***

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

Based on the research, what tools would be the best investment of our time, talent and resources? Come learn about what to look for when choosing a tool and see some examples of what to use with students with dyslexia. This is a **BYOD** (Bring Your Own Device) session.

### ***M37 – Overcoming Learning Differences and the Challenges of Life***

**Elizabeth Williams Auricchio, Ph.D., Clinical Psychologist; Sandy Gubar, Co-Chairs, Adult Dyslexia Committee, Everyone Reading; Nyakya Brown, Alexandria Dropp, Andrew Figura, Dwight Premiano, Helen Diane Foster, and Harvey Hubble**

A panel of adults with learning differences share their stories and strategies for success in school, life, and the world of work.

### ***M38 – Project Read® Decoding Skills for Primary and Intermediate***

**Jill Pompei, Language Circle Enterprises, Inc.**

Direct, multisensory phonics and linguistics skill instruction that integrate decoding strategies and vocabulary development with narrative and expository reading processes for higher-level thinking and processing.

*Product Presentation*

***M39 – Catching Up and Getting Ahead – It Can Be Done!***

***Elena Behar Lazarova, M.S., W.D.P., Learning Specialist, CSE4; Anthony DiModica, IEP Teacher, P.S. 24K, Director of P.S.24K’s Disney Musicals in the Schools productions, former Phonics Coach; Helen Amsterdam, IEP Teacher, P.S. 86K; Maryse Crevecoeur, IEP Teacher, P.S.6; Denise Khatri, Regional Partnership Center, Special Education Office, New York City Department of Education***

Learn how an intensive, three-week long, small group intervention in basic phonics combined with hands-on museum education experiences prepared struggling readers for success in fourth grade.

***M40 – Computation Models for Students with Math Disabilities***

**Temple Ary, Math Specialist**

Research demonstrates that students with dyscalculia must have interactions with structured – visible-graspable-movable – materials with interconnected language in order to build mathematical understanding and skill in computation.

***M41 – Letters & Sounds – Establishing the Foundation for Reading***

**Brenda Larson, B. Ed., M. Ed., Retired Teacher, Developer of Itchy’s Alphabet Program**

Learn best practice strategies for introducing letters and sounds so even struggling readers can master these key foundation skills and experience success with early literacy.

***M42 – Articulation Instruction: The Connection to Orthographic Mapping***

**Dawn M. Durham, M. Ed.**

Practitioners need to have a deep understanding of what it takes to get to the mental process of orthographic mapping so students can read fluently and automatically.

***M43– Basic and Higher-Level Skills for Adults and Adolescents***

**Dolores Perin, Ph.D., Professor, Teachers College, Columbia University**

Discussion of how to embed basic and higher-level reading and writing instruction in tasks and activities of most pressing need to the student.

**5:00 – 7:00 pm**

**Reception in Honor of Linnea Ehri**

Linnea Ehri received her Ph.D. in Educational Psychology from the University of California, Berkeley. She was a professor at the University of California, Davis, for many years before joining the Ph.D. Program in Educational Psychology at the Graduate Center of the City University of New York as a Distinguished Professor in 1991. She has received research awards from the American Educational Research Association, the National Reading Conference (renamed the Literacy Research Association), the Society for the Scientific Study of Reading, and the International Reading Association (renamed the International Literacy Association). She served as president of the Society for the Scientific Study of Reading and Vice President of Division C Learning and Instruction of AERA. She is a member of the Reading Hall of Fame. She served on the National Reading Panel which was commissioned by the U.S. Congress to report on research-based methods of teaching reading effectively to elementary students. She chaired the subgroup reports on phonemic awareness instruction and systematic phonics instruction. She has received federal research grants from NICHD and the Office of Education. She has published over 150 research papers and supervised over 40 students on their Ph.D. dissertations, many of which have been published in scholarly journals. She has taught doctoral courses and conducted research with her students on how children learn to read and spell words, and effective methods of teaching reading and spelling. One important finding is that learning to read words by sight requires application of letter-sound relations to connect spellings to pronunciations in memory so that the words can be recognized automatically. This underscores the need for systematic phonics instruction to insure that children acquire foundational knowledge of the writing system.

