SECTIONS:

8:30-10:00 a.m. .................................................. Norman Geschwind Memorial Lecture (General Session)
10:30 a.m.-12:00 p.m. ...........................................
12:00-1:30 p.m. ..................................................
1:30-2:30 p.m. ..................................................
3:00-4:30 p.m. ..................................................
4:30-5:30 p.m. ..................................................

POSTERS:

8:30-10:00 a.m. ..................................................
11:00 a.m.-2:00 p.m. ...........................................
12:30-1:30 p.m. ..................................................

HIGHLIGHTS

8:00 a.m. ..................................................
8:30 – 10:00 a.m. ...........................................
9:00 a.m. ..................................................
11:00 a.m. – 2:00 p.m. ......................................
12:00 p.m. ..................................................
5:00 p.m. ..................................................
6:30 – 7:30 p.m. .............................................
7:30 – 11:00 p.m. ............................................

*Actual time is 1:30-3:00 p.m.
FOCUS TOPICS
See below for a quick guide to session topics.

ADD/Psychiatric Issues
F53, F72

Adult Issues
F52, F71, F87

Assessment
PF15, PF19, PF20, PF23, PF27, F58, F70, F80, F83

Classroom Accommodations
F62, F81, F84

Composition Skills
F55, F85

Educational Research
PF24, F49, F52, F53, F65, F64, F66, F84

Foreign/Second Language
PF15, PF24, F82

Handwriting
F55

History
F77

Inclusion
F62, F82, F84

International/Cross Cultural
F50

Intervention-based Research
PF23, PF24, PF27, F56, D57, F63, F66, F67, F74, F75, F86, F87, F88, F89

Legal Issues/Advocacy
F78

Math
F48, F84

Medical Research
F53, F65

Morphology
PF26, F50, F51, F64

MSL
PF21, PF27, F47, F48, F51, F54, F87

Nonverbal Issues
PF23, F53

Oral Language
PF27, F85

Orthography
PF26, F48, F64

Phonology
PF17, PF26, F50, F64

Reading Comprehension
PF15, PF21, F70, F83, F85

Reading Decoding
PF15

School Administration
PF23, F46

Spelling
PF26

Teacher Training
PF23, F46, F49, F63

Technology/Computers
PF21, F65

Transition
F71

Written Expression
F55, F85

INTENDED AUDIENCE
See below for sessions listed by audiences type.

ALL PROFESSIONALS

Physicians
PF27, F66, F72, F78

Researchers
PF21, PF27, F46-A, F46-B, F49, F53, F63, F64, F75, F84, F85

Tutors/Academic Therapists
PF21, PF25, F46-A, F46-B, F48, F51, F55, F63, F64, F68, F74, F82, F83, F85, F87

Administrators
PF20, PF21, F46-A, F46-B, F49, F51, F53, F63, F82, F83, F84

Psychologists
PF23, F52, F53, F64, F66, F75, F80, F83, F87

Speech-Language Pathologists
PF21, PF22, PF24, PF25, F52, F46-A, F46-B, F48, F49, F51, F55, F63, F64, F68, F82, F83, F85, F87

Psychiatrists
PF23, F52, F83

Attorneys
F46-A, F46-B, F78

ALL EDUCATORS

Preschool-Elementary
PF18, PF24, PF26, F48, F49, F56, F67, F75, F82, F87

Middle-Secondary
PF16, PF18, PF26, F46-A, F46-B, F51, F71, F72, F75, F84, F87

Adult Literacy
F87

Post-Secondary
F51, F87

ALL INDIVIDUALS

Parents
PF15, PF24, PF25, F46-A, F48, F61, F69, F82, F83, F91

Adults
PF20, PF24, F51, F52, F63, F90

Individuals with Dyslexia
PF24

Students
PF21, F48
FRIDAY PLENARY SESSION
NOV. 2 8:30 - 10:00 a.m.

Norman Geschwind Memorial Lecture

Welcome
G. Emerson Dickman III, J.D., IDA President
Nancy Hennessy, Ed.D., IDA Past President, 2007 Program Chair
Guinevere Eden, D.Phil., IDA Vice President, 2007 Program Vice-Chair

Presentation of the Margaret Byrd Rawson Lifetime Achievement Award
to Nancy Cushen White, Ed.D.

Presentation of the 12th Annual William Ellis Teacher Preparation Award
by The National Center for Learning Disabilities
Award Presented by James H. Wendorf, Executive Director, NCLD

Norman Geschwind Memorial Lecture: What the Hands Reveal about the Brain
Dr. Ursula Bellugi

Dr. Bellugi will talk about the discovery of language in another modality, its acquisition, including studies of deaf and hearing children in U.S. and Asia, and the approach to different scripts, and the organization of sign language in the brain, including studies of deaf people with brain damage, and fMRI studies. This is a compelling story you don’t want to miss.

Dr. Ursula Bellugi is Professor at The Salk Institute for Biological Studies, as well as Director of the Laboratory for Cognitive Neuroscience. She is part of Systems Neurobiology Laboratories, the Sloan Center for Theoretical Neurobiology. She is also associated with the Neurosciences Group, the Institute for Neural Computation, the Cognitive Sciences Program and the Psychology Department at UCSD.

Bellugi’s research is focused on the biological foundations of language and other cognitive functions and their genetic basis. Research projects include studies of Language, Modality and the Brain; Brain Organization: Clues from Sign Aphasia; Spatial Language and Spatial Cognition; and Fractionations between Language and Cognition; and Williams Syndrome: Bridging Cognition and Gene.

Audio Visual/Technology sponsored by

Friday LUNCHTIME Event

FREE TO ALL ATTENDEES
Advanced Registration is required.

