

Midwest Regional IDA Conference Program

April 20-21, 2018

Fetzer Center, WMU

Kalamazoo, MI

Daily Schedule:

8:00-8:45 Registration

9:00-11:00 Keynote speakers

11:00-11:15 Break

11:15-12:30 Morning Breakouts (60 minutes + 15 minutes for Q&A)

12:30-1:30 Lunch

- **Saturday Poster session:** Central Michigan University Research Study

1:30-2:45 Afternoon Breakouts (60 minutes + 15 minutes for Q&A)

2:45-3:00 Break

3:00-4:15 Afternoon Breakouts (60 minutes + 15 minutes for Q&A)

Friday Sessions

Time	Title	Suggested Audience
9:00-11:00	<p>Keynote: Best Practices for Teachers of Reading</p> <p>Suzanne Carreker, Ph.D., CALT-QI, works at the Neuhaus Education Center, a nonprofit organization in Houston, Texas, that has offered professional development in evidence-based reading methods to more than 60,000 teachers since its inception in 1980. Dr. Carreker, a past president of The Houston Branch of The International Dyslexia Association (HBIDA) and a current vice president of the national IDA board, is a frequent speaker at regional and national conferences and has authored a number of multisensory curricula and journal articles. She was the recipient of the 2009 HBIDA Nancy LaFavers Community Service Award for her contributions to students with dyslexia and other related learning differences in the Houston community.</p> <p>This session will include an overview of the reading landscape today, the reasons for the focus on complex text, the underlying processes needed to read increasingly complex grade-appropriate texts independently and proficiently, and what teachers need to know and do to ensure <u>all</u> students learn to read well.</p>	ALL

11:15-12:30	<p>Forging Connections for Fluency Instruction Dr. Jane Ashby, Associate Professor, Central Michigan University</p> <p>Research continues to advance our understanding of the brain networks and processes involved in reading. However, understanding the relationships among brain networks, cognitive processes, and reading development can be a challenge. This workshop focuses on a crucial challenge in elementary literacy education: how to help atypical readers achieve reading fluency in order to support comprehension. This session reviews what eye movement research tells us about the cognitive processes involved in fluent reading, and connects the development of the brain's reading networks with gains in reading fluency. Participants will take away teaching techniques for building fluency in several dimensions of literacy education.</p>	Clinical/Educational K-5
11:15-12:30	<p>Better Grades in Less Time: Helping ADHD/LD Students Get Organized & Learn Susan Kruger, M.Ed, Learning & Study Skills Specialist</p> <p>Empower ADHD students to be successful in school with strategies to get them organized and teach them how to shift into "high-gear" learning. Created by a certified learning specialist with ADHD (and a former, struggling student), these student-friendly strategies are optimized for ADHD; they require a minimum number of steps, significantly reducing energy drain from the prefrontal cortex and dramatically improving executive function in school. Strategies covered include: how to keep track of papers effectively, how to read textbooks faster and with greater comprehension, and how to improve time-management.</p>	Clinical/Educational Parent?
11:15-12:30	<p>Special Education Laws and How They Pertain to Dyslexic Children David Tarrien, Associate Professor and Auxillary Dean, WMU Cooley Law School</p> <p>Professor Tarrien will explain federal and state special education laws and how parent can best advocate for their children with dyslexia.</p>	Advocacy/Parent
1:30-2:45	<p>Strengthening Language Foundations of Literacy: Evidence-based Approaches for Teaching Vocabulary</p> <p>Lauren A. Katz, Ph.D., CCC-SLP, Partner Literacy, Language, and Learning Institute Joanne M. Pierson, Ph.D., CCC-SLP, Partner Literacy, Language, and Learning Institute; Project Manager, DyslexiaHelp</p> <p>The aims of this presentation are to provide participants with 1) a greater understanding of how vocabulary knowledge and one's ability to derive meaning from words contribute to</p>	Clinical/Educational K-12

	<p>successful reading comprehension; 2) knowledge of two primary ways to promote vocabulary knowledge: teaching individual words and teaching word-learning strategies; and 3) an understanding of how to implement evidence-based approaches for teaching vocabulary and word-learning strategies to students with dyslexia and other language-based learning disabilities (LLD).</p> <p>This presentation will begin with some context – the rationale for providing rich vocabulary instruction to students with dyslexia and other LLDs. Specific attention will be given to the challenges these students face in learning vocabulary and how to use one's understanding of these challenges to better inform intervention. Second, we will present evidence-based approaches for teaching individual words. Careful attention will be given to making use of the vocabulary words that students are expected to learn in school – both vocabulary that is embedded in texts (and curriculum) across the content areas as well as vocabulary words/lists that may be presented in English/Language Arts classes. Additionally, we will touch on how interventionists may choose words to supplement those that their students are being given at school. Third, we will present evidence-based approaches for teaching students how to derive word meanings on their own. Specific emphasis will be placed on best practices for teaching morphological-analysis and context-analysis skills. Finally, we will provide some case examples and engage in discussion about how to partner with teachers, parents, and others to maximize word learning in our students.</p>	
1:30-2:45	<p>What Spelling Errors Tell Us</p> <p>Susan Carreker</p> <p>Spelling errors provide insight to a student's understanding of speech sounds (phonology) and the patterns of written language (orthography). A dualist assessment of spelling errors as either "right" or "wrong" does not give the sense of what a student knows and needs to know. Additionally, when errors are marked as either "right" or "wrong," the student does not get credit for what he or she does understand. This session will present a simple spelling rubric that can provide a qualitative evaluation of spelling errors and what needs to be taught. The rubric can also be used to measure increases in a student's spelling accuracy.</p>	Clinical/Educational
1:30-2:45	<p>Advocacy Strategies for Your Child with Dyslexia: Navigating the Process</p> <p>Heather Eckner, M.A. Ed. Executive Director, A2IDEAS Special Education Advocacy Nonprofit Organization</p> <p>How do I get the most appropriate intervention and services for my child through the school? Parents are the experts on their children and know when their child is struggling. However, many feel frustrated by the communication gaps that can exist between families and school</p>	Advocacy/Parent

	<p>teams. Families of children with dyslexia find themselves entrenched in the world of Special Education among the “acronym soup” of terminology and must traverse a dizzying array of interventions, services, providers, supports, and placements. An experienced education advocate shares insight and strategies for navigating the special education process in building the path toward the best outcomes for your child.</p>	
3:00-4:15	<p>Morphological Awareness: A Critical Aspect of Learning to Read</p> <p>Dr. Heather Pauly: Assistant Professor of Language and Literacy at Cardinal Stritch University Dr. James Grant: Professor of Education in Learning Disabilities at Grand Valley State University</p> <p>This session will focus on the instruction of morphology and word analysis including specific strategies for breaking down multisyllabic words for students who have mastered some of the alphabetic-phonetic principles.</p>	Educational 5-12 grade classroom
3:00-4:15	<p>Erasing the Misery of Reading and Spelling Multisyllabic Words</p> <p>Sarah Zelenak, CALP</p> <p>When students don't have strategies for reading big words, they often guess, skip or misread words. They struggle to comprehend complex text and often get stuck at reading below level. Attend this workshop and learn how to provide functional strategies that can be applied to big words.</p>	Clinical/Educational
3:00-4:15	<p>Assistive Technology</p> <p>David Winters, Ph.D., Fellow/AOGPE, Associate Professor, Department of Special Education at Eastern Michigan University</p>	Clinical/Educational Parent

Saturday Sessions

Time	Title	Suggested Audience
9:00-11:00	<p>Keynote: Structured Literacy and Everyday Executive Functions</p> <p>Paula Moraine, M.Ed., is an international author, teacher, and speaker. She has been a classroom teacher and tutor for elementary grades, high school and college students, as well as a university adjunct, mentor, coach, and adult educator in teacher training programs in the US, Germany, and Scotland. She has lectured widely in the US and abroad, led workshops on child development, education, and parenting. Paula’s book, “<i>Helping Students Take Control of Everyday Executive Functions – The Attention Fix</i>” has been translated into Dutch, Spanish, and Finnish. She is in private practice in Maryland as a tutor, coach, mentor, and adult educator. Paula is president of the Maryland Branch of the International Dyslexia Association.</p> <p>Parents, teachers, tutors, and therapists usually join forces in a community of support for the student receiving Structured Literacy instruction. It is helpful to understand that an essential aspect in the delivery of a Structured Literacy lesson is connecting the structure and delivery of that lesson with the student's personal executive functions. Building an 'Executive Function Toolbox' allows us direct access to understanding and enhancing the student's executive functions skills within the Structured Literacy setting. The EF Toolbox is built upon understanding what these functions are, making meaningful connections to everyday experiences, and the development of direct and explicit skills to support literacy learning.</p>	ALL
11:15-12:30	<p>Why is Reading so Hard for Me?</p> <p>Heidi Turchan, M.Ed., CALP, CDP, Curriculum/Instruction Director, SLD Read</p> <p>This session will give parents, teachers, tutors an understanding of which areas of the brain are involved in the “reading circuit”; do simulations that help adults better understand “break-downs” along the reading circuit that affect a student's ability to read; and discuss the research behind and the importance of incorporating a multisensory approach into any learning environment.</p>	Clinical/Educational parent
11:15-12:30	<p>Understanding the Impact of Depression and Mood Disorders on Academic and Social Performance</p> <p>Laurie L. Assadi, MA, Ed.S., Private practice psychologist</p> <p>This session will go beyond the clinical symptoms of Depression and Mood Disorders and explain the day-to-day impact of depressive, pessimistic thinking on school performance, behavior, and self-regard. I will illustrate and clarify the puzzling and often misunderstood</p>	Clinical/Educational Parent

	<p>behavior of these students and why the standard management approach of giving consequences, both positive and negative, is usually ineffective. The erratic and often dark, pessimistic thinking of these students affects response to consequences, school performance, and social judgment. This program will provide a unique glimpse into the emotional world of these kids and help you understand the difference between “behavior” and “disordered thinking” and recognize the difference between pain and anger.</p>	
11:15-12:30	<p>Dyslexia, ADHD, and Everyday Executive Function</p> <p>Paula Moraine</p> <p>Executive functions control our everyday attention and behavior, and teachers know from experience how this poses a challenge for every student. Common concerns arise in relation to how the student uses attention, organizes materials, manages time, and sets goals. The student's executive function will also directly affect other learning challenges such as dyslexia and ADHD. This presentation will offer explicit, practical, and developmentally appropriate approaches to enhance these everyday executive functions. It will identify specific ways to structure the learning environment to be 'executive function friendly', guide the learner's attention needs, and be supportive to the dyslexic student.</p>	Clinical/Educational
1:30-2:45	<p>Helping your Teachers Promote and Support Learning in the Classroom for Students with Dyslexia</p> <p>Joanne M. Pierson, Ph.D., CCC-SLP, Partner Literacy, Language, and Learning Institute; Project Manager, DyslexiaHelp</p>	Clinical/Educational
1:30-2:45	<p>Building a Rock Solid Foundation for Literacy Jennifer Hasser, M.Ed., Executive Director, Kendore Learning and Syllables Center</p> <p>Fluent readers possess skills that extend beyond phonics: they track from line to line, incorporate prosody (proper stress and intonation) in their speech, understand vocabulary, and apply rules of grammar and punctuation. For dyslexic students, these building blocks of fluent reading often do not come naturally. This workshop demonstrates proven strategies for teaching these skills simultaneously with all levels of phonics instruction. Participants learn engaging, multisensory activities to use with students of any age to pave the way to reading fluency. Techniques support OG/MSL teaching.</p>	Clinical/Educational No grade level
1:30-2:45	<p>Dyslexia Simulation</p>	Clinical/Educational

	Nancy Williams, Director, Bay City Children's Dyslexia Center	Parents
3:00-4:15	Panel Discussion with Successful Dyslexics! LG Kloth/Terry Duperon/Molly Reno/Eckner	Parent
3:00-4:15	Dyslexia Detectives: Understanding Assessment Katie Squires, Ph.D., CCC-SLP, BCS-CL, Associate Professor, Central Michigan University This session covers the purposes of dyslexia screening and assessment and details what to expect in a dyslexia assessment. Special emphasis is placed on interpreting a dyslexia assessment and implications for treatment.	Clinical/Educational
3:00-4:15	Phonological Awareness Activities for K-3rd Grade Heidi Turchan, M.Ed., CALP, CDP, Curriculum/Instruction Director, SLD Read This session will provide explicit, systematic, and sequential instruction in phonological awareness activities. Recent research supporting the importance of phonological awareness (PA) activities and teachers will be able to implement these activities into their day upon returning to their classroom.	Clinical/Educational