Ehri will be introduced by Robin O’Leary, Clinical Placement Specialist, QUEST, Childhood Ed., and Childhood Special Ed., School of Education, Hunter College. Dr. Ehri was Dr. O’Leary’s doctoral program advisor.



# Tuesday, February 4, 2020

**8:00 – 9:00AM Check-in and Late Registration**

**9:00 -10:00AM**

***Keynote Address – Advanced Literacies,  
Nonie Lesaux, Ph.D.***

Nonie Lesaux is the Academic Dean and the Juliana W. and William Foss Thompson Professor of Education and Society at the Harvard Graduate School of Education. Her research focuses on promoting language and literacy skills among children from diverse linguistic, cultural and economic backgrounds, and is conducted in urban and semi-urban cities and districts. Lesaux's research appears in numerous scholarly publications, and its practical applications are featured in three books. She served on the U.S. Department of Education's Reading First Advisory Committee, and the Institute of Medicine and National Research Council's Committee on the Science of Children Birth to Age 8. Lesaux currently serves as the chair of the Massachusetts Board of Early Education and Care.

Dr. Lesaux will be introduced by Linda Chen, Ed.D., Chief Academic Officer, New York City Department of Education

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

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**10:30- 11:40AM**

***T01 – Role of Principals in Implementing Successful Evidence-Based Literacy Programs***

**Debbie Meyer, Co-Founder, Dyslexia Plus Task Force, and Literacy Trust**

Leadership from superintendents and principals is key to supporting teachers. What are principals doing to successfully implement evidence-based literacy programs?

***T02 – Vocabulary Word Power: A Neglected Tool for Comprehension?***

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

After exploring research supporting effective vocabulary development practices, useful resources and engaging activities to help students build their bank of essential vocabulary will be presented.

***T03 – Theoretical Foundations for Writing Process Instruction: Cognitive, Language, and Motor Considerations***

**Anthony D. Koutsoftas, Ph.D., CCC-SLP, Associate Professor, Department of Speech Language Pathology, Seton Hall University, Consultant, The Speech Guy PLLC**

This presentation will provide an overview of the writing process including cognitive, linguistics, and motor considerations needed by schoolchildren as they learn this complex skill.

***T04 – A Picture of Success: Teaching All Children to Read and Comprehend***

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

This session highlights neurological and behavioral research validating the imagery-language connections for teaching reading to all children, including those with dyslexia and autism spectrum disorders.

***T05 – ADHD: What It Is and Is Not***

**Cristina Sperrazza, Psy.D., Associate Neuropsychologist, First Year Postdoctoral Fellow, Learning and Development Center and Alice Brandwein, Ph.D., Clinical Neuropsychologist, Learning and Development Center, Child Mind Institute**

Gain a better understanding about ADHD from a neuropsychological perspective, including brain-behavior relationships, comprehensive assessments, and diagnostic differentials. Learn about comorbidities and problems with misdiagnoses.

***T06 – Math Makes Everyone COUNT!***

**Robert Gyles, Ph.D., Professor, Mathematics Education, Hunter College, CUNY**

This hands-on workshop focuses on bridging the gap between concrete and abstract learning. Special attention will be given to creating a differentiated math classroom.

***T07 – What the Tech? Building Background Knowledge for English Language Learners (ELLs) and Multi-Lingual Learners (MLLs) with Technology***

**Melissa Katz, Director, the Collaborative for Inclusive Education**

We'll explore research-based frameworks for lesson planning with an MLL/ELL lens, as well as technologies that build students' background knowledge, addressing language and content gaps.

***T08 – “We’re Not Just Playing Games” – Improving Curricular Accessibility***

**Beth Sullivan, Director of Curriculum, Cooke School and Institute**

Identify all the demands in your lessons. Use games to increase curricular accessibility while targeting content objectives, literacy-based skills, and components of executive functioning.