THE LD ZONE
A Special Performance for IDA Attendees

Come join The Shelton Players as they perform The LD Zone! 12:00 noon

The LD Zone is based on a production created by the Dallas Fine Arts Chamber Players. Their educational troupe, Dream Collectors, created The LD Zone in 1996 to emphasize the importance of learning to read with special information about dyslexia. The goal was to increase awareness about dyslexia and to encourage early diagnosis and intervention. The original LD Zone received 175 live performances in 20 public school districts throughout North Texas and Colorado.

This fall the program is being adapted into a play to be performed by The Shelton Players, Shelton School’s high school drama students. The new version addresses a variety of learning differences in addition to dyslexia. Shelton will use the play as part of its own educational outreach program, carrying out the Dream Collectors’ original mission. This performance at IDA launches the play into mainstream center stage, with the hopes that many will benefit from its message.
What is Working in Reading First
Mary A. Wennersten, M.Ed., CALT, QI, Education Program Specialist, Department of Education (Phoenix, AZ)
Angie M. Denning, M.Ed., Program Director for the Arizona Department of Education, Division of School Effectiveness
Arizona is one of the leading states in Reading First. Presenters will share the challenges and success from the past 4 years. What we learned from the data to the analysis to the instruction for all students. This presentation will help the leadership team make decisions to improve reading instruction for all students.

Semantic Skills for Adolescent Student Success
Maryjane Palmer, Ed.D., Speech-Language Pathologist; Adjunct Professor; Slingerland Director, San Dieguito Union High School District; National University San Diego; Slingerland Institute
Monique Claire Chabot, Senior at the University of North Texas
Kieron Sheehy, Ph.D.
The poster presentation provides professionals with a systematic and effective technique for teaching vocabulary to adolescents that maximize retention. The semantic mapping will be demonstrated and explained. Sample vocabulary and specific lessons will be available.

A Cross-Sectional Study of Prosodic Sensitivity and Reading Difficulties
Andrew J. Holliman, Private Tutor, Coventry University
Clare P. Wood, Ph.D., Coventry University, Psychology Department
This poster presentation considers whether children at risk of dyslexia display specific deficits in their sensitivity to speech rhythm (or prosody) in comparison to age-matched and reading-matched controls. The findings will have important implications regarding underlying explanations of phonological representation difficulties.

Give Me Your Tired, Your Poor...The Augustine Project: Rescuing At-Risk Readers
Deborah K. McCarthy, Executive Director, The Augustine Project
J. Candace Armstrong, M.A.T., Duke University
Emily Gibbons, M.A.T., Chapel Hill University
Eileen Kent
The Augustine Project trains and supports volunteer tutors who provide free, 1-to-1, long-term O/G instruction to low-income children and teens who struggle with literacy skills. Learn how the faith-based non-profit works and how to replicate it in your community.

Slingerland Multisensory Language Approach for Upper Elementary through High School Students
Susan Heinz, Ph.D., Dean of Faculty, Slingerland Institute for Literacy (Bellevue, WA); Instructor, Alaska Pacific University
This presentation presents information about the Slingerland Approach; instructional ideas/strategies for older (4th grade and above) students with academic difficulties; the distinction between instruction and accommodation; and ways to use information from the Slingerland Screening Tests to guide instruction.

Evaluating Screening Measures for Use in an RTI Framework
Evelyn S. Johnson, Ed.D., Research Associate, National Research Center for Learning Disabilities, University of Kansas
Joseph R. Jenkins, Ph.D., Professor, College of Education, Area of Special Education, University of Washington
Roxanne F. Hudson, Ph.D., Assistant Professor, Special Education College of Education, University of Washington
The purpose of this presentation is to provide and explain a framework for selecting and monitoring the effects of screening measures, drawing on the research in screening for early reading problems. Then, using the criteria presented in this framework, we review measures that are potential candidates for screening students who require early reading intervention that is more systematic and intense than generally effective classroom instruction.

Tools for Literacy: Using Technology to Support Teaching and Learning Strategies for the 21st Century Digital Classroom
Kathleen H. McClaskey, M.Ed., Educational and Assistive Technology Consultant/Trainer; Senior Instructor, Graduate School of Education; Cambridge College
Technology provides a new opportunity to improve reading and writing skills of students across all grade levels. Learn how to employ accessible desktop and online tools to support literacy instruction and researched-based learning strategies for all students.
What is a Certified Academic Language Therapist and How do I Become One?

Kay F. Peterson, M.S., CALT, QI, Educational Consultant, FOCUS Learning Academy; Adjunct Instructor, School of Education, Mississippi College
Melanie L. Royal, M.Ed., Academic Language Therapist, Academic Language Therapy Association (immediate past-president)

Individuals interested in becoming a Certified Academic Language Therapist (CALT) will be given guidance in where to seek training and how to apply to take the national qualifying exam. Requirements and examples of candidates with different backgrounds will be given.

OG for PE

Jane W. Baker, M.S., Director of Research & Jemicy School Outreach
Samuel Lee Burton, Ph.D., President/Owner, Burton Athletic Training Services, Inc.; President/Co-Owner, Functional Movement, Co.

The principles of Orton-Gillingham instruction honor the scientific foundation for learning as it untangles the specific learning needs of the individual. These principles can also be found in a new approach to Physical Education for providing individually responsive movement instruction. Enabling individuals to reduce injuries and carry out their physical tasks/sports with greater efficiency is the goal of the Functional Movement Screen (FMS). This presentation will look at innovative, systematic, multi-sensory ways of learning proper movement dynamics qualitatively in group PE classes.

“The information for RtI was especially relevant because our school is just beginning to implement RtI. I felt that the research and ideas from other school districts was very helpful.”

Project Early ID: An RTI Literacy Program for At-Risk Preschoolers

Susan Lloyd Lattimore, M.Ed., Reading Specialist, The Barclay School
Charlene Iannone-Campbell, M.A., Reading Specialist

Project Early ID is a pilot project in its third year in Baltimore City public schools. It follows a three-tier Response to Intervention (RTI) framework to deliver services to students demonstrating less-developed emergent literacy skills.

