

2021 Annual Conference

on Dyslexia and Related Learning Disabilities



Saturdays Via Zoom
January 23 and 30 | February 6 and 13, 2021



Letter from the President



Dear Friends:

As we begin the 48th Everyone Reading Annual Conference, we are unquestionably changed. Over the past year, we all have been forced to adapt to circumstances we could not even imagine, let alone plan to endure. On a daily basis, we have had to think outside the box, to find ways to manage the chaos, and create a new “normal”, no matter how abnormal it was, and remains.

But for you, teachers, parents, and educators of both, the challenge has been exponentially magnified, for you have had to weather the never-ending storm for not only yourselves but for our children, who have suffered both academically and socially. Your efforts have been nothing short of remarkable, and, for most students, your creativity, resourcefulness and hard work have kept them learning and growing. Most importantly, you have taught them to be resilient, and to understand that, though the world may not always go their way, they can survive, and thrive.

Welcome to the First Virtual Everyone Reading Conference, which we hope will offer you a brief respite from the challenges you face, and maybe provide you with some fresh ideas of how to approach every child, every day. We at Everyone Reading are exceedingly grateful for your service, inspired by your example, and proud to share a learning space with you.

Sincerely,

A handwritten signature in black ink that reads 'Candace'.

Candace Carponter,
President



Keynote Presenters

JANUARY 23



Julian (Joe) Elliott, Ph.D.

Educational Psychologist, Professor of Education at Durham University, Principal of Collingwood College, Durham, and author of *The Dyslexia Debate*.

JANUARY 23



Jan Hasbrouck, Ph.D.

Leading educational consultant, trainer, and researcher, former faculty member at the University of Oregon and Texas A&M University, Executive Consultant to the Washington State Reading Initiative, author of *Conquering Dyslexia: A Guide to Early Detection and Intervention for Teachers and Parents*, *The Reading Coach*, and, with others, reading series and the Hasbrouck and Tindal fluency norms.

JANUARY 30



Hon. JoAnne Simon, Esq.

After teaching the deaf/blind and earning a law degree at night, **New York State Assembly Member JoAnne Simon** is now a nationally recognized expert in the field of disability rights. As an elected official, Ms. Simon continues her work to increase environmental justice, bring fiscal responsibility to the public agenda, increase affordable housing, street safety and access to education. She is the former Chair of the Board of Directors of Everyone Reading.

JANUARY 30



Mark Surabian, DPS/ABD

Assistive Technology Consultant, ATHelp.org. Since 1987, **Mark Surabian** has been a pioneer and nationally recognized speaker in the field of Assistive Technology. He is the founder of **AT Help**, a free assistive technology clinic at the JCC in Manhattan, where he has supported the needs of thousands of individuals, families, and professionals.

JANUARY 30



Ptahra Jeppe, J.D., M.S. Ed.

Ptahra Jeppe joined Disability Rights Advocates in 2020 as a Wolinsky Fellowship Attorney. Ptahra received her J.D. magna cum laude, with a focus in Disability Law and Policy and an M.S. in Ed. in Disability Studies from Syracuse University College of Law.
Ptahra is dyslexic.

JANUARY 30



Maryanne Wolf, Ed.D.

Director, Center for Dyslexia, Diverse Learners, and Social Justice, Visiting Professor, Graduate School of Education and Information, University California Los Angeles; Chapman University Presidential Fellow; Permanent Member of the Vatican Pontifical Academy of Science.

Keynote Presenters

FEBRUARY 6



Vicki Gibson, Ph.D.

Executive Director, Texas A&M University Collaborative Learning Center, Author, Consultant, Wonders Reading Program, Ready to Advance Early Learning Program.

FEBRUARY 6



Anita Archer, Ph.D.

Educational Consultant and Author, Phonics for Reading, REWARDS, Explicit Instruction: Effective and Efficient Teaching

FEBRUARY 13



John McWhorter, Ph.D.

