Everyone READING INC.

Success for students with dyslexia & LD

48th Everyone Reading Conference on Dyslexia and Related Learning Disabilities

Saturdays: January 23 and 30; February 6 and 13, 2021

ZOOM

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 28 CTLE hours for the full conference or 7 CTLE hours per day.

Saturday, January 23, 2021

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

- ***Through the Backdoor: Strategies for Community Literacy Initiatives***
  Marion Waldman, Founder/Executive Director, Teach My Kid to Read
  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- 3:15PM: *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.**

- ***When On-line 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 a paraprofessional, a school leader, an after-school coordinator, a family, and Literacy Trust instructors and leaders 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

3:30 – 4:30: *Simultaneous Sessions*

- ***Reading Rescue: Bridging the University to Practice Divide***
  Andrew Fletcher, Senior Executive Director, Early Literacy, New York City Department of Education, Katherine Pace Miles, Ph.D, Assistant Professor, Assistant Professor of Early Childhood Education, Brooklyn College, CUNY (City University of New York)
  Using Reading Rescue, an evidence-based 1st grade intervention program, as a COVID-response pilot to train university students and support struggling DOE readers will be presented.

- ***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**

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Saturday, January 30, 2021

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, etc., etc., etc.
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, PhD 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.

3:45 - 4:00 PM: Now for a Word from our Sponsors

Saturday, February 6, 2021

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, etc.***
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.

- ***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

- ***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.

Saturday, February 13, 2021

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.

12:30 – 1:00 PM: Now for a Word from our Sponsors

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**.**

- ***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- 3:15 PM *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. PRODUCT PRESENTATION: SuperDville, the first video-based SEL curriculum for students who are 7-12 years old and learn differently, is FREE. **PRODUCT PRESENTATION**

- ***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.

Thanks to our Sponsors and Exhibitors!

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