Dialogue: The Key to Guiding the Construction of Knowledge


The use of dialogue is a powerful tool for children who are struggling to grasp and own new foundational knowledge even in basic academic skills. Questions, and the answers, discussions, and reflections that follow them provide the interactive language that can lead the learner to thoughtful construction of new knowledge. Educators can learn to include improved questions and intentional activities within a curriculum that can lead to the valuable communication that increases the possibility that a concept will become internalized.

A Spelling and Writing Intervention for African American Students

Ramona T. Pittman, M.Ed., Doctoral Student, Reading Department Graduate Assistant, Texas A&M University
R. Malatesha Joshi, Ph.D., Professor of Literacy Education, Texas A & M University, IDA Board of Directors
Regina Jolene Boulware-Gooden, Ph.D., Director of Research, TLAC, Texas A&M University

This study examines a strategy intervention to use with sixth grade, African American Vernacular English-speaking students.

The Dyslexia Imaging Study

Nancy Katherine Rollins, M.D.
Charles Cameron Sprague, M.D., Chair in Medical Science, Children’s Medical Center of Dallas
Joyce S. Pickering, Hum.D., M.A., CALT, QI, CCC-SLP, Executive Director, June Shelton School and Evaluation Center

Fifteen control subjects and 15 dyslexic subjects are being imaged at Children’s Medical Center of Dallas, TX. The imaging is being conducted with diffusion tensor imaging (DTI), a newer form of MR technique. DTI provides images of white matter. This study will look at white matter structure and composition in dyslexic children as compared with normal readers and determine if there are measurable changes in white matter composition that occur during remedial intervention of reading skills.

RTI After 15 Years of Implementation

Michele Harmon, Ed.D., Special Education Director, Midland ISD, Midland, Texas

This presentation will demonstrate how 3 school districts in Texas have implemented RTI for a total of 15 years. The purpose of this presentation is to simplify RTI and the 3 Tiered model for student success. The presenters will discuss how the Student Study Team approach is tied to data gathering and problem solving for improved student achievement. Midland will demonstrate how districts and campuses must align and identify their practices to support improved student achievement using a 3 Tiered Model. This presentation will focus mainly on reading but will highlight how this process works for all areas of instruction including behavior.
**PART A:** Are Elementary Teachers Adequately Prepared to Deliver Tier I Literacy Instruction to Children in K-3 Classrooms? An Analysis of One State’s Teacher Preparation Practices Across Public and Private Colleges and Universities

Julie McCombes-Tolis, Ph.D., Area Coordinator, Southern Connecticut State University
Louise Spear-Swerling, Ph.D., Professor, Department of Special Education and Reading, Southern Connecticut State University

Details of a study that examined college course syllabi for reading courses required of elementary education (graduate and undergraduate) certification candidates from one state’s public and private colleges and universities will be presented. The review of syllabi was conducted using in part, the framework employed by the National Council on Teacher Quality, as reported in What Education Schools Arena Teaching (May, 2006). Results of this present inquiry indicate that elementary certification candidates are not being adequately prepared to deliver Tier 1 literacy instruction to children in K-3 classrooms.

**PART B:** Secondary School Teachers Knowledge of Dyslexia and Related Reading Disabilities

Erin K. Washburn, M.Ed., Doctoral Student in Reading; Graduate Assistant, Texas A&M University

Secondary school teachers’ knowledge of dyslexia and related reading difficulties are explored in this study.

**F46 COMBINED SESSION**

**F47 MAKING MATH REAL:** Conceptual – Procedural Development in a Fully Structured Multisensory K-12 Program

David Berg, E.T., Founder/Director, Making Math Real Institute and Clinic

The session will provide the pedagogical foundations and practical applications of implementing and maintaining a comprehensive and fully structured multisensory, manipulatives-based methodology in mathematics for pre-K through calculus. Emphasis will be on the specific prescription to guarantee success for learning disabled students.

(PRODUCT PRESENTATION)

**F48 Games and Activities to Promote Mastery of Elementary Reading and Math Skills**

Catharine B. Rommel, Ed.D., Lower School Language Department Head; Director, The Jemicy School; The Jemicy School Outreach Center

Activities to promote mastery of skills will be demonstrated and played by participants. By seeing how each activity can be adapted to math or reading, participants will understand integration of the subjects. Participants will leave with ideas to be incorporated into classrooms the next day.

**F49 Helping Teachers Work Smarter, Not Harder: The Haskins Mentor Model**

Margie B. Gillis, Ed.D., Senior Scientist, Haskins Laboratory, Yale University
Wendy Z. North, M.S., Literacy Specialist, Haskins Laboratories

Haskins Literacy Mentors will share their experience training teachers through job-embedded professional development (PD). Topics will include planning systematic and cumulative PD, coaching teachers as adult learners, and differentiating for different levels of teacher expertise.

**F50 Literacy and Dyslexia in Arabic**

Gad Elbeheri, Ph.D., Social & Educational Consultant, Ministry of Planning & United Nations Development Programme (Qortuba, Kuwait)
John M. Everatt, Ph.D., Director of the MPhil/PhD Programme, University of Surrey External

These presentations will cover theoretical as well as practical issues related to work investigating reading-related learning difficulties in the Arabic language. The first talk will discuss potential predictors of literacy acquisition in Arabic. The second will focus on profiles of skills and weaknesses among Arabic children identified as having a learning problem. The final talk will focus on the incidence of learning difficulties amongst Arabic children within young offending institutions.

“Wow! Information overload! I felt like a kid at Disney World . . . trying to take it all in.”
**FRIDAY**  
NOV. 2 10:30 a.m. - 12:00 p.m.