Associate Professor, Columbia University, host of the Lexicon Valley podcast, Contributing Editor at the Atlantic, and author of Nine Nasty Words, available in May 2021.

FEBRUARY 13



Sarah Fishstrom, M.Ed., NBCT

Sarah Fishstrom is a Graduate Research Assistant and doctoral student at the Meadows Center for Preventing Educational Risk at the University of Texas, Austin. She is Nationally Board Certified as an Exceptional Needs Specialist with a focus on mild to moderate disabilities.

FEBRUARY 13



Sharon Vaughn, Ph.D.

Sharon Vaughn is the Executive Director of the Meadows Center for Preventing Educational Risk, Director of the Reading Institute and the Dropout Prevention Institute at the University of Texas, Austin. Her extensive research projects focus on intervention for students with learning problems and disabilities.



A coed college-prep boarding and day school for students, grades 6-12, with dyslexia and similar language-based learning disabilities. Gow provides not just another opportunity to try again, but a real opportunity to succeed.



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3-6 average class size
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in academic scholarships



Families are encouraged to apply for
need-based financial aid



The Gow School has Virtual Open
Houses scheduled from January - April.
Visit gow.org/admissions to reserve
your spot!

The best way to get to know Gow is to visit. To set up an
appointment or find out our Open House dates call
716.687.2001 or email us at admissions@gow.org.



The Gow School Summer Program is for students who have been
experiencing academic difficulties, or have been diagnosed with
dyslexia or specific learning disabilities. Five weeks of learning and
fun for ages 8-16.

The best way to get to know Gow, is to visit! The Gow School Summer Program Virtual Open
Houses are scheduled from January - March. Call 716.687.2001 or visit
gow.org/summer-programs to reserve your spot!



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9:00 - 9:15 AM

Welcome and Housekeeping

9:15 – 10:45 AM

The Dyslexia Debate

Julian (Joe) Elliott, Ph.D., Educational Psychologist, Professor of Education at Durham University, Principal of Collingwood College, Durham, and author of The Dyslexia Debate.

This presentation will examine the nature of the ongoing dyslexia debate. This primarily concerns differing understandings of the dyslexia construct, the scientific bases for these constructs, and their utility for educational practice.

10:45 – 11:00 AM

Now for a Word from our Sponsors

11:00 AM – 12:30 PM

Reading Fluency: What Have We Learned Since 2000?

Jan Hasbrouck, Ph.D., leading educational consultant, trainer, and researcher, former faculty member at the University of Oregon and Texas A&M University, Executive Consultant to the Washington State Reading Initiative, author of Conquering Dyslexia: A Guide to Early Detection and Intervention for Teachers and Parents, The Reading Coach, and, with others, reading series and the Hasbrouck and Tindal fluency norms.

The National Reading Panel Report was published in 2000. This session will review and share key understandings about reading fluency from the past 20 years.

12:30 – 1:00 PM

Now for a Word from our Sponsors

1:00 – 2:00 PM Simultaneous Sessions:

“LEARN Method” for Beginning, Struggling and Dyslexic Readers

Linda Silbert, Ph.D.; Alvin Silbert, Ed.D. Founders, Strong Learning, Inc.

LEARN how to engage kids remotely or in-person through purposeful play, which keeps them engaged, which translates into practice, which results in learning. Orton-Gillingham approach. [Product Presentation](#)

1:00 – 2:00 PM Simultaneous Sessions:

Through the Backdoor: Strategies for Community Literacy Initiatives

Marion Waldman, Founder/Executive Director, Teach My Kid to Read, and Faith Borkowsky, Educational Consultant, High Five Literacy and Academic Coaching

Working with libraries, Teach My Kid to Read demonstrated how awareness of materials that help all children, including those with dyslexia, learn to read, enables librarians to be better resources for families of early and struggling readers. Establishing decodable book sections, parent awareness events and train-the-trainer models are components of community programming. Librarians, daycare workers, early childhood professionals and pediatricians can be models of community literacy initiatives.

