



46th Everyone Reading Conference on Dyslexia and Related Learning Disabilities

March 4 and 5, 2019
CUNY GRADUATE CENTER
34TH 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, March 4, 2019

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

9:00 – 10:00AM

Keynote Address –

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

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

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

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

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

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

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

Chancellor Carranza will be introduced by New York State Assembly Member JoAnne Simon.

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

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

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

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

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

M02 – Integrating Culturally Responsive Instructional and Counseling Practices into School Settings

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

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.

M03 – The Science Behind the Letter Sounds: A Process of Discovery

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

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

M04 – “I Want to Do it Myself!” – AT Solutions for Empowering Students

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

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

M05 – Reading Comprehension: Becoming a Strategic Reader

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

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

M06 – Ten Pearls of Executive Function for the Classroom

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

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

M07 – The Imagery-Language Foundation: Teaching All Children to Read and Comprehend

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

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

M08 – The Parent's Path to Advocacy

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

Map out your path from awareness to persuasive, courageous advocate. Resources and valuable insights will be shared throughout this engaging discussion.

M09 – Using Standardized Data to Support College Students with LD

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

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

M10 – Fostering Resilience: How You Can Help Your Students be Successful

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

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

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

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12:10 – 1:20PM

M11 – A Picture is Worth a Thousand Words: Visual and Digital Pathways into Phonics Instruction

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

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

M12 – Great Leaps at a Distance – A New Model of Reading Remediation

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

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

M13 – Analyzing the Prevalent Symptoms of Orthographic Processing Problems Using Student Case Studies in Order to Plan for Intervention

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

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

M14 – Specially Designed Instruction for English Learners with Disabilities

Marta Villarroel, Bilingual Special Education Specialist, RSE TASC, Division of Specialized Instruction and Student Support, New York City Department of Education

This session will support educators in identifying the impact of the distinct challenges and learning barriers that may exist for English Learners with disabilities.

M15 – Principles of Prevention and Intervention in Reading Difficulties

JoAnn Lense, LCSW

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

M16 – Executive Functions, Reading, and Associated Neurobiological Underpinnings

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

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

M17 – Using Assessment to Guide instruction for Beginning Readers

Jeanne Jeup, IMSE OG Level 4 Master Instructor, Director of Instruction, Institute for Multi-Sensory Education (IMSE) and Janice Kohler, MAT, SLT, IMSE OG Level 4 Master Instructor, Director of Professional Development, IMSE

Learn how to use IMSE's Assessment App and IMSE workbooks with beginning readers to drive Orton-Gillingham instruction for all students. *Product Presentation*

M18 – Managing ADHD in College

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

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

M19 – Reading Comprehension Instruction for Young Students with Autism

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

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

M20 – Getting “What Works” Going in Classrooms!

Leslie Laud, Instructor, Bank Street College of Education, Susan O’Neil, Deputy Superintendent, Worcester Public Schools, Magdalena Ganas, Professional Development Coordinator, Worcester Public Schools, Colleen Dyer, ELA Coordinator, Worcester Public Schools, and Michelle Maloney, Grade Four Teacher, Worcester Public Schools

Are you expected to support colleagues in improving instruction, particularly for students who struggle? Learn how grade-team, school and district leaders turn-key cutting-edge literacy practices. Learn “what works” and see data gains from presenters’ schools.

M21 – An In-Depth Look at the IEP for Students with LD

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

Consider the “Big Picture” of the IEP – This session will help you better understand each component and where opportunities exist to strengthen your child’s individualized program.

M22 – Dyslexia & Accommodations: The Power of Pen Scanners

Jack Churchill, B.Sc., Co-Founder, CEO, Scanning Pens, and Jodi Szuter, Director of Business Development – USA, Scanning Pens

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

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

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1:50 – 3:00PM

M23 – Specially Designed Instruction in Reading: Intensify Reading Interventions

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

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

M24 – Does Your School Provide Real Orton-Gillingham Instruction?

David Katz, MAT, Fellow, Academy of Orton-Gillingham Practitioners and Educators, and Norma Francullo, Esq., Special Education Attorney, Parles Rekem, LLP

Participants will be given an overview of the Orton-Gillingham approach and learn how to determine whether it is being properly implemented in their children's classrooms.