<table>
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<tr>
<th>Session</th>
<th>Title</th>
<th>Presenters</th>
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| F51     | Unlocking the Living Landscape of Language: Syllables and Beyond     | Wendy Sweeney Canning, F/AOGPE, Director, Remedial Language, Pine Ridge School  
Christine M. Evans, F/AOGPE, Remedial Language Tutor, Pine Ridge School |
|         | Presenters will emphasize the underlying structures of our language and essential principles that allow students to internalize this knowledge for independent application. Emphasis will include integration of syllable division, accenting, morphology, and vocabulary development. |
| F52     | Five Life Lessons from a Successful Dyslexic                        | Greg B. Davis, M.S., Sarbanes-Oxley Consultant, Cadbury Schwepes  
Nikki Davis, Postdoctoral Fellow in the Biobehavioral Interventions Training Program (BITP) |
|         | The presentation will supply parents and teachers with insight as to what children with dyslexia need to be successful in today’s world. The presenters have a brother and sister team that is composed of one individual with dyslexia and a second individual who chose a career in dyslexia research. The audience will hear information on the life experiences of Mr. Davis and he will offer suggestions on how to help children with dyslexia get on the right track for success. Dr. Davis will provide empirical evidence from current research supporting Mr. Davis’s life lessons. |
| F53     | MRI and Genetic Study of the Gifted Dyslexic                        | Jeffrey W. Gilger, Ph.D., Associate Dean for Discovery and Faculty Development, Purdue University  
Tom M. Talavage, Ph.D., Department of Computer/Electrical Engineering, Purdue University |
|         | A panel of experts will discuss how to most effectively provide public schools with inservice training in multisensory structured language instruction. The discussion will consider challenges likely to be met as well as models of success. |
| F54     | Bringing Multisensory Structured Language Instruction to Public Schools: Successes and Challenges of Professional Development | Barbara Wilson, M.Ed., Co-Founder, Wilson Language Training Corporation  
Jane Baker, M.Ed., Outreach Consultant, Jemicy School  
Blanche Podhajski, Ph.D., President, The Stern Center for Language and Learning  
Deardra (Dee) Ledet-Rosenberg, LDT/C, Director of Outreach, Newgrange Education Center; Learning Disabilities Teacher/Consultant, Newgrange School |
|         | The presentation will include arguments for cursive writing and keyboarding, list generation, grammar and sentence skills, paragraph writing, and the essay. Includes tactics, supplies, accommodations, and technology. |
| F55     | From Words To Works: Developing Writing Skills                       | William Van Cleave, F/AOGPE, Consultant |
|         | This hands-on presentation provides participants with techniques they can go out and use tomorrow in their classrooms. The step-by-step process presented includes arguments for cursive writing and keyboarding, list generation, grammar and sentence skills, paragraph writing, and the essay. Includes tactics, supplies, accommodations, and technology. |
| F56     | Implementing Dyslexia Identification and Intervention in an RtI Context: The Journey Begins | Denise P. Gibbs, Ed.D., Director, Scottish Rite Foundation Learning Centers  
Dana L. Work, M.Ed., Special Education Reading Coordinator and Coordinator of the Three Tier Model Initiative, Bradley County Tennessee School District |
|         | An RtI framework implemented through a 3 Tier Model to ensure that all students including those with dyslexia receive appropriate intervention services through the general education comprehensive reading program in Bradley County Tennessee is described. |
| F57     | Making It Happen! Enhancing Reading/Literacy for All                 | Sandra L. Soper, M.S., Coordinator/Program Specialist, SLD Programs, Sarasota County School Board; Adjunct Professor; College of Education, University of South Florida; IDA Board of Directors  
Martha C. Beech, Ph.D., Research Associate, Learning Systems Institute, Florida State University |
|         | The State of Florida has substantial supports in place to enhance reading/literacy for all students. This session will highlight the system-wide efforts of The Sarasota County Schools, which have marshaled their staff and resources to ensure that students make substantial progress. |
F58 Models for the Identification of Learning Disabilities

Jack M. Fletcher, Ph.D., Distinguished University Professor, Department of Psychology and Texas Center for Learning Disabilities, University of Houston

This presentation reviews research on models of identification for learning disabilities. The models include IQ discrepancy, low achievement, intraindividual differences in cognitive processes, and response to intervention. A hybrid model is proposed that integrates features of low achievement and RTI models.

F59 Identifying Dyslexia in ELLs: Beliefs, Research Evidence, and Implications

Esther Geva, Ph.D., C. Psych., Professor, Chair, Department of Human Development and Applied Psychology, The Ontario Institute for Studies in Education of the University of Toronto

Identifying dyslexia in ELLs is complex and challenging. The presentation will examine systematic research on reading development in ELLs that sheds light on strong beliefs in this area. This research has implications for better informed clinical and instructional practices.

F60 How Professionals From Different Backgrounds Can Make RTI Work in Your Building

Richard Long, Ed.D., Director, Government Relations, International Reading Association

This session will explore how over 12 organizations were able to put together a joint document on the roles of various professionals. Learn how to make the most effective use of the professionals in your school or organization.

“I was able to go back to my students and try new things.”

F61 Why Science Should Guide Education Practices and Why This Has Been So Difficult (Part 1 of 2)

G. Reid Lyon, Ph.D., Executive Vice President, Research and Evaluation, Higher Ed Holdings and Whitney International University Systems, Best Associates

It is essential that the field develop a clear understanding of the conditions that must be in place so education in general, and dyslexia and learning disabilities in particular, are defined by their reliance on evidence based practices. This presentation will focus on describing these essential conditions, identifying why they have been difficult to put in place using Reading First as a teaching example, and what can be done to ensure that instruction is based on science.

F62 SPECIAL SESSION

Put Yourself in the Shoes of a Person with Dyslexia

Andrea Shuel, M.Ed., Learning Specialist, Private Practice

Participants will move through five stations that simulate various language-related tasks similar to classroom tasks and situations in the workplace. The simulation increases awareness of the difficulties and frustrations people with dyslexia, or language related learning disabilities, encounter every day.