2:00 - 2:15 PM

Now for a Word from our Sponsors

2:15 - 3:15 PM Simultaneous Sessions:

Training Teachers in Intervention Strategies

Jo-Anne Gross, Clinical Developer, Remediation Plus Systems

Small-group Tier 2 and 3 intervention for Dyslexia has to be explicit, complex and proven effective. This session will include videos of teachers and students, while explaining the science behind Remediation Plus. [Product Presentation](#)

2:15 - 3:15 PM Simultaneous Sessions:

When Online Instruction Comes Alive for Everyone: Training Over 100 School Teams in Live, Interactive Literacy Instruction – A Panel Discussion

Erica Doherty, M.A. in Curriculum and Instruction; Monica Cradle, M.S, CCC-SLP, TSHH

You will meet Reading Rescue instructors and leaders from a school coordinator, and Literacy Trust staff who are making reading fun and turnkeying their methods to hundreds of paraprofessionals and teaching assistants. They are building capacity in New York City schools to serve first and second graders through the live, interactive, multi-sensory phonics tools and techniques that keep students engaged and learning. [Product Presentation](#)

3:15 - 3:30 PM

Now for a Word from our Sponsors

Saturday, January 23, 2021

3:30 – 4:30 PM Simultaneous Sessions:

Reading Rescue: Bridging the University to Practice Divide

Katharine Pace Miles, Ph.D., Assistant Professor of Early Literacy Development, Brooklyn College, CUNY (City University of New York); Andrew Fletcher, Senior Executive Director, Early Literacy, New York City Department of Education

This session will explain the use of Reading Rescue, an evidence-based 1st grade intervention program, as a COVID-response pilot to train university students and support struggling DOE readers.

3:30 – 4:30 PM Simultaneous Sessions:

Supporting Struggling & Dyslexic Readers through Structured Literacy

JoAnn Lense, LCSW

Struggling readers can succeed and need to be taught through a multisensory structured literacy approach. We will review the benefits of a multi-sensory approach to instruction and programs that benefit all students. **Product Presentation**

WE HAVE A GREAT TEAM!



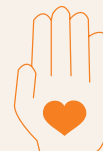
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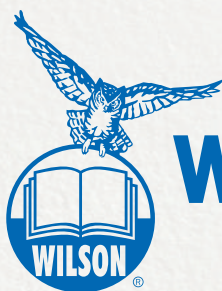
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9:00 - 9:15 AM

Welcome and Housekeeping

9:15 – 10:45 AM

From Guesswork to Science: Moving Teacher Education in Reading into the Real World

Hon. JoAnne Simon, Esq., Member, New York State Assembly

Only 38% of fourth graders can read proficiently. We know that teacher education in reading hasn't caught up with the growing body of neuroscience. Much current reading instruction is incompatible with that science, and teacher educators portray science-based reading instruction as but one approach that is no more valid than others. We'll discuss how to get the right folks on board and achieve the big structural change in how we teach teachers how to teach reading.

10:45 – 11:00 AM

Now for a Word from our Sponsors

11:00 AM – 12:30 PM

Beyond Remediation: A Necessary Paradigm Shift Toward the Integration of Individualized Support with Assistive Technologies

Mark Surabian, Assistive Technology Consultant, ATHelp.org and Ptahra Jeppe, JD, M.S. Ed.

The ableist presumption that Assistive Technology should not be considered until "remediation has run its course" is detrimental to students with learning challenges. Now ubiquitous, AT should be integrated with remediation for a more proactive and holistic approach to intervention. This approach recognizes technology's potential for creating "access and sustained engagement" (Edyburn, 2010) with rigorous academic content, creating a more equitable classroom experiences. Learn from users of Assistive Technologies and explore the current technologies for supporting students who have dyslexia.

12:30 – 1:00 PM

Now for a Word from our Sponsors

1:00 – 2:30 PM

The Science and Poetry of the Reading Brain: Implications for Dyslexia

Maryanne Wolf, Director, Center for Dyslexia, Diverse Learners, and Social Justice, Visiting Professor, Graduate School of Education and Information, University California Los Angeles; Chapman University Presidential Fellow; Permanent Member of the Vatican Pontifical Academy of Science.