M25 – Under-Representation and Over-Representation: How Identification Impacts English Learners

Maria Campanario, M.Ed., C.A.G.S., National Equity and Leadership Consultant, Benchmark/retired Boston Public Schools Director of Special Education/English Learners

EL students who are struggling readers may be under-represented or over-represented in special education. This workshop is interactive and discussion-driven, incorporating suggested classroom supports.

M26 – What's a Mother to Do?

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

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

M27 – Helping Students Find and Use Their Digital Voices

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

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

M28 – Behavior is Communication: What Are Your Students Telling You?

Brandy Stanfill-Hobbs, M.S. Ed., Director of Coaching Programs, ASD Nest Support Project, NYU

A child's behavior often communicates needs that they cannot express. Through careful observation and reflection, we gain insight into their interests, needs, and motivations for behavior.

M29 – Language-Based Learning Disabilities and the Neuropsychological Evaluation

Melody O’Neil, M.S.Ed., Associate Director of Admissions, Landmark School

This seminar focuses on identifying students with language-based learning disabilities (LBDL); understanding the differences between LBDL and a non-verbal learning disability (NVLD); and understanding/interpreting the evaluation process including neuropsychological, educational, and speech-language testing. Topics will include interpretation of the scores: what it all means and what specific tests measure.

M30 – Quickly Increase Reading and Writing to Grade Level

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

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

M31 – Writing Workshops that Work: Supportive Instruction for Upper Elementary Students

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

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

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

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3:30 – 4:40PM

M32 – #PowerRoutines: Evidence-Based Practices for Teaching Writing (Grades 2-6)

Leslie Laud, Instructor, Bank Street College of Education

Learn evidence-based practices (i.e., Self-Regulated Strategy Development) for teaching writing. The practices include mining mentor texts, planning, revision, formative assessment, modeling, and goal setting.

M33 - Actively Learn – The Future of Reading in Classrooms

Matthew Macoubrie, Classroom Teacher and Actively Learn Ambassador

Actively Learn is an on-line literacy platform that helps students overcome the barriers to reading for depth. *Product Presentation*

M34 – ELL (English Language Learner) Shadowing: Structuring ELL-Specific Observations to Inform Instruction

Melissa Katz, Director, ELL/MLL Supports, New York City Charter School Center and Special Education Collaborative

In this session, participants will learn the what, why and how of ELL shadowing and will explore possible instructional shifts resulting from the ELL shadowing.

M35 – Overcoming Learning Differences and the Challenges of Life

Elizabeth Williams Auricchio, Ph.D., Clinical Psychologist and Sandy Gubar, adult with dyslexia, Co-Chairs, Adult Dyslexia Committee, Everyone Reading

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

M36 - Exploring Educational Technology: Universal Access to Print

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

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

M37 – Purposeful, Playful Practice through Games for Struggling Readers

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

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

M38 – Using Big Books to Support Emergent Reading

Susan J. Chambre, Ph.D., Assistant Professor of Special Education, Marist College

Early elementary teachers often use big books (BB) during ELA instruction to support emergent reading skills. Yet the features of many big books do not support literacy skill development because of mismatched text features or disproportionate text size. This session will discuss key features of BB and how to select books for specific ELA purposes. The session will also provide hands-on experiences of how to match BB to reading instruction for impactful early literacy attainment.

M39 – Private vs. Public Dyslexia Education: Remove the “vs.”

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

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

M40 - Executive Functions Demystified: Interventions for Academic Success

Alexandra Mayzler, Founder of 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 will discuss these skills and introduce hands-on strategies for organization, time management and learning in school and at home.

5:00 – 7:00 pm

**Reception for Esther Klein Friedman, Ph.D.
Executive Director
Department of Literacy, Library Services, and Academic Intervention Services
New York City Department of Education**

Dr. Esther Klein Friedman has served New York City students since the mid-1970s as teacher of special education and reading in elementary, middle and high school, staff development trainer, principal in District Two, director of literacy and social studies in District Six, regional director of intervention services and local instructional superintendent in Region Ten, director of secondary school reform at the New York City Department of Education central office, acting superintendent of District Three, senior director of academic intervention services K-12 at the New York City Department of Education central office, and currently serving as executive director of literacy, academic intervention services and library services at the New York City Department of Education central office overseeing these areas for New York City k-12 Public Schools.