*Due to the nature of this session, participation will be limited to 76 attendees.*
FRIDAY
NOV. 2 1:30 - 4:30 p.m.

F63 SYMPOSIUM

Building and Sustaining Teacher Capacity in Literacy Through School-wide Systemic Professional Development

The elements necessary for building teacher capacity in literacy are covered. Presenters address important components for providing successful school-wide professional development. Key literacy domains spanning early literacy skills for teachers and literacy leaders are emphasized.

Chair: Sandra D. Jones, Ph.D., Director; Associate Professor in the Graduate Program in Communication Sciences and Disorders, The Hanson Initiative for Language & Literacy (HILL); MGH Institute of Health Professions

Introduction of a School-wide Model & School Needs Assessment
Sandra Jones, Ph.D., Chair
Introduction to school wide change that is systemic and long term will be presented. Key points will include assessing current state of literacy, using data driven and research based methods, understanding the literacy change process, effective professional development that is embedded into teachers’ daily work and the roles of leadership. Presenter will share examples of professional development activities that proved to be successful in changing teacher practice and improving student outcomes.

The Read Right Network: Purpose and Mission
Pamela E. Hook, Associate Professor in the Communication Sciences and Disorders Graduate Program at the MGH Institute of Health Professions
The history and focus of the network of professional development providers who have organized this symposium will be presented. There will be a brief discussion of why it is essential to deliver high quality professional development to teachers so they can meet the needs of all readers. A discussion of how professional development for teachers in general education classrooms benefit students diagnosed with learning disabilities will also be provided. Importantly, the presenter will focus on how high-quality teaching contributes to an effective RtI model.

Discussion of Current Professional Development Research
Margie Gillis, Ed.D., Project Director Haskins Literacy Initiative
A brief review of the current research on professional development — including the things we know and don’t know about the effect of professional development on and correlation between teachers’ knowledge and attitudes. Considerations for future research and inquiry will be discussed.

Providing Comprehensive Literacy Content Professional Development
Michele Berg, Ph.D., Director Center for Learning Disorders, Family Service and Guidance Center
Dee Ledet-Rosenberg, M.A., LDT/C, Director of Education Newgrange School and Education Center
Jean Neville, Director of Professional Development The HILL Center
Deborah Knight, Ph.D., Co-Director Rollins Center for Language and Learning, Atlanta Speech School
Suzanne Carreker, CALT, Director of Program Development Neuhaus Education Center
Catherine Pirri, MS, CAGS, Assistant Director of Professional Development, Hanson Initiative for Language & Literacy (HILL)
The above presenters will discuss key aspects of effective professional development, improving student reading achievement for students Pre-K through secondary levels, and the essential components of leading a literacy change initiative. They will provide numerous examples of activities from successful schools. The role of technology in providing successful professional development will be provided. Also, the role of school leadership in the success of a school-wide change initiative will be discussed.

Questions and Answers

SPECIAL ACCOMMODATIONS

Americans with Disabilities Act: If you require any special accommodations to ensure your full participation in this activity, please provide that information to the Conference Department at IDA (conference@interdys.org or 410-296-0232) at least 20 days prior to the conference so that appropriate arrangements may be made.
F64 SYMPOSIUM

Closing the Achievement Gap: The Roles of Orthography, Morphology AND Phonology in Reading and Spelling

Overview
Diane J. Sawyer, Ph.D., Murfree Chair of Excellence in Dyslexic Studies, Middle Tennessee State University

Is Phonology Closing the Gap? A Longitudinal Study of the Progress of 100 Students with Dyslexia
Stuart E. Bernstein, Ph.D., Tennessee Center for Dyslexia Progress of Students

The profile of phonological deficit dyslexia was monitored periodically, over three years, using measures of phonological awareness, word recognition, spelling and reading fluency. Achievement in reading and spelling revealed a declining influence of P.A. but an increasing effect of proficiency with orthographic and morphologic features. Implications for instruction are discussed.

Learning to Read and Write by Ear, Mouth, Eye, Hand and Mind
Virginia W. Berninger, Ph.D., University of Washington

This presentation will draw together results of several basic and applied studies to describe the relevant components of working memory and how specific impairments may lead to dysgraphia, dyslexia, or language learning disability in a causal pathways model. Implications for instruction will be discussed.

What Spelling Error Patterns Have to Tell about More Effective Instruction
Elaine R. Silliman, Ph.D., Designations and Affiliations

This presentation will draw on results from studies on spelling errors from grade 1 to grade 9, including derivation spellings to illustrate the power of spelling patterns for indicating how well students are advancing in integrating their phonologic, orthographic and morphological knowledge in reading and writing. Instructional strategies will be discussed.

Questions and Answers

F65 SYMPOSIUM

Welcome to the Future: As the Brain Changes the Environment and the Environment Changes the Brain, Where Are We Going?

Gordon F. Sherman, Ph.D., Executive Director, Newgrange School and Educational Outreach Center

This think-tank-style symposium discusses the scientific term neuroplasticity, then tackles pragmatic and intriguing teaching and learning implications. In a nutshell, brain changes via plasticity not only enable learning, but also result from learning and experience, a neural design that allows humans to adapt to changing environments. Today’s children are adapting to an increasingly computer-enhanced, media-saturated environment, one never before encountered by human brains.

• What impact is this new milieu having on developing brains?
• What instructional strategies and technologies best meet the processing capabilities of these brains?
• What are the professional-development implications for teachers, whose brains developed in a different environment?

