



The Dyslexia Resource & The Schenck School Present

A CONFERENCE ON READING INSTRUCTION

built by teachers for teachers

Day 1 - At a glance

Thursday
July 16, 2020

7:30 - 8:00am	Breakfast & Registration
8:00 - 9:30am	Keynote: Dean Bragonier
9:45 - 10:45am	Breakout Session #1
11:00 - 12:00pm	Breakout Session #2
12:00 - 1:30pm	Lunch & Networking
1:30 - 2:30pm	Breakout Session #3
2:45 - 3:45pm	Breakout Session #4
3:45 - 4:15pm	Closing Remarks
4:30 - 6:00pm	Welcome Reception

Thursday Sessions, Breakout #1, 9:45 - 10:45am

Morphology 101 - *(Repeated on Friday at 8:15am)*

Janet Street, Director of Outplacement

Come to this session to gain a deeper knowledge of our Morphophonemic English language and how it can improve your student's reading and spelling instruction.

The Language of Math - *(Repeated on Friday at 8:15am)*

Jana Thomas, Curriculum & Instruction Coordinator, and Felice Catalano, 6th Grade Teacher

Learn about the impact of language-based learning difficulties in the math classroom through engaging activities that are beneficial for all students, but also reach the needs of students with learning difficulties.

From Sentences to Paragraphs - *(Repeated on Friday at 8:15am)*

Hart Stuck, 5th Grade Teacher and Writing Coordinator

This session will take a look into sentence construction, how this skill builds into paragraphs, and why it is important for the dyslexic student.

Using Technology for Multi-sensory Learning - *(Repeated on Friday at 8:15am)*

Holli Bice, Curriculum & Instruction Technology Coordinator

Technology can help students engage with learning through activating multiple senses. This session will discuss how to incorporate technology tools into your instruction.

Understanding Dyslexia - *(This session does not repeat)*

Josh Clark, Head of School and Executive Director of The Dyslexia Resource

Dyslexia is a specific language-based learning disability. Come learn the basics about dyslexia and how it can impact a student's learning.

Thursday Sessions, Breakout #2, 11:00am - 12:00pm

The Lost Art of Handwriting - *(Repeated on Friday at 9:30am)*

Josie Calamari, Director of Teacher Training

This session will briefly explore the history of writing, discuss the research behind the importance of explicit practice, and provide activities and strategies to learn those letters! Print and cursive will be discussed.

Cultivate a Class of Word Nerds - *(Repeated on Friday at 9:30am)*

Laura Dryer, 6th Grade Teacher

During this presentation, participants will learn how to classify words worthy of classroom instruction. In addition, they will learn how to create quick vocabulary lessons to get students using the words and interested in vocabulary in general.

What is Fluency? *(This session is not repeated)*

Ellen Hill, Director of Community Engagement

The concept of fluency is often misunderstood by educators. This session will explain reading fluency as it refers to reading text with sufficient speed, accuracy, and expression to support comprehension.

I Wish I Knew Then What I Know Now - *(Repeated on Friday at 9:30am)*

Rebecca Negrin and Caroline Roberts, 1st Grade Teachers

This session will provide attendees with the top 10 things we have learned in our first year working with students who have reading and learning disabilities including differentiating in large groups and taking typical pen to paper activities and turning them into a multisensory, engaging lesson.

Integrating Movement into the Classroom - *(Repeated on Friday at 9:30am)*

Jenny Thompson, Physical Education Teacher

P.E. and recess are not the only times in the day that students should be moving. This session will discuss ways a teacher can incorporate movement into a lesson and the classroom.

Thursday Sessions, Breakout #3, 1:30 - 2:30pm

Identification, Assessment, and Intervention in Young At-Risk Students - *(Repeated on Friday at 1:30pm)*

Jennie Curtis and Laura Thwaite, Kindergarten Teachers, and Margaret Sasser, 1st Grade Teacher

How do you identify and assess pre-kindergarten and kindergarten students and implement effective interventions? This session will discuss assessments that identify young at-risk students, phonological awareness, and the alphabetic principle.

Understanding Dysgraphia - *(This session is not repeated)*

Nikki Higgins, Occupational Therapist

This session will define the three main types of dysgraphia, highlight main characteristics of each type, and provide strategies for remediation and compensation.

Why is that word spelled that way? *(Repeated on Friday at 1:30pm)*

Gayle Nix and Mary Margaret Schulte, 4th Grade Teachers

English is a rule-based language. This session will show how to teach the four short vowel rules and 3 suffix rules in a fun and multi-sensory way.

Co-Teaching: Supporting Student and Teacher Successes - *(Repeated on Friday at 1:30pm)*

Kim Day, Director of Research and Development and Lisa Murray, Director of Academic Services

While most literature on co-teaching focuses on two teachers with differing specializations working together in a classroom, The Schenck School has developed a model in which both teachers are similarly trained as highly qualified practitioners. In this session attendees will gain knowledge of co-teaching practices and receive practical guidance on ways to meet the challenges of co-teaching.

Interpreting Psychological Evaluations - *(Repeated on Friday at 1:30pm)*

Janet Street, Director of Outplacement

Understanding the different parts of a psycho-educational evaluation can be tricky. Attendees will learn how to use a visual grid to help plot and compare the scores.

Thursday Sessions, Breakout #4, 2:45 - 3:45pm

Multiplication Wrestling to Partial Products: Teaching Multi-digit Multiplication - *(Repeated Friday 2:45pm)*

Katie Boehme, 4th Grade Teacher

Starting with an engaging game, this session will work through the steps of how to have students learning how to do multi-digit multiplication with a great conceptual foundation.

Lessons Learned: Keys to Successful Public/Private Partnership for Reading Remediation - *(This session not repeated)*

Kim Day, Director of Research and Development, and Jen Burch, Dyslexia Resource Project Coordinator

This session will explain the partnership between The Dyslexia Resource and Purpose Built Schools, provide information on the research-based interventions being provided to struggling readers and report on analyses of data being collected. Presenters will also discuss lessons learned in developing this private-public partnership.

Reading Comprehension: More than a skill - *(This session is not repeated)*

Ellen Hill, Director of Community Engagement

Reading comprehension of text requires the reader to simultaneously extract and construct meaning through written language. This session will include the latest thoughts and research on reading comprehension including best strategies and helpful resources.

Executive Functioning and Organization in the Classroom - *(Repeated on Friday at 2:45pm)*

Egen Arnold and Candace Newman, 3rd Grade Teachers

Unorganized? Lacks the ability to self-start? Unable to plan ahead? The lack of Executive Functioning skills can greatly impact a child's ability to be successful in the classroom. This session will cover how to run an organized classroom in order to benefit students who lack these skills.

Music in the Classroom - *(Repeated on Friday at 2:45pm)*

Eric Taylor, Music Teacher

Music is used in a variety of ways from singing lyrics to improve reading fluency to retaining factual information in any subject. In this session, we will look at some of these connections and participate in multisensory exercises that have been used to enhance learning.



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8:15-9:15am	Breakout Session #1
9:30-10:30am	Breakout Session #2
10:45-12:15pm	Keynote: Josh Clark
12:15-1:15pm	Lunch
1:30-2:30pm	Breakout Session #3
2:45-3:45pm	Breakout Session #4
3:45-4:15pm	Closing Remarks

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Holli Bice, Curriculum & Instruction Technology Coordinator

Technology can help students engage with learning through activating multiple senses. This session will discuss how to incorporate technology tools into your instruction.

A Roadmap to Reading Comprehension - *(This session is not repeated)*

Jen Burch, Dyslexia Resource Project Coordinator, Devorah Lowenstein and Karen Wade, Remediation Specialists

This presentation will cover strategies to explicitly teach language comprehension for grades K-3. The focus will be students in the lower grades who are not yet able to decode, need exposure to oral language, and methods to visualize and store what they have heard.

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Games for Speech and Language Therapy - *(This session is not repeated)*

Erin Bradley and Tasha Wisheart, Speech-Language Pathologists

Looking to unplug and have fun while working on language development? Playing board games has significant benefits for communication! This presentation, given by the Schenck School Speech and Language Pathologists, will discuss the value of playing games to boost receptive and expressive language skills.

Friday sessions, Breakout #3, 1:30 - 2:30pm

Identification, Assessment, and Intervention in Young At-Risk Students - *(This is a repeat session from Thursday at 1:30pm)*

Foster Soules, Principal & Director of Adult Dyslexic Program

How do you identify and assess pre-kindergarten and kindergarten students and implement effective interventions? This session will discuss assessments that identify young at-risk students, phonological awareness, and the alphabetic principle.

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Syllables and Syllable Division - *(This session is not repeated)*

Josie Calamari, Director of Teacher Training

Ever wonder why some children appear to read so well until they reach multisyllabic words? This session will look at the foundations of decoding through phonemic awareness to syllable patterns and how those build into dividing “big” words into manageable parts.

Friday sessions, Breakout #4, 2:45 - 3:45pm

Surviving the Reading Wars: Knowing and Applying Evidence-Based Practice on the Teaching of Reading –

(This session is not repeated)

Kim Day, Director of Research and Development, and Lisa Murray, Director of Academic Services

Many educators have spent much of their career hearing about or participating in the “reading wars”, a term used to describe the differing philosophical perspectives on the teaching of reading. In this session, attendees will participate in interactive discussions around evidence-based practices for the teaching of reading and learn how evidence from the science of reading should inform instruction.

Nurturing Students with Varying Cultural Norms - *(This session is not repeated)*

Nancy Christensen and Kellie Reifenberger, Remediation Specialists

Not all students approach school with the belief that education will allow them to achieve academic and relational success. This session will provide discussion on how to provide an emotionally safe and culturally responsive learning environment for all students.

Multiplication Wrestling to Partial Products: Teaching Multi-digit Multiplication - *(Repeat session from Thursday 2:45pm)*

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