***T09 – Intensifying Reading Interventions***

**Jason Borges, M.Ed., Ed.M., Director of Academic Intervention Services, New York City Department of Education and Meghan Duffy, Director of Primary Literacy Interventions, New York City Department of Education**

Making qualitative and quantitative adaptations to intervention plans 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 systemic instruction, high-leverage practices and data analysis to make instructional decisions.

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

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**12:10 – 1:20PM**

***T10 – Theory and Research on How Children Learn to Read Words and Application to Instruction***

**Linnea C. Ehri, Ph.D., Distinguished Professor Emerita, Graduate Center, City University of New York, Katharine Pace-Miles, Assistant Professor, Brooklyn College, City University of New York, Selenid Gomez, Doctoral Candidate, Graduate Center, City University of New York, Robin O’Leary, Clinical Placement Specialist, Hunter College, City University of New York, and Susan Chambre, Ph.D., Assistant Professor, Marist College**

This presentation will provide a glimpse of research contributions by Professor Ehri and her students. Topics include phase theory of word reading development, application in online courses for teachers, improving decoding instruction, teaching foundational knowledge, and orthographic facilitation of vocabulary learning.

***T11 – HAS HANDWRITING BECOME AN INSTRUCTIONAL DINOSAUR? Handwriting May Be More Important Than You Think!***

**Nancy Cushen-White, Ed.D., BCET, CALT-QI, LDT, Clinical Professor, Division of Adolescent & Young Adult Medicine, Department of Pediatrics, University of California, San Francisco**

Manuscript, cursive, and keyboarding have advantages at different ages and stages. A complex foundational skill, handwriting involves both cognitive and motor skills—and influences reading, written expression, and critical thinking. Sequential hand movements activate brain regions associated with thinking, working memory, and language. Cross-disciplinary research demonstrates effectiveness of explicit, integrated handwriting instruction from kindergarten to high school.

***T12 – Advocating for Your Child with Dyslexia: Reflections of a Lawyer and Mom***

**Guilia Frasca, Esq., J.D., LL.M., Senior Attorney, Barger & Gaines, and Norma Francullo, Esq., J.D., M.A., Attorney at Barger & Gaines**

This session is designed to help parents understand their child's basic legal rights and how to advocate to get the school to identify, evaluate and teach their child to read.

***T13 – The Road to Decode: Awareness & Education Featuring Decodable Books***

**Marion Waldman, Founder/Executive Director, Teach My Kid to Read, and Faith Borkowsky, Founder/Owner, High Five Literacy and Academic Coaching & Author of *Failing Students or Failing Schools? A Parent's Guide to Reading Instruction & Intervention***

The Road to Decode is a new program that enlists librarians to provide parents and educators with information about decodable books so that librarians can be better resources for all our children.

***T14 – Students Checking Their Math (Without a Calculator!)***

**Robin Schwartz, Adjunct Professor, College of Mount Saint Vincent, Founder, Math Confidence**

While tech has its place, encouraging students to self-assess using their noodle increases metacognition while promoting numeracy and independence for all. These strategies are applicable to many grade levels: Estimation, Casting Out nines, Multiple Representations, Divisibility Rules, and Last Digit.

***T15 – Student Success: Reading Research and Structured Literacy***

**Helen Long and Mary Wrynn Huff, M. Ed., New York City/ New England Sales Executive, Voyager Sopris Learning**

This interactive session connects research, best practice, and the Structured Literacy approach by IDA to explicit, systematic reading instruction that is effective for all students. *Product Presentation*

***T16 – Executive Function Demystified: Interventions for Academic Success***

**Alexandra Mayzler, Founder, Thinking Caps Group, Author, *Tutor in a Book*, *SAT Demystified*, and *ACT Demystified***

What are executive functioning skills and what role do they play in the learning process? We'll discuss these skills and introduce hands-on strategies for organization, time management and learning in school and at home.