Noted scientists and educators render these complex topics accessible and coherent, focusing on innovative strategies and technologies to boost learning in a digital environment as well as on the thinking and planning needed to anticipate new challenges and opportunities.
**FRIDAY NOV. 2 1:30 - 4:30 p.m.**

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<th>F66 SYMPOSIUM</th>
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<tr>
<td><strong>NICHD’s Learning Disabilities Research Centers: From Neuroscience and Behavior to RTI</strong></td>
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<td>This symposium will serve to provide an update and, importantly, an opportunity for interaction with the research and practice communities regarding the research being conducted by the four Learning Disabilities Research Centers funded by the National Institute of Child Health and Human Development. The work of these four centers focuses on addressing questions of import related to the definition and classification, epidemiology, prevention and early intervention, etiology, diagnosis, and treatment of children with learning disabilities (LD) in the area of oral language abilities, reading, written expression, and mathematics, including combinations and relationships among them.</td>
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<td>This work focuses on a number of broad areas of research including both foundational and translational topics, including the role of cognitive, linguistic, perceptual, behavioral, genetic, hormonal, and neurobiological mechanisms in the expression of learning disabilities. These centers are also focused on the development of preventive and treatment approaches to ameliorate learning disabilities, including work on the effectiveness of Response to Treatment (RTI) in both identifying and remediating learning problems. A number of the centers also include a related focus on the underlying mechanisms and risk processes related to ADHD and the nature of its comorbidity with LD.</td>
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<td>The work to date and future plans for the four centers, based at Florida State University, Kennedy Krieger Institute, University of Colorado, and University of Houston, will be discussed, followed by an interactive discussion session with attendees.</td>
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<td><strong>Chair:</strong> Brett Miller, Ph.D., Reading, Writing, &amp; Related Learning Disabilities Program, Child Development &amp; Behavior Branch, Center for Research for Mothers and Children, National Institute of Child Health and Human Development</td>
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<th><strong>F66 SYMPOSIUM</strong></th>
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<tr>
<td><strong>Introduction to session and overview of Learning Disabilities Research Centers at NICHD</strong></td>
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<tr>
<td>Brett Miller, Ph.D., NICHD, Chair</td>
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<tr>
<td><strong>Presentation from the Florida Learning Disabilities Research Center</strong></td>
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<td>Richard Wagner, Ph.D., Distinguished Research Professor, Florida State University</td>
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<tr>
<td><strong>Presentation from the Northeast Learning Disabilities Research Center</strong></td>
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<tr>
<td>Laurie Cutting, Ph.D., Associate Professor of Neurology and Education, Kennedy Krieger Institute</td>
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<td><strong>Presentation from the Colorado Learning Disabilities Research Center</strong></td>
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<td>Richard Olson, Ph.D., University of Colorado, Presenter</td>
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<tr>
<td><strong>Presentation from the Texas Learning Disabilities Research Center</strong></td>
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<tr>
<td>Jack Fletcher, Ph.D., Distinguished University Professor, University of Houston</td>
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<td><strong>Questions and Answers – Interactive Discussion</strong></td>
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<th><strong>FRIDAY NOV. 2 1:30 - 2:30 p.m.</strong></th>
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<td><strong>F67</strong></td>
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<tr>
<td>The Nemours BrightStart! Dyslexia Initiative: A Model for Early Intervention</td>
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<tr>
<td>Gayle Florence Cane, Ed.D., Director of Screening and Intervention; President, Nemours BrightStart! Dyslexia Initiative</td>
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<td>The Nemours BrightStart! Program brings together pediatric experts in brain science, research and early learning in an innovative program designed to significantly reduce the reading difficulties caused by dyslexia through screening and intervention for pre-kindergarteners.</td>
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| **F68** |
| Listening: A Powerful Tool |
| Connie M. Dowling, M.Ed., Manager of Educational Programming, Recording for the Blind & Dyslexic (RFB&D) |
| 85% of what we know we learned by listening. However less than 2% of people have ever received formal instruction on how to be an effective listener. For individuals with learning disabilities developing the proper listening skills is crucial to academic success. This session will cover strategies and activities to build listening skills and provide a list of resources for teaching listening. |

| **Register online at www.interdys.org!** |
**F69**

**Reading Fluency: What is it and How to Teach it Effectively?**

Timothy V. Rasinski, Ph.D., Professor, Reading and Writing Center, Kent State University

Reading fluency has finally been recognized as a key element of effective reading instruction. In this presentation Dr. Timothy Rasinski will define fluency, discuss how it can be assessed, present effective methods for its instruction.

---

**F70**

**Patterns of Reading Difficulties in Sixth-Grade Poor Comprehenders**

Louise Spear-Swerling, Ph.D., Professor, Department of Special Education and Reading, Southern Connecticut State University

Pamela O. Brucker, Ed.D., Chair, Department of Special Education and Reading, SCSU

Michael P. Alfano, Ph.D., Director and Associate Professor, Teacher Certification Program for College Graduates, Neag School of Education

This study examined patterns of component reading difficulties in sixth-graders with poor reading comprehension as defined by two different comprehension measures. Several patterns of difficulty were common on each measure, and performance sometimes varied depending on the measure. Implications for assessment and instruction with struggling older readers will be discussed.

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**F71**

**Post-Secondary Options for Students with Learning Disabilities: Choices That Lead to Success**

Jennifer C. Zvi, Ph.D., Learning Disability Specialist, California State University Northridge

Lee H. Axelrod, Ph.D.

The purpose of this presentation is to present information that would better prepare students with learning disabilities to make that leap from high school into the post-secondary educational environment. Students with learning disabilities have options to attend community colleges, 4 year universities, and/or vocational educational programs. This presentation will present issues that must be considered to make those choices that are best suited for each student.

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**F72**

**Reading Comprehension Processes in Adolescents with RD and/or ADHD**

Karen M. Ghelani, Ph.D., Clinical Research Project Coordinator, Youth, Education, Assessment, and Research Study (YEARS), Hospital for Sick Children (Toronto, ON, Canada)

This session presents the audience with important information related to understanding the differential diagnosis of Reading Disabilities and ADHD. The presenter will discuss key issues related to the assessment of and interventions for reading comprehension difficulties in adolescents with Reading Disabilities and/or ADHD.

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**F73**

**The Dutch Dyslexia Program: The Prospective Study in the Age From 0-9**

Aryan van der Leij, Ph.D., Professor of Special Education, University of Amsterdam

The early precursor study (running from 1998-2010) of the Dutch Dyslexia program will be presented. 225 babies who are genetically at-risk of dyslexia and 120 control children have been tested with an odd-ball paradigm and a visual moving dots paradigm at the age of 2, 5 and 11 months, followed by EEG- and behavioral measurements every 6 months. The state-of-the-art of the study will be discussed in the perspective of the discussion about precursors, correlates, and causes of dyslexia.

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**F74**

**Inquiring Minds Want to Know: Promoting Literacy Skills of Dyslexics Through Inquiry-Based Science and Math Instruction**

Dee Ledet-Rosenberg, M.A., Director of Education, Newgrange School and Education Center

This workshop will present findings of the research on how deficits in reading affect the acquisition of content in other academic areas. Additional research will be presented that focuses on the need for early assessment in literacy, mathematics and science. Common profiles of disabilities in literacy and mathematics will be presented. Participants will explore strategies that enable student success in content areas, while also increasing literacy skills through the use of multisensory structured language techniques.

---

**F75**

**The 4th Grade Slump: Vocabulary and Fluency Causes**

Frank Balch Wood, Ph.D., Neuropsychologist, Professor, Section Head, Department of Neurology, School of Medicine, Wake Forest University

Vocabulary (VOC) and fluency (FLU) are likely issues in “late emerging” poor readers (after 3rd grade). In our study, 1st-2nd grade code teaching improved poor readers’ WJ Broad Reading to normal, but with no VOC or FLU gain. By 8th grade they fell to 10th percentile in text comprehension. We propose methods for preventing that slump.

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**F76**

**Exploring Schwab Learning’s Online Resources**

Lisa Litsey, Director of Outreach & Community Services, Schwab Learning

Parents and educators can help themselves and kids successfully navigate the LD journey by tapping into the information on Schwab’s two free websites. This interactive session will help maximize visits to www.SchwabLearning.org and www.SparkTop.org. During the session we will highlight the newest information and tools on both websites.
FRIDAY
NOV. 2  3:00 - 4:30 p.m.

F77
Historical Perspectives
Marcia K. Henry, Ed.D., Professor Emerita, Department of Special Education, San Jose State University; IDA Past President

Long-time IDA members discuss their training. Some studied directly with Samuel and June Orton, Anna Gillingham and other noted IDA pioneers. They will share reflections on the early days of IDA, and priceless memories of IDA history.

F78
National Joint Committee on Learning Disabilities [NJCLD]: History and Current Initiatives
Nancy Cushen White, Ed.D., Associate Clinical Professor Program Specialist, Division of Adolescent Medicine-Pediatrics, University of CA-San Francisco Department of Special Education, San Francisco Unified School District
Sylvia G. Richardson, M.D., M.A., Professor Emerita, Pediatrics, University of South Florida, Tampa, FL; Former IDA President; Member, Council of Advisors
Harley A. M. Tomey, III, Director, Exceptional Education and Student Services, Richmond City Public Schools; Past President IDA
Jean Lokerson, Ph.D., Faculty Emerita, Virginia Commonwealth University
Debi Gartland, Ph.D., Associate Professor, Department of Special Education, Towson University

The NJCLD includes representatives of organizations committed to the education and welfare of individuals with learning disabilities. A major purpose of the NJCLD is to provide an interdisciplinary forum to review issues for educational and governmental agencies and to prepare and disseminate position papers to various organizations to clarify issues in the area of learning disabilities.

F79
Large-Scale Classification Study of Reading Disability
Richard K. Wagner, Distinguished Research Professor, Department of Psychology and Florida Center for Reading Research, Florida State University

Results from a large-scale classification study of reading disability will be presented.

F80
Celebrating Strengths While Supporting Differences: Initiatives to Foster and Celebrate Student Strengths and Talents
Cherrie Farnette, Director of Parent and Community Education, Currey Ingram Academy
Lisa Litsey, Director of Outreach & Community Services, Schwab Learning

Presented is a K-12 program for identifying and developing student strengths systematically throughout the school year, integrating them with the Success Attributes, incorporating IEPs, and making the celebration of strengths a natural part of the school curriculum. Included in presentation is an overview of SparkTop.

F81
Morphology and Integration with the Content Subjects

The presenter will discuss morphology and its importance for decoding, spelling, and vocabulary development. There will be a description of a model for integration morphology with social studies, math, science, and vocabulary development. This is a hands-on workshop with audience participation and many materials for the audience.

F82
Facilitating Implementation of a Multi-Tiered Beginning Reading Response to Intervention Model to Prevent Reading Difficulties: The Spotlight 3-Tier Project
Erica Simon, Ph.D., Graduate Student, The University of Texas
Jessica R. Pruneda, Field Trainer/Analyst, Vaughn Gross Center for Reading and Language Arts
Kathleen E. Walker, M.Ed., Field Trainer/Analyst, Vaughn Gross Center for Reading and Language Arts

This session will discuss the Spotlight 3-Tier Project, which provided assistance to four Texas schools as they implemented a 3-Tier Reading model in Kindergarten through Grade 3, as an example of a response to intervention (RTI) model. Participants will learn how assessment can be used to inform instruction, determine professional development needs, and identify strengths and weaknesses of core reading programs and interventions.

F83
Using a Comprehensive Reading Model to Guide Assessment and Intervention
Susan S. Horn, Ed.D., School Psychologist, Baltimore City Public Schools

Conceptualization of the reading process requires a systems approach that considers the importance of decoding/word recognition, psychological factors, and the reader’s prior knowledge. The proposed model provides a comprehensive way to pinpoint the breakdown when a student cannot read and comprehend a text, and guides effective intervention.

Register online at www.interdys.org!
**The Issue of Equity: Adapting Mathematics Curricula for Special Needs Students**

John P. Woodward, Ph.D., Professor, School of Education, University of Puget Sound

The NCTM Standards is the call for high standards and equity. This session will address ways in which instruction can be adapted for special needs students. Progress monitoring and RTI will also be discussed.

**Using Vocabulary and Text Structure to Link Reading and Writing Instruction**

Kathryn E. S. Grace, M.Ed., Learning Specialist

Vocabulary knowledge is strongly related to reading comprehension and like decoding can impact a child’s performance in all areas of academic performance. A strong vocabulary also gives a student more control over a specific domain. This interactive workshop utilizes current research on vocabulary and text structure to explore creative, interactive, classroom strategies for enhancing vocabulary for both reading and writing clarity. Participants will learn how to select and teach Tier II vocabulary through Word Power Pyramids. Student friendly text structure templates will be shared along with student samples demonstrating how this strategy positively impacts student writing performance.

**Group Orton Gillingham Instruction at the Masonic Children Learning Centers**

Judy Shapiro, M.S., Adjunct Professor; Director, Fairleigh Dickinson University; Scotch Plains Masonic Children’s Learning Center

David D. W. Winters, Ph.D.

Amy A. M. Martin, M.A., Group Instruction Teacher, Masonic Children Learning Center

A model for delivering Orton Gillingham lessons to groups of children was developed at the Masonic Children Learning Centers. Now in their second year, these group lessons include: all strands of OG, strategies for providing individualized needs within a group setting and effective methods of enhancing attentive levels of all children. Presenters will demonstrate effective ways to provide Orton Gillingham lessons to several students at one time; thereby addressing the realistic needs facing instructors in public school settings and meeting the needs of more students.

**Phonics Lessons Designed for Grades 4-12 and Adults**

Linda Farrell, MBA, National DIBELS, LETRS Trainer, Sopris West Educational Services

Phonics Blitz is forty one-hour lessons that help students who read inaccurately, slowly, or both. The lessons have sophisticated vocabulary that appeals to older students. Teachers do not have to be reading specialists. (PRODUCT PRESENTATION)

**Multi-Generational Communication: Embracing Diversity of a Different Level**

C. Roy Blackwood, MFA, F.R.S.A., Professor of Visual Arts, Director of Cultural Resource Management Program, Southwestern Louisiana University; National Boy Scout Adult and Youth Leadership Trainer

This session will explore the distinct differences between the four to five currently existing generations within the American Experience and how communications can be facilitated. Does a “Cultural Shift” really occur as each subsequent generation struggles to identify itself as unique? Although certain behavioral cycles are discernable, each generation says, “I just want to understand this younger generation.”

**No Child Left Behind: Rewards and Roadblocks for Special Education Students**

Moderator: Laura Kaloi, Public Policy Director, National Center for Learning Disabilities

Panelists:

- Candace Cortiella, Author, REWARDS AND ROADBLOCKS: HOW SPECIAL EDUCATION STUDENTS ARE FARING UNDER NO CHILD LEFT BEHIND
- Connie Garner (invited), Professional Staff
- Chairman Edward Kennedy
- Lindsay Hunsicker (invited), Professional Staff
- Ranking Member Mike Enzi
- Lloyd Horwich (invited), Professional Staff
- Chairman Dale Kildee

With Congress reauthorizing the Elementary and Secondary Education Act (Title I of which is currently known as No Child Left Behind), there is much at stake for students with learning disabilities as the federal government reexamines how students with disabilities will be included in the accountability system. Learn what we know about the outcomes for students with disabilities since NCLB was first passed as well as the latest on reauthorization efforts by the House and Senate Education Committees. Participants will receive a copy of the National Center for Learning Disabilities report Rewards and Roadblocks: How Special Education Students are Faring Under No Child Left Behind. Finally, learn what you can do to influence this process and ensure that your voice can be heard.
FRIDAY
NOV. 2 4:30 - 5:30 p.m.

**F90**

**Learning to Be Literate**

Dale S. Brown, Senior Manager, LDOnLine, WETA

A chance for individuals with dyslexia to discuss the joys and challenges of dyslexia. This is the second of three sessions for adults with dyslexia, and will focus on our experiences as we go through school and learn reading, writing and arithmetic. **Note: 1 of 3 sessions – Exclusively for adults with dyslexia.**

**F91**

**Informal Roundtable for Parents**

Rebecca N. Clingman, Academic Language Therapist

This is an open forum for parents searching for help for their children who are dealing with learning disabilities. It is an opportunity to share helpful ideas and to let IDA know how the organization can best serve them and their children. **Note: Offered each day at the same time – Exclusively for parents.**

Visit the **Branch Council** booth #522 for exciting opportunities to support IDA’s 47 branches

Be sure to attend the Branch Council sponsored session F88 (*page 45*)

**“Multi-Generational Communication: Embracing Diversity on a Different Level”**

And don’t miss the exciting announcement of the winner of our **Annual Raffle** at the President’s Celebration Cocktail Party on Friday at 6:30 p.m. — when we reveal who’ll be driving a **new BMW 328i!**

“As a first time parent I really enjoyed all the sessions. I found most of the speakers to be very energetic and a fountain of knowledge.”
G. Emerson Dickman, III and the Board of Directors invite you to

JOIN US FOR AN EVENING OF EXCITEMENT AT THE

PRESIDENT’S CELEBRATION

FRIDAY, NOVEMBER 2, 2007
COCKTAIL HOUR: 6:30 - 7:30 P.M.
DINNER: 7:30 P.M.
PRESENTATION OF AWARDS: 8:00 P.M.
DANCING & DESSERT: ‘TIL 11 P.M.

$85.00 PER PERSON
(INCLUDES ONE DRINK TICKET)

LIMITED TICKETS AVAILABLE ONSITE
*BLACK TIE OPTIONAL

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