An overview of the reading brain's development and what it can teach us about universal principles of teaching all children to read.

2:30 - 2:45 PM

Now for a Word from our Sponsors

2:45 - 3:45PM

Project Write to Learn: Collaboration Improves Student Writing

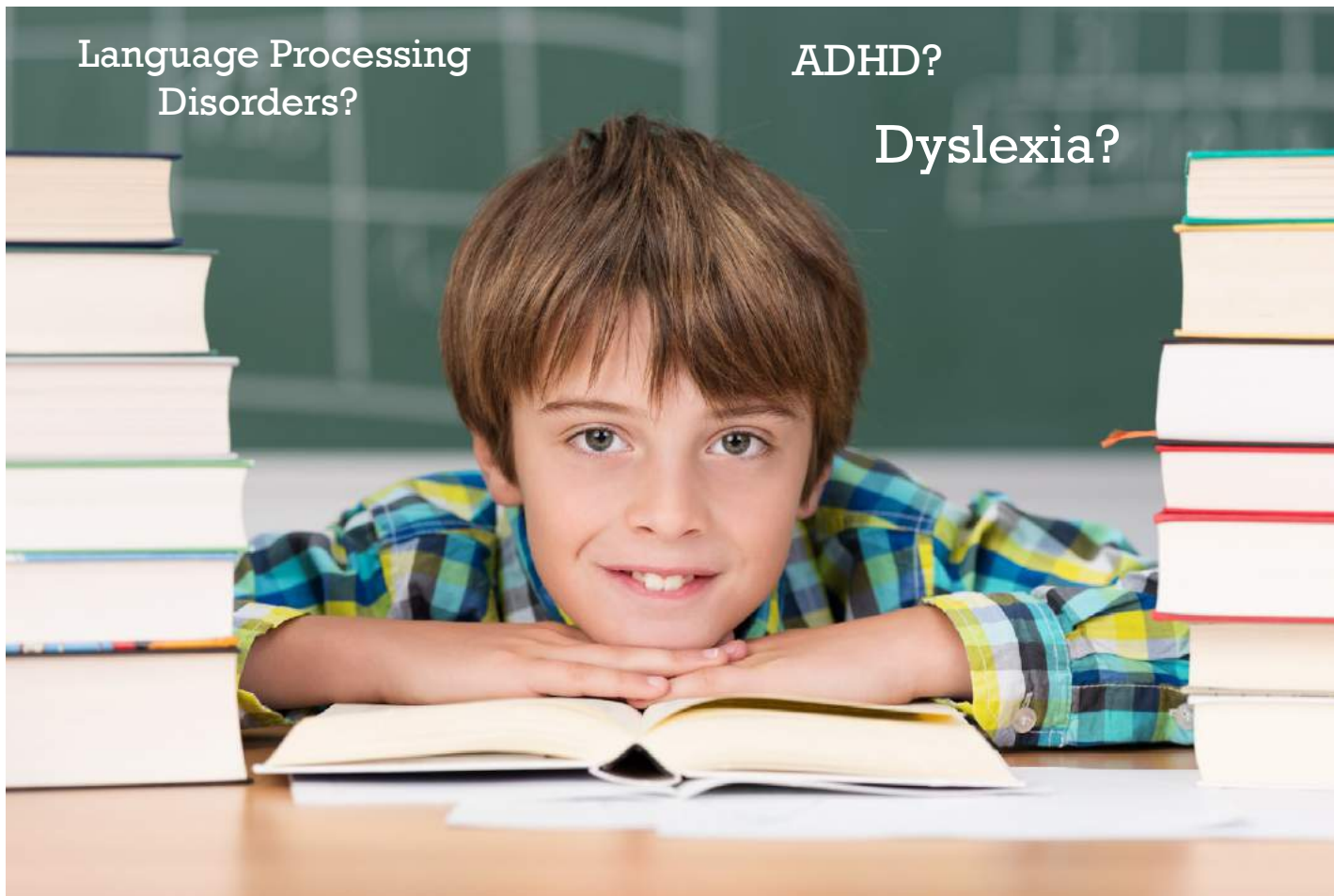
Anthony D. Koutsoftas, Ph.D. CCC-SLP, Associate Professor, Seton Hall University, and Karen Hoover, OTD, Assistant Professor, Seton Hall University