***T17 - Evidence-Based Research for Use of Assistive Technologies in the Classroom***

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

Education professionals and caregivers are typically the gatekeepers for the use of assistive technologies by students with learning disabilities. Due to inadequate training and poor dissemination of AT research, they often feel ill-prepared to justify the use of AT to foster learner participation and productivity. Although AT is readily pursued for physical or sensory challenges, gatekeepers often draw a line on more neurological or learning needs. Attendees will discover this research, valuable AT products for literacy, math, note-taking, and organization, and hear about outcomes for real users.

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

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## 1:50 – 3:00PM

### ***T18 – The Science of Reading: What Everyone Should Understand***

**Maria Murray, Ph.D., President and CEO, The Reading League**

This presentation will provide an understanding of the term “the science of Reading.” What does this include? How can it be leveraged to advantage reading instruction?

### ***T19 – Teaching Phonemic Awareness through Verbo-Tonal Movements and Games***

**Katharine Pace-Miles, Ph.D., Assistant Professor, Brooklyn College, City University of New York; Annabelle Baylin, M.S. Ed., Teacher, Blue School; Shelly Gargus, Teacher, Packer Collegiate Institute, and Karen McFadden, Ph.D., Assistant Professor, Brooklyn College, City University of New York,**

Research on using aspects of Sounds in Motion with Pre-K students will be presented. Differences between using interactive games with and without verbo-tonal movements will also be discussed.

### ***T20 – Reducing High Frequency Word Errors***

**Kenneth U. Campbell, CEO Diarmuid, Inc., Author, Great Leaps**

High-frequency words are the most commonly used words in printed text and over 50 percent of all text is composed of them. High frequency word errors can be eliminated with an intervention Kenneth Campbell first introduced in 1995. Since then, tens of thousands of students have benefitted. Learn how to implement (and design if necessary) such an intervention.

### ***T21 – Using Assessments to Plan instruction and Develop Quality IEPs***

**Lauren Sullivan, Director of Evaluations and Eligibility, Office of Supervisors of School Psychologists, Special Education Office, and Janine Mahlstadt, Director of Specialized Instruction and Quality IEP, Special Education Office Instructional Team, New York City Department of Education**

This workshop provides an overview of using multiple assessments to create a comprehensive learner profile and develop quality IEPs for students with reading-based learning disabilities.

### ***T22 – A Simple, Explicit Approach to Erasing the Misery of Multisyllabic Words***

**Amy Vanden Boogart, Ed.D., Really Great Reading**

Do you have students who skip, guess at, or just give up when they encounter long, complex words in printed text? Experience a simple, functional approach for reading and spelling multisyllabic words. This “Lose the Rules” approach targets student understanding over memory. Use a simple-to-create manipulative that invites students to read multisyllabic words with ease and leave ready to teach this functional strategy!

### ***T23 – Engaging Families in Building Literacy Skills***

**Maggie Moroff, J.D., M.S.E., Advocates for Children of New York, Special Education Policy Coordinator**

We will focus on encouraging reading at home, providing support and information to families, and the unique needs of students with disabilities in developing literacy skills.

### ***T24 – READ, Lead, Succeed***

**Yvette Russell, Chief Program Officer, and Triana Urraca, MPA, Evaluation Director, READ Alliance**

Each year READ Alliance trains almost 1000 teens to provide explicit instruction in foundational reading skills and progress monitoring to primary grade students. Learn about the Reading for All Learners phonics program and assessment practices, as well as our procedures for training teens to implement the program with the fidelity and pacing that produce success.

### ***T25 – Increasing Fluency with Basic Math Facts***

**Wynta K. Nivens, Ed. D., Director of Literacy Interventions & Access, Special Education Office; Kerry Cunningham, Citywide Instructional Lead, Elementary Mathematics, STEM/Office of Curriculum, Instruction and Professional Development, Division of Teaching & Learning, New York City Department of Education**

In today's knowledge-based economy, students require basic math fact fluency that extends beyond memorization. What strategies exist to support the development of this skill?

**T26 – Pen Power = Independence, Confidence and Inclusion**

**Jack Churchill BS, Co-Founder & CEO, Tim Stanton, Director of Business Development - North East, Scanning Pens**

The revolutionary new pen scanners from Scanning Pens are now in every state across the USA. Over the last four years, pen scanners have gone mainstream and consistently shown how one small device can truly enable young and old struggling readers to study and work independently. *Product Presentation*

### **3:00 – 3:30PM Coffee, Exhibits, and Networking**

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

### **3:30 – 4:40PM**

**T27 – Don't Know Much about Dyslexia: How to Address Preservice Teachers' Knowledge Gap**

**Susan Chambre, Assistant Professor, Marist College, and Molly K. Ness, Ph.D., Associate Professor, Fordham University**

This session will provide an overview of preservice teacher's knowledge of dyslexia including misconceptions about the disability. Results and implications for integrating multi-modal online modules of research-based best practices in identification, assessment, and instruction for students with dyslexia will be discussed.

**T28 – Great Leaps Digital – Let's Take A Ride Together!**

**Lisa Skisland, CEO, Leaping with Lisa, Implementation Specialist/Training, Diarmuid, Inc., and Kenneth Campbell, Author, Great Leaps**

Are you and your students tired of riding the same trail? Let's swing up and take the Great Leaps Digital program for a ride together! *Product Presentation*

**T29 – Learn from London: Have You Heard of Read Write Inc?**

**Colleen Somich, M.S. Ed., Head of Training America, Ruth Miskin Literacy Inc., Adjunct Instructor, NYU Steinhart**  
Learn from London – children are loving reading and writing by 6 with Read Write Inc. – the UK's leading systematic synthetic phonics comprehensive literacy program. *Product Presentation*

**T30 – Successful Study Strategies for First-Generation College Students**

**Gail Gumora, Ph.D., Study Skills Specialist, The Stepping Stone: A Unique Support System for Learning**  
First-generation college students risk dropping out given higher levels of academic demands. Study and coping strategies designed to address their specific needs will be presented.

**T31 – Increase Comprehension Ability to Well Beyond Grade Level**

**Russell Van Brocklen, and Michael Cannon, Former Teacher and Assistant Dean of Students, Hyde School**  
Learn the replicable solution that allowed Professor James Holmes to overcome his dyslexia and go from a struggling high school student to excelling at the University of Chicago. *Product Presentation*

**T32 – Geodes® Readable Library: Accessible, Knowledge Building, & Engaging**

**Connie Steigerwald, M. Ed., W.D.T., W.D.P., Director of Partner Development/Literacy Advisor, Wilson Language Training, and Lorraine Griffith, Content Architect, Humanities, Great Minds**

The Geodes® Readable Library provides authentic, engaging reading experiences that empower K-2 students to apply their emerging decoding and word recognition skills while building knowledge about important ideas. *Product Presentation*

***T33 –Purposeful, Playful Practice through Games for Struggling Readers***

Linda Bress Silbert, Ph.D., Co-Owner and Alvin Silbert, Ed.D., Co-Owner, Strong Learning, Inc.

Tiger Tuesday Reading Program for beginning readers and struggling readers, *Bessie’s Pillow*, a YA novel about an immigrant’s journey, are now available in dual language (English/Spanish) and *Why Bad Grades Happen to Good Kids*.

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 and want to win! Grades K-8. *Product Presentation*

***T34 – Accessing Complex Text with Diverse Learners***

Elizabeth Carr, M.A., Psychological Foundations of Literacy

Learn how to develop and implement a Close Reading lesson with accommodations and modifications to support all learners in your classroom.

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

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(IMSE)**

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Project Read  
Reading Rescue – Literacy Trust  
Really Great Reading  
Voyager Sopris Learning  
Winston Prep**

**Elizabeth Auricchio  
Sandra Gubar  
Whole Phonics**

***Many thanks to the City University of New York  
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