Esther was born in Romania and lived in two other countries before arriving in New York City in the middle of first grade. Although English was not her first, second or third language, she found it fascinating and picked up enough of it in first grade to frequently be reprimanded for talking too much during class – a situation for which her early report cards provide clear evidence. She is a product of the New York City public schools, completed her undergraduate degree in education and psychology at Queens College and received a master’s degree in special education and a Ph.D. in reading and learning disabilities from New York University. Her doctoral work focused on reading acquisition in struggling students, an area which has been the focal point of her career. Esther’s professional interests include exploration into the challenges of and solutions for supporting achievement of students in urban schools, particularly in the area of literacy. She believes deeply in the transformative power of pedagogy and hopes you join her on that journey as well.

Dr. Friedman is a former Everyone Reading board member and has always been a strong and knowledgeable voice for good instruction and literacy for all.

Dr. Friedman will be introduced by Daniel Dromm, Chairperson of the Finance Committee, New York City Council, Chair of the Finance Committee, and past Everyone Reading Honoree.

Tuesday, March 5, 2019

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

9:00 -10:00AM

Keynote Address – Why Social Emotional Learning Matters

**Akimi Gibson, Vice President and Education Publisher, Sesame Learning, Sesame
Workshop**

Social emotional learning (SEL) is one of the most urgent issues facing educators today, and a key component of educational equity. Research shows that teaching critical SEL skills can result in significant improvements in academic performance.

Ms. Gibson is Vice President and Education Publisher, Sesame Learning, at Sesame Workshop, the media and education nonprofit organization behind Sesame Street. She leads the formal education initiatives, partnerships, and business for Sesame Workshops. Gibson is also a children's book author, a former program administrator and literacy coach. As a former classroom teacher, she has worked with infants and toddlers, to special needs second grade, to literacy tutoring for students in K-6th grade. Sesame Workshop has been at the forefront of SEL research, with decades of rigorous research backing their mission to help kids everywhere grow smarter, stronger, and kinder.

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

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10:30- 11:40AM

T01 – Whole Child, Whole Heart: Engaging with Social Emotional Learning

Brandon Harvey, Senior National Literacy Specialist, McGraw-Hill Education

Listen! Speak! Read! Write! Think! Change! Live whole-heartedly! Explore fun and powerful ways to promote social and emotional well-being in this literacy workshop.

T02 – WORDS WITH SPELLING CONNECTIONS HAVE MEANING CONNECTIONS PHONOLOGY+ PHONICS+ MORPHOLOGY+ ETYMOLOGY=ORTHOGRAPHY

Nancy Cushen White, Ed.D., BCET, CALT-QI, LDT, Clinical Professor, Division of Adolescent & Young Adult Medicine, Department of Pediatrics, Department of Child & Adolescent Psychiatry, University of California, San Francisco; UCSF Dyslexia Research Team

While basic knowledge of phoneme-grapheme relationships may be sufficient for spelling, reading, and comprehending one-syllable words, analysis of word structure – including knowledge of morphology and etymology – is needed to learn to spell, read, and comprehend multi-syllable words.

T03 –The Power of Technology for Students Who Learn Differently: Helping Digital Natives Discover Their Strengths Using STEM and STEAM-Based Learning

Jessica Santana, Executive Director, New York on Tech, and Beth Rosenberg, Founder/Executive Director, Tech Kids Unlimited; Faculty NYU Tandon School of Engineering

Students today will enter a world where technology is ubiquitous to every career. Students who are taught STEM and STEAM-based experiential learning experiences in middle and high school are developing computational thinking skills. This session seeks to empower the challenged learner who may have dyslexia, dyscalculia or executive processing issues and will provide tips and tricks for educators interested in how technology can generate success.

T04 – Executive Dysfunction: Implications for Language Based Academic Skills

Hilary Murphy, Ph.D., Clinical Neuropsychologist, Center for Neurological and Neurodevelopmental Health (CNNH NeuroHealth)

This workshop will review the relationship of executive functions and academic skills and the role of neuropsychology in assessing these domains.

T05 – Catching Up and Getting Ahead – It Can Be Done!

JoAnn Lense, LCSW, Pilar Jefferson, Museum Educator, Elena Behar Lazarova, M.S., W.D.P., Learning Specialist/IEP Teacher, P.S.148Q, and Sofya Blinder, Special Education Teacher, PS10R, M.S. in Special Education.

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

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 – Accessing Complex Text with Diverse Learners

Elizabeth Carr, M.A., Program Supervisor, K-8 Consulting, Cooke Institute

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

T08 – Struggling K-2 Readers?? We Can Help!

Toni Bernard, Ed.D., Consultant, New York City Department of Education and S.W. BOCES

This session will present ideas for what should and shouldn't be included in the 90-minute literacy block focusing on foundational and comprehension skills.

T09 – Let's Teach Dyslexia AWAY!

Leah David, M.S., Founder and Executive Director, CODE: Committee on Dyslexia Education

Support the mission of CODE: Committee on Dyslexia Education. Let's work together to "TEACH DYSLEXIA AWAY." Branding, marketing, and user-friendly information. Listen and learn. *Product Presentation*

T10 – Building Academic Vocabulary and Student Discourse

Siobhan M. Dennis, Ph.D., Director of Administrator Relations, Wilson Language Training

Learn how to maximize high-level language skills through the use of academic vocabulary and student discourse to increase student literacy development.

T11 – The Landscape of Literacy Intervention in New York City Elementary Schools

Literacy Trust

Literacy Trust will lead a panel discussion featuring representatives from some of the independent program providers in New York City elementary schools. Participants from Foundations, iReady, Great Leaps, and Reading Rescue will discuss the strengths, research-base, limitations, and future of their programs.

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

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12:10 – 1:20PM

T12 – Leveraging Underutilized School Staff to Boost Early Literacy

Phoebe Gilpin, Associate Director of Professional Learning, Literacy Trust

Gain strategies, resources, and tools to teach paraprofessionals, school aides, and other school staff to best support the early literacy needs of struggling students.

T13 – Cultivating Inner Resilience in Ourselves and Young People

Linda Lantieri, M.A., Adjunct Assistant Professor, Teachers College, Columbia University

Using principles derived from modern brain research, participants will be introduced to calming and focusing practices that help us deal with stress more effectively.

T14 – School Library Programs: Equitable Reading Opportunities for All Students

Michael Dodes, Library Coordinator, New York City Department of Education, Library Services Team, and Debra Randorf, Library Coordinator, New York City Department of Education, Library Services Team

Reading begins with great materials to read, and people to connect children to those resources! Come learn how strong school library programs support all readers!

T15 – Formal Reading Assessment: Key Measures and Tracking Progress

Larry Hess, Psy.D., Independent Practice

This presentation will review commonly used reading measures, such as the GORT-5, as well as cover some best practices for tracking progress with standardized measures.

T16 – Creating Flow Opportunities in Math Class by Varying Instruction

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

Designing lessons with varied activities (like Kahoot, Desmos, DeltaMath, calculators, blind voting, group/independent work) can help math class flow and promote learning for all students.

T17 – Assistive Technology Tools to Support Literacy Learning

Colleen Warn, Director of Center for Assistive Technology, New York City Department of Education, Karen Gorman, Assistive Technology Coordinator and Universal Design for Learning Coordinator, District 75, New York City Department of Education, Lindsey Huntley, M.A.-CCC-SLP, ATP, and Maricris Formoso-Santos, Assistive Technology Supervisors, Center for Assistive Technology, New York City Department of Education, David Carocca and Jordan Ignacio, District 75 Assistive Technology Evaluators and Universal Design for Learning Team, New York City Department of Education

Literacy learning varies greatly between programs and across the grades. Come explore the latest Assistive Technology tools available for students with various learning disabilities.

T18 – An Analysis of the Regularity of “Sight Words”

Katharine Pace Miles, Ph.D., Assistant Professor, Brooklyn College, The City University of New York, and Devin Kearns, Ph.D., Assistant Professor, University of Connecticut

What is a “regular” sight word? Experts rated regularity for 419 words – so did a computer program. We find computers might help experts and educators.

T19 – Amazing Readers: Volunteers filling the Phonics Gap

Tara Casey, M.A., Tutor, Trainer, Co-Coordinator, Amazing Readers, Tami Reis-Frankfort, PGCE, OCR Dip. Spld, Co-founder, Phonics Books Ltd., Reading Specialist, and Frances Woodward

History, training, results and methods used by a volunteer group to strengthen the phonics skills among struggling students in an underserved public elementary school in Westchester. *Product Presentation*

T20 – The Latest Neuroscience Research on Dyslexia Interventions

Matthew Pagirsky, Psy.D., Clinical Neuropsychologist, Child Mind Institute, and Brittney Fallucca, Ph.D., Associate Neuropsychologist, Child Mind Institute

Neuroscience research on dyslexia interventions has grown in recent years. We will present the latest findings with studies using neuroimaging techniques including EEG, MRI, fMRI, and MEG.

T21 – Struggling Teen Readers: A Focus on Solutions

Gina Riley, Ph.D., Program Coordinator, Adolescent Special Education Generalist Program, Clinical Professor of Special Education, Hunter College, The 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 age of the learner, experiencing literacy in many forms and creating relevant/generalizable lessons.

T22 - School Leaders as Literacy Leaders: Ensuring Education Equity by Championing Intentional Literacy Instruction

Penny Kapanika, Assistant Director, Summer Principals Academy, Teachers College, Columbia University, and Dr. Kerri Mulqueen, Assistant Professor of Education, School of Education and Health, Manhattan College

Four alumni of Teachers College's Summer Principals Academy explore how school leaders can ensure educational equity by championing intentional, targeted literacy instruction.

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

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1:50 – 3:00PM

T23 – Introducing the NEW Dyslexia Report for the Woodcock Johnson IV (WJ IV)

Lauren Wallack M.S., National Clinical Account Consultant

The WJ IV is a trusted resource for special education evaluations. This session will introduce the new Dyslexia Report offered as an enhancement to the WJ IV reporting system. *Product Presentation*

T24 – 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, Department of Child & Adolescent Psychiatry, University of California, San Francisco; UCSF Dyslexia Research Team

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.

T25 – Getting to Know the Andrew Heiskell Library

Lyman Clayborn, Managing Librarian, Andrew Heiskell Braille and Talking Book Library of the New York Public Library

The Andrew Heiskell Library provides free services for people with learning disabilities, people with low vision, or people physically unable to read standard print.

T26 – Teamwork and the Big, Bad, Data Monster

Yvette Russell, Chief Program Officer, Read Alliance, and Triana Urraca, M.P.A, Evaluation Director, Read Alliance

This presentation will show how a collaborative approach to program evaluation improves site management, dismantles silos and increases organizational outcomes.

T27 – Testing Made Easy and Strategies for Success

Deborah Levy, Orton-Gillingham Author and Trainer

Learn about research-based learning strategies presented in an organized, systematic, and multi-sensory way that can increase test scores, comprehension, and help students become self-regulated learners.

T28 – Rethinking Vocabulary Instruction: Multisensory Strategies for Effective Learning

Jennifer Hasser, M.Ed., Executive Director, Kendore Learning

Discover effective strategies to teach vocabulary through cutting-edge memory and metacognition research. Learn engaging activities to help students pave the way to vocabulary success.

T29 – Phonemic Awareness? What’s Up with That?

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

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

T30 – Structured Literacy, Multisensory Structured Language, and Orton-Gillingham – Oh My!

Stephanie Cork, CALP CDP, Director of Instruction, and Esther Moreau, CDP, Master Instructor, Brainspring

According to the International Dyslexia Association (IDA), the principles of instruction and content of a Structured Literacy program are essential for effective teaching methodologies. Maybe you’re more familiar with the term Orton-Gillingham, which is the pioneer of a Structured Literacy approach. Adding to the confusion, the IDA recently adopted the term “Structured Literacy” to replace the term “Multisensory Structured Language”. Many programs are based on these methods, but what do these terms really mean? And more importantly, which concepts and principles must be included in a Structured Literacy approach? This presentation will give educators a better understanding of methodology which is deemed “essential” for remediating mild to severe reading difficulties, including dyslexia.

T31 – The Ivory Tower’s Role: Teaching Colleges and More

Debbie Meyer and Johanna Garcia, Founding Members, Dyslexia (Plus) in Public Schools Task Force, and Matthew Pagirsky, Psy.D., Clinical Neuropsychologist, Child Mind Institute

Why we must convince universities to prepare teachers, school leaders, psychologists, social workers, and pediatricians with knowledge and skills that respect the neuroscience on literacy.

T32 – Using Assessments to Plan Instruction and Develop a High-Quality IEP for Students with Learning Disabilities

Melissa Mancuso, Senior Director of Specialized Instruction, Quality IEP and Professional Learning, and Lauren Sullivan, Director of Evaluations and Eligibility, New York City Department of Education Special Education Office

This session will provide an overview of how to use assessment results to understand the effect of a learning disability on an individual student’s ability to read with accuracy, fluency, and understanding. Reading assessment results and effect of disability guide teams to plan reading instruction using evidence-based practices to target a student’s individual needs. Participants will see examples of how to align statements about assessment results, effect of disability, and specialized reading instruction in an IEP.

T33 - Writing Interventions for High School and Adult Students

Dolores Perin, Ph.D., Professor, Psychology and Education, Teachers College, Columbia University, and Susan Garni Masullo, Ph.D., Senior Lecturer and Director of Reading Specialist Practicum, Teachers College, Columbia University

In this session, we discuss evidence-based writing interventions and lead a hands-on activity where participants analyze writing samples to understand how to help students improve their writing skills.

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

T34 – Developing Independent Learners: Case Study Exploration

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

Social emotional skills are highly correlated with long term, overall success. Discuss how SEL and academic progress converge as we explore several case studies.

T35 – Engaging Families in Building Literacy Skills

Maggie Moroff, J.D., M.S.Ed., Special Education Policy Coordinator, Advocates for Children of New York, Coordinator, ARISE Coalition

We will discuss the importance of engaging families as students develop literacy skills. We will offer context, suggestions, and time to brainstorm further ideas.

T36 – The Neuroscience behind Treatment Options for Reading Disorders

Nicole Katz, Psy.D., and Sarah Powell, Ph.D., Clinical Neuropsychology Postdoctoral Fellows, Child Study Center, Hassenfield Children’s Hospital, NYU Langone Health, and Daniela Montalto, Ph.D., Clinical Director, Neuropsychology & Learning Service, Child Study Center, Hassenfield Children’s Hospital, NYU Langone Health

This presentation will focus on describing where reading disorders exist in the brain, the various treatments available, and the neuroscientific research behind them.

T37 - Hand-to-Mind: Memorable Math Models, Grades 1-3

Temple Ary, Math Specialist Ramaz Lower School

Math relies on stable mental representations, with strong linkages to concepts, skills and math-talk. Learn how to help LD kids re-weave these links throughout Grade 1-3 math.

T38 – Research on how New York Districts Use Capti Voice to Support Student Reading

Yevgen Borodin, Ph.D., CEO, Charmtech Labs – Capti Voice, Research Professor, Stony Brook University (SUNY), and Kristina Lomando, M.S., Outreach Manager, Charmtech Labs

This session will present research on how New York districts support students with learning disabilities and demonstrate Capti Voice reading-support tools for listening to anything students need to read. *Product Presentation*

T39 – Reading Remediation with Phonics First®

Stephanie Cork, CALP CDP, Director of Instruction, and Esther Moreau, CDP, Master Instructor, Brainspring

Phonics First® is accredited by the International Dyslexia Association and the International Multisensory Structured Language Education Council (IMSLEC). This systematic, explicit, multisensory program gives teachers the essential

tools and easy to use lesson plans for whole class and small group instruction. Come see us demonstrate how Phonics First® can meet the needs of your struggling readers. *Product Presentation*

T40 – Do I Really Need to Do the Baseline? – Launching an Effective Rtl Program

Ann Leghorn, Reading Specialist, Williamsburg Charter High School, and Samantha Mosher, Learning Specialist, United Nations International School

In this session, we will explore the many challenges and possible solutions to designing and implementing an Rtl program. Both presenters will share their experiences starting programs for both elementary math and high school literacy in very difference school environments. Participants will take away strategies for implementation as well as basic research for launching an effective Rtl program.

T41 – Social Emotional Learning (SEL) and Effective Reading Strategies to Ensure Success for Culturally and Linguistically Diverse Populations

Hector Montenegro, Ed.D., President/CEO Montenegro Consulting Group, Retired Superintendent, Texas

Integrating SEL and literacy strategies can transform a class culture that is more inclusive, values diversity, and accelerates language, literacy and content learning of struggling readers.

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