Students with dyslexia and related learning disorders can struggle to express their ideas in writing, often performing below expected levels based upon IQ. Speech-language pathologists and occupational therapists can provide valuable interventions and support for improved student success with writing.

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Disorders?

ADHD?

Dyslexia?



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9:00 - 9:15 AM Welcome and Housekeeping

9:15 – 10:45 AM

Developing Emergent Speaking, Reading and Writing Skills in PreK through Grade 1

Vicki Gibson, Ph.D., Executive Director, Texas A&M University Collaborative Learning Center, Author, Consultant, Wonders Reading Program, Ready to Advance Early Learning Program.

Young learners need correct modeling, instruction, and feedback to develop language and emergent reading, and writing habits. This presentation includes evidence-based instructional suggestions that are age-appropriate, interactive and effective for developing foundational knowledge and skills in young learners ages preschool-Grade 1.

10:45 – 11:00 AM

Now for a Word from our Sponsors

11:00 AM – 12:30 PM

WORDS, WORDS, WORDS: Explicit Vocabulary Instruction

Anita Archer, Ph.D., Educational Consultant and Author, Phonics for Reading, REWARDS, Explicit Instruction: Effective and Efficient Teaching

Words are all we have ... for understanding new concepts, building background knowledge, expressing our ideas, and understanding narrative and informative texts. In this training, Dr. Archer will expand your knowledge regarding selecting vocabulary terms for explicit instruction and effectively teaching General Academic and Domain Specific vocabulary.

12:30 – 1:00 PM

Now for a Word from our Sponsors

1:00 – 2:00 PM Simultaneous Sessions:

Teaching Structured Literacy™ in a Digital Format

Janice Kohler-Curtis, IMSE (Institute for Multi-Sensory Education)

Teaching Structured Literacy with multi-sensory techniques can be a challenge on a digital platform. Learn how to implement Structured Literacy in a digital world.

1:00 – 2:00 PM Simultaneous Sessions:

Denial, Anxiety, Anger: Emotional Impact of Learning Differences

Brad Rogers, Headmaster at the Gow School

Raising a child with dyslexia or a related language-based learning disability is rewarding and complex. This talk will examine the wide-range of emotions associated with dyslexia and LD.

2:00 - 2:15 PM

Now for a Word from our Sponsors

2:15- 3:15PM Simultaneous Sessions:

Leveraging Assistive Technology to Facilitate Work Completion

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

Text to Speech, Speech to Text, and Word Prediction are powerful tools that facilitate the writing process. Discover how these digital tools will support your students.

Creating Impactful Animal and Nature-Based Programs

Jeremy Robbins, Head of School, Brehm Preparatory School

We will explore how farm and nature-based education programs provide experiential, interdisciplinary education that connects students and the public to the environment and their community.

3:15 – 3:30 PM

Now for a Word from our Sponsors

3:30 – 4:30 PM Simultaneous Sessions:

Making the “Simple View of Reading” Possible

Jill Lauren, M.A, Nancy Chapel Eberhardt, and Susanne Nobles, Ph.D., Chief Academic Officer of ReadWorks

Teaching decoding and language comprehension concurrently is essential for beginning readers. A new collaboration between ReadWorks and Whole Phonics™ illustrates how to make this possible. **Product Presentation**

3:30 – 4:30 PM Simultaneous Sessions:

Word and World Knowledge – Neglected Essentials in Reading Fluency

Kenneth U. Campbell, retired special education teacher, founder of Great Leaps.

For many of our troubled readers, little or no time is spent building word or world knowledge. There can be no reading fluency without understanding.



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9:00 - 9:15 AM Welcome and Housekeeping

9:15 – 10:45 AM

Convincing the Public that Nonstandard Speech Isn't Substandard

John McWhorter, Ph.D., Associate Professor, Columbia University, host of the Lexicon Valley podcast, Contributing Editor at the Atlantic, and author of *Nine Nasty Words*, available in May 2021.

It is often, and understandably, assumed that Black English is a body of “mistakes.” Linguists counter this by showing how the dialect has rules, but it is also easy to suppose that the rules are, themselves, “mistakes.” This talk highlights ways that Black English is more complex than Standard English, observations which are truly effective in convincing people that Black English is different but not degenerate.

10:45 – 11:00 AM

Now for a Word from our Sponsors

11:00 AM – 12:30 PM

Making a Difference through High Leverage Practices

Sarah Fishstrom, M.Ed., NBCT, and Sharon Vaughn, Ph.D., The Meadows Center for Preventing Educational Risk at The University of Texas at Austin

This presentation will address three high leverage practices (explicit instruction, phonics and word study, and vocabulary instruction) associated with making a difference for struggling readers.

1:00 – 2:00 PM Simultaneous Sessions:

Engage, Excite and Empower Students When Teaching Reading Remotely

Terrie Noland, CALP, Doctoral Candidate, Ph.D. in Literacy, Vice-President, Educator Initiatives, Learning Ally

This session will provide tips and tricks for remote teaching and training, including getting good first and fast by using a fail forward mentality, and optimizing audio, lighting, framing and your background to maximize engagement.

1:00 – 2:00 PM Simultaneous Sessions:

Language-based Learning Disabilities and the Neurological Evaluation

Melody O'Neil, M.S. Ed., Associate Director of Admission, Landmark School

This presentation focuses on identifying students with

language-based learning disabilities (LBLD); understanding the difference between LBLD and non-verbal learning disabilities (NVLD); and understanding/interpreting the evaluation process, including neuropsychological, educational and speech-language testing. *This presentation is geared to the regular/special education teacher.*

2:00 - 2:15 PM

Now for a Word from our Sponsors

2:15 – 3:15PM Simultaneous Sessions:

Beyond Academics: Understanding the Skills that Matter

Michele Heimbauer, M.A. CCP-SLP, Associate Director, Winston Innovation Lab, Winston Preparatory Schools, and Jaclyn Baharestani, LMSW, Dean of Student Life/Instructor, Winston Preparatory Schools

Strong social emotional skills are highly correlated with life satisfaction. Learn why students with learning disorders can also struggle with social emotional learning and how you can help.

Structured Literacy: Necessary for Students with Dyslexia

Suzanne Carreker, M.Ed., Ph.D., CALT-QI

Join Lexia's Dr. Suzanne Carreker to explore how educators can address the challenges students with dyslexia currently face and strategies for employing structured literacy in any learning environment. **Product Presentation**

3:15 – 3:30 PM

Now for a Word from our Sponsors

3:30 – 4:30 PM Simultaneous Sessions:

Importance and Impact of Social Emotional Learning on Educational Inequities

Peggy Stern, CEO, SuperDville, and Diana Correa-Cintron, Esq., COO, SuperDville

The intersection of race and learning differences contributes to significant disproportionality in special education. SuperDville's video-based SEL curriculum focuses on bridging this equity gap. It is currently used in 25 states. SuperDville, the first video-based SEL curriculum for students who are 7-12 years old and learn differently, is FREE. **Product Presentation**

3:30 – 4:30 PM Simultaneous Sessions:

Dyslexia & Reading Instruction 101

Debbie Meyer, Dyslexia (Plus) in Public Schools Task Force

Helping people discuss dyslexia - parents to parents, parents to teachers, [informed] teachers to other teachers or parents, [informed] doctors or social workers to parents.

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