



BUILDING READERS FOR LIFE

The Literacy Nest 

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Presentation Descriptions

Presenter	Presentations are listed in order.
<p>1. Emily Gibbons</p> <p>Starts 8/3/20</p>	<p>Conference Introduction Building strong lifelong reading habits doesn't come easily for every child. They need an explicit, systematic and structured approach to literacy instruction to become skilled readers. Emily will discuss the goals of this year's conference, and get you energized to learn from a highly talented and knowledgeable group of presenters. Be prepared for a jam-packed conference that will leave you with effective tips, strategies and takeaways you'll want to implement in your classrooms, tutoring sessions or at home right away.</p>
<p>2. Betty Coneway and Kris Smith</p> <p>Starts 8/3/20</p>	<p>The Science of Teaching Reading Overview: Participants will explore the evidence based theories of literacy development, understand the reading practices associated with a Structured Literacy instructional approach, develop common understandings and a shared vocabulary, understand foundational elements of a Structured Literacy approach and know the principles that guide how the elements should be taught.</p>
<p>3. Nancy Duggan</p> <p>Starts 8/3/20</p>	<p>Think About It! How metacognition can help struggling readers. Metacognition is a fancy way of saying "thinking about thinking". When students have experienced academic struggle they can be frustrated and discouraged, which impacts motivation and confidence towards intervention, work and progress. The Think About It workshop will provide some context and information that teachers and parents need to help students think about reading and the structure of written language.</p>
<p>4. Casey Harrison</p> <p>Starts 8/3/2020</p>	<p>The Role of Empathy on the Road to Excellence: How Connections, understanding and high expectations leads to success Helping our students find success and self-confidence is at the heart of what we want for our children, but how do we guide our students on this path in a way that honors where they are and where they need to be? What role do we have in this as educators and parents? The road to academic success may not always be an easy one, especially for those students with learning differences such as dyslexia. Having empathy and understanding for our children's obstacles and learning needs is crucial for educators and parents, but we must also push beyond this to guide our students to reach their potential. In this session we will focus on these questions as we build a deeper understanding of dyslexia through empathy, share strategies to help students analyze their own learning and mindset, help them find their voice to self-advocate, and discuss our role in supporting and implementing high expectations.</p>

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<p data-bbox="54 150 219 239">5. Nancy Young</p> <p data-bbox="54 285 219 374">Starts 8/4/2020</p>	<p data-bbox="287 150 1286 227"><i>Climbing the Ladder of Reading: Instruction for Children Climbing Slowly AND Leaping Up!</i></p> <p data-bbox="287 227 1372 575">Using her globally recognized Ladder of Reading infographic, Nancy will address the wide range of ease as children learn to read. She'll summarize the instructional components essential for children with dyslexia and explain why learning about these aspects of language structure can advantage children who are advanced readers. Nancy will speak to the particular needs of those who are twice exceptional (gifted and dyslexic - some also ADHD). Suggested strategies will include code-based movement activities to enhance lessons and practice.</p>
<p data-bbox="54 720 219 809">6. Kendal Martes</p> <p data-bbox="54 855 219 944">Starts 8/4/2020</p>	<p data-bbox="287 720 1368 797"><i>Understanding the Role of Speech-Language Therapy in the Treatment of Dyslexia</i></p> <p data-bbox="287 797 1372 1145">Speech-language pathologists can serve as a valuable resource to professionals working with children with dyslexia. Because dyslexia is a language-based disorder, SLPs often have the expertise in understanding a child's underlying phonological deficits as well as other language difficulties. This presentation will clarify an SLP's role in reading instruction and provide an overview of speech and language disorders that may coexist with dyslexia. Practical ideas about supporting students with co-occurring speech and language disorders will also be provided.</p>
<p data-bbox="54 1286 248 1433">7. Genny Schwartzberg and Angela Lange</p> <p data-bbox="54 1479 219 1568">Starts 8/4/2020</p>	<p data-bbox="287 1286 1011 1325"><i>Best Practices to Teach Early Literacy Concepts</i></p> <p data-bbox="287 1325 1372 1901">In this presentation, we will introduce the 6 syllable types that are crucial to developing a successful and effective structured literacy classroom. We will focus on Early Childhood teaching routines for Open and Closed Syllables in Kindergarten-1st grade. The strategies will guide teachers to build their literacy strategies to become more structured, systematic, multi-sensory, and engaging for early learners. We will demonstrate the importance of teaching the open and closed syllable types in the early childhood general education classrooms and how that can build success in literacy for all learners as they move through elementary school. We also show how to use manipulatives to drive home the differences between syllables vs. phonemes and how to "chip out" each kinesthetically in order to spell accurately. The audience will see modeling in order to build their knowledge of reading and spelling strategies to take to their classrooms immediately.</p>

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<p>8. Ann Whitten</p> <p>Starts 8/5/2020</p>	<p><i>Five Great Spelling “Rules” and Engaging Ways to Teach Them!</i></p> <p>Several common spelling generalizations help children become more thoughtful spellers and are included in Orton-Gillingham or Structured Literacy programs. These “rules” are often difficult for children with dyslexia to remember and apply in their writing. In this workshop, participants will consider new strategies for teaching these spelling generalizations and engaging ways to help students remember them. Games that are fun and motivating to students are used to encourage more accurate spelling.</p>
<p>9. Sherri Turnquist</p> <p>Starts 8/5/2020</p>	<p><i>7 Principles of Instruction: A Look into an Online Structured Literacy Lesson</i></p> <p>Structured Literacy curriculum is designed to teach spelling & reading with an explicit, systematic & structured approach. This approach is used in online teaching, much like it would be with in-person teacher/student instruction. This presentation will explain 7 Principles of Instruction for a structured literacy lesson, showing how each of these principles are accomplished in an online lesson. Participants will get an inside look at multisensory strategies used in an online structured literacy lesson that provide opportunities for students to be involved in learning throughout the entire lesson. Participants will also receive instruction & opportunity to practice practical spelling reading strategies to use with their child or student(s) in small or whole groups.</p>
<p>10. Katy Vassar</p> <p>Starts 8/5/2020</p>	<p><i>Implementing Assistive Technology With Ease</i></p> <p>Using assistive technology in the classroom or at home to support student success can feel daunting and overwhelming with so many options available in today's world. Teachers and parents tasked with using these tools must take the time to navigate and figure out which tools are best, which are financially accessible, which can be used in school and at home, and most importantly how to use the tools themselves so they can support the child in learning what works best for them. In this session, we will talk about the common barriers to implementing assistive technology practices in both the home and classroom environments and how to overcome these hurdles. In addition, participants will be shown assistive technology tools that are manageable, easy to navigate, and can be used immediately, or with minimal planning, to support the success of any child that benefits from them.</p>

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<p>11. Diane Talbot</p> <p>Starts 8/6/2020</p>	<p><i>Systematizing Word Study</i></p> <p>Structured Word Inquiry is the shiny new kid on the block, and I have not met anyone passionate about teaching literacy who isn't at least intrigued by it. As Structured Literacy and Orton-Gillingham practitioners, we love words and SWI lets us dive into the deep end of word study. Yet, in Structured Literacy training we know that instruction should be systematic, explicit, and multisensory. The explicit and multisensory aspects are easy to implement but SWI in its purest form is based on exploration and is not systematic. This continues to be a concern for me and many practitioners I talk to. This presentation will give step by step strategies and tips for systematizing word study into your teaching sequence.</p>
<p>12. Cigdem Knebel</p> <p>Starts 8/6/2020</p>	<p><i>Strategies For Reading Comprehension</i></p> <p>The most important goal of reading is comprehension. In this presentation, we will review essential skills needed for reading comprehension such as decoding, fluency, vocabulary, reasoning and background knowledge of the topic, working memory and attention. We will also discuss roadblocks to comprehension and how to avoid them. We will share tips on what can help kids improve reading comprehension and review strategies to improve reading confidence of struggling readers.</p>
<p>13. Joan Sedita</p> <p>Starts 8/6/2020</p>	<p><i>Keys to Comprehension: Teaching Summary and Question Generation</i></p> <p>Students have improved comprehension and retention of information when they apply strategies that have them engage with the content they learn from reading. Research consