

# Brain Science and Dyslexia: Research into Practice



**October 11th and 12th, 2019  
Fetzer Center – Kalamazoo, MI**

**Keynote Speakers:  
Joanna Christodoulou EdD  
Lynn Kuhn M.A., CCC-SLP**



**Registration Opens July 1st, 2019  
[mi.dyslexiaida.org](http://mi.dyslexiaida.org)**

## CONFERENCE SCHEDULE

### 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		
1:30 - 2:45	Afternoon Breakouts (60 minutes + 15 minutes for Q&A)	1:30 - 3:00	Afternoon Breakouts (90 minutes + 15 minutes for Q&A)
2:45 - 3:00	Break	3:00 - 3:15	Break
3:00 - 4:15	Afternoon Breakouts (60 minutes + 15 minutes for Q&A)	3:15 - 4:45	Afternoon Breakouts (90 minutes + 15 minutes for Q&A)

Time 60 Min	Time 90 Min	Title	Suggested Audiences
9:00-11:00		<p><b>Keynote: Brain Basis of Reading and Dyslexia</b>  <b>Joanna Christodoulou Ed.D.</b>            Learning to read is an incredible feat accomplished with varying ease by students. The brain basis of reading ability and disability can reveal important information about reading development. This keynote will discuss how the brain supports learning to read, and how differences in brain structure and function are associated with reading disabilities, such as dyslexia. We will consider how neuroscience knowledge may be translated into educational policies and practices in relation to topics such as diagnosis, prognosis, early identification of children at risk for dyslexia, and intervention.</p>	All
11:15-12:30		<p><b>Understanding the Impact of Depression and Mood Disorders on Academic and Social Success</b>  <b>Laurie L Assadi M.S., Ed.S. - Consulting Psychologist</b>            This session will go beyond the clinical symptoms of Depression, Anxiety, and Mood Disorders and focus on the day to day impact of these psychiatric disorders on school performance, social responses, and self-regard. I will illustrate and clarify the often misunderstood responses of these students and why the often used method of consequences, both positive and negative, is often ineffective and may cause escalation of behavior and increasing failure. Participants will learn the importance of “emotional care” and understanding the difference between pain and anger.</p>	CE AP
11:15-12:30		<p><b>Unforgettable Multisensory Strategies for Vocabulary/Morphology Instruction</b>  <b>Jennifer Hasser, M.Ed., Executive Director, Kendore Learning and Syllables Center</b>            A robust vocabulary is critical for listening and reading comprehension, as well as oral and written expression. In this lively session, participants discover efficient and effective strategies to teach vocabulary by capitalizing on cutting-edge morphological, memory and metacognition research. Participants learn engaging activities to pave the way to vocabulary success.</p>	CE
11:15-12:30		<p><b>Building the Stages of Word Fluency</b>  <b>Lynn Kuhn, M.A., CCC-SLP</b>            Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees resources to process meaning. This session will focus on the why, what and how to build the components of word fluency from accuracy to automaticity at the letter name, sound, syllable, word, phrase, sentence and passage levels. The resources will provide strategies to help non-fluent readers increase their speed and smoothness of reading connected text.</p>	CE AP
1:30-2:45		<p><b>Summer Slide</b>  <b>Joanna Christodoulou Ed.D</b></p>	CE AP

		How students spend their summer vacation can differ widely, a contrast to their experiences during the school year with its focused schedules, curricula, and routines. For some readers, the summer offers an important opportunity to continue engaging with reading activities. For other students, the summer months can offer a break from reading. Students with developmental dyslexia—a disorder of reading acquisition and development impacting the ability to read words accurately and/or fluently—may be particularly disinclined to engage in reading activities. However, research shows that the summer months are a critical time for at-risk students to avoid the “summer slide”—the regression of ability levels. In this presentation, we will review the current insights into identifying risk of and preventing summer slide.	
1:30-2:45		<b>Dyslexia in the Schools - What you Really Need to Know</b> <b>Katie Hodgkins - BA, CDP Brainspring Master Instructor</b> Dyslexia is one of the most common learning disabilities, affecting as many as one in five students. Many educators feel that their teacher preparation programs did not prepare them to remediate one of the most common reading difficulties, often requiring schools and districts to use their own funds to pay for professional development. This session will focus on current trends in legislation, as well as, how schools and districts are addressing dyslexia in different ways using the best research-based practices for struggling readers, including dyslexia.	CE
1:30-2:45		<b>Using Teaching Strategies to Enhance Academic Discourse for Every Student</b> <b>Siobhan Dennis Ph.D. - Wilson Director of Administrator Relations</b> <b>Nanci King Shepardson M.S.ED., Ed. S., W.D.P. Wilson</b> Research has shown that it is essential that educators have an in-depth knowledge of how students in the early elementary years acquire academic vocabulary and discourse skills. The conceptual orientation for this presentation centers around the importance of teacher education and knowledge on the development of language skills, especially in the early years. This joint presentation provides a roadmap to build language and integrate technology resources to make these skills visible, engaging and explicit for all learners.	CE
	1:30 - 3:00	<b>There’s an App for That!: Technology and Literacy</b> <b>David C. Winters, Ph.D.; Certified Dyslexia Specialist/IDA; Fellow/AOGPE</b> This session will explore the role that technology can have in supplementing structured literacy instruction and providing literacy support for individuals with dyslexia. The session will explore some basic concepts about technology as well as several examples of technology to support literacy.	CE AP
3:00-4:15		<b>What is a Sight Word? What is a Red Word?</b> <b>Janice Kohler-Curtis - MAT, IDA SLI - IMSE Director of Professional Development and Instructions</b> There is some confusion on the meaning of a sight word and how teachers should be teaching them. What research shows and what is practiced in the classroom do not always align. Perhaps this is because	CE

		researchers' definition of sight words is different than what most educators view as a sight word. The Science of Reading indicates that students should not simply be memorizing words for optimal retrieval. Come see what research is saying and how to apply that in the classroom with your students.	
3:00-4:15		<p><b>Phonemic Awareness in Older Students</b>  <b>Concha Wyatt M.A.Ed.</b>  Multiple researchers have concluded that as many as one out of every ten adolescents has serious difficulties in identifying words, a problem that often stems from a phonological awareness deficit. Moreover, because most universal screening tools do not assess beyond phoneme segmentation, phonemic awareness instruction often stops once students are able to successfully segment single-syllable words. As a result, once students move beyond kindergarten and early first grade, phonemic awareness issues tend to fall under the radar. During this interactive and engaging session, participants will be engaged in responding to advanced phoneme analysis tasks, will practice those tasks, and plan for the use of the strategies with groups of students in grades two and beyond. Participants will leave with strategies for integrating phoneme analysis within their word level instruction and access to a complimentary downloadable Phoneme Substitution Screener.</p>	CE
3:00-4:15		<p><b>Initiating a Writing Revolution!</b>  <b>Helen Long Educational Consultant</b>  Writing is the most complex language skill - and a topic that receives little attention in higher education teacher preparation courses. Often times teachers feel unprepared to model good writing and explicitly teach the essential steps of writing. By combining a collaborative approach with practical/friendly writing strategies, writing instruction and achievement can improve dramatically.  The purpose of this session is to communicate with educators the content and principles of effective writing instruction. The research-based writing strategies that support both the vertical alignment through all grade levels and the horizontal alignment across all content areas can be implemented in the classroom immediately.  The specific writing strategies and techniques include the foundational skills of writing, informative and explanatory, and argument and opinion. Participants will experience modeled writing strategies, guided practice, and group share.</p>	CE
	3:15 - 4:45	<p><b>My Child has a Diagnosis, Now What?</b>  <b>Lauren A. Katz, Ph.D., CCC-SLP</b>  <b>Joanne Marttila Pierson, Ph.D., CCC-SLP</b>  Receiving a diagnosis of a language-based learning disability or dyslexia can be overwhelming. It can be difficult to sift through the overabundance of information and know what is legitimate and what is not. In this presentation, we will detail recommendations for intervention, accommodations, and home practices so that you can move forward and see your child meet with success.</p>	AP

## Saturday Sessions

Time 60 Min	Time 90 Min	Title	Suggested Audiences
9:00-11:00		<p><b>Keynote: “Talk Matters” The Power of High Quality Rich Oral Language Interactions</b>  <b>Lynn Kuhn, M.A., CCC-SLP</b></p> <p>A powerful connection exists between the way we learn to talk and the ways we learn to read and write. Intentional, purposeful talk supports our student’s cognitive, language, social, emotional and literacy development. Our students’ language skills change and grow based on the input they receive. Talking to and with our students expand vocabulary, develop background knowledge, influence comprehension, and inspire a curiosity about the world. During this presentation, you will engage in meaningful and dynamic interactions that emphasize good models of language through authentic conversations, vocabulary connections, and sentence elaboration beyond the word level. These vital and daily oral language activities and verbal interactions make meaningful differences in the way we communicate with each other. Talking does matter!</p>	All
11:15 - 12:30		<p><b>Special Education Laws and How They Pertain to Dyslexic Children</b>  <b>David Tarrien, Associate Professor and Auxillary Dean, WMU Cooley Law School</b></p> <p>Professor Tarrien will explain federal and state special education laws and how a parent can best advocate for their children with dyslexia.</p>	AP
11:15 - 12:30		<p><b>Comma Confusion</b>  <b>Joseph Fisher PhD.</b></p> <p>Many students with learning disabilities struggle to express their thoughts in writing. Studies document that these students have difficulties with authoring skills such as: organizing thoughts prior to writing; writing connected paragraphs to form an essay; writing complete, compound, and complex sentences; and correcting errors related to capitalization and punctuation. One significant punctuation challenge for students is the use of commas. In this session, two studies validating a software program designed to teach strategies for comma use will be described and the software program will be explored.</p>	CE
11:15 - 12:30		<p><b>Erasing the Misery of Reading and Spelling Multisyllabic Words</b>  <b>Sarah Zelenak - Really Great Reading - Curriculum Specialist</b></p> <p>Do your students often guess, misread, or even skip big words when they are reading? Students who don’t have an effective strategy for decoding multisyllabic words rely on inefficient methods to try to read words they don’t know. When those methods fail them, comprehension suffers. At this workshop, you will learn how to provide functional, easy strategies that students can apply to decoding and spelling multisyllabic words. This easy to use routine can be learned by students of all ages and grades. Explicit instruction and scaffolded teaching will be demonstrated, with an opportunity for hands-on practice; you will be ready to successfully implement this strategy instruction with your students when you leave this session.</p>	CE

1:30-2:45		<p><b>“Phun with Fonology” – The Key to Unlocking the Code</b>  <b>Lynn Kuhn, M.A., CCC-SLP</b>  This session will focus on the why, what and how the component skills of phonological awareness can make a difference between prevention and remediation. Come and learn evidence-based instructional activities connected to playing with words, syllables and sounds within words to support the development of these vital skills of early literacy.</p>	CE
1:30-2:45		<p><b>Executive Function Deficits in Individuals with Dyslexia</b>  <b>Lauren Radtke-Rounds Ph.D. - Clinical Psychologist</b>  Exploring executive function deficits in dyslexic individuals. There is so much talk about executive functioning and the impact for individuals with ADHD. This presentation will explore the executive function deficits and strengths for dyslexic individuals: How they are similar or different from those of individuals with ADHD, how they impact learning, and what to do within home and educational settings to accommodate executive functioning.</p>	CE AP
1:30-2:45		<p><b>Literacy Essentials-Every Child, Every Classroom, Every Day</b>  <b>Shannon Sweet Early Literacy Coach</b>  Every Child, Every Classroom, Every Day: An Overview of the GELN Essential Practices  This session will deliver an overview of the GELN Early Literacy Essential Practices in Grades K-2 as well as the research that supports these practices. Session participants will have the opportunity to learn how the implementation of the instructional essentials(PreK, K-3), school-wide and center-wide essentials and coaching essentials are in use by every coach, in every classroom, every day.</p>	CE
	1:30 - 3:00	<p><b>Assessment and Curricular Crisis in Michigan Classrooms</b>  <b>Rebecca Miles - MA, RS</b>  Michigan is facing a reading crisis. During this session, attendees will be given an overview of the current reality in education as seen through the eyes of a literacy consultant. The state of affairs in instruction and assessment that lead to a curricular crisis for both teachers and students will be a focus. Attendees will be given examples of real data sets tied to assessments commonly used to determine reading instruction with an opportunity to participate in a hands-on example illustrating the strengths and weaknesses in using the assessment to determine groups and instruction. The presenter will follow with an overview of current instructional practices that should be challenged and examples of best practices for all students including the dyslexic. The presentation will be based on real examples of students, educators, and schools that have faced their own reading crisis and are overcoming. Some topics covered will be the use of informal reading inventories to level students, LLI, F&amp;P, Daily 5, NWEA, AIMSWeb/DIBELS, and more.</p>	CE

3:00-4:15		<p><b>Picture This! Reading Comprehension Strategies</b>  <b>Tina Jordan M.A. Curriculum and Instruction Manager SLD Read</b>  This presentation provides direct instruction in improving comprehension skills through visualization. The cognitive theory behind the process of transferring thought (pictures) to words will be explored along with techniques used for teaching comprehension through imagery and vocalizing.</p>	CE
3:00-4:15		<p><b>Differentiating Dyslexia: School Identification versus Clinical Diagnosis</b>  <b>Katie Squires, Ph.D., CCC-SLP, BCS-CL</b>  In this session, participants will discover the difference between school personnel identifying a child with dyslexia and a clinician such as a speech-language pathologist or psychologist providing a diagnosis of dyslexia. The components of a clinical evaluation will be discussed and several cases will be reviewed to highlight examples of children with a variety of reading disorders, including dyslexia.</p>	CE
3:00-4:15		<p><b>Growing Readers Together - A School / Library Partnership</b>  <b>Amy McMullen, M.S.</b>  <b>Valerie Meyerson, MSLS</b>  Growing Readers Together (GRT) is a partnership program between the public schools and the public library in Petoskey, Michigan. GRT targets first - third graders at risk for falling behind in their reading achievement. It uses a three-pronged approach to supporting young readers: 1. one on one tutoring; 2. family programs, and 3. books and activities to take home. Amy and Val will share the story behind the Growing Readers Together project, how it came to be and how it is going. They will include some of the lessons learned in implementing this type of project.</p>	AP
	3:15 - 4:45	<p><b>Assistive Technology: What the Research Says about Which Technologies Support Learners with Dyslexia</b>  <b>Nanci King Shepardson M.S.ED., Ed. S., W.D.P. Wilson</b>  What does the research say about technologies that truly support the struggling reader, comprehender, speller, and writer? Based on the research, what tools should we be investing our time, talent and resources into? While there may not be a lot of research behind individual products, there is well-done research that points out the best parts of technology to harness, to facilitate positive student outcomes. Come learn about what to look for when choosing a tool and see some examples of what to use and not to use with students with dyslexia. Bringing your own device will enhance this workshop.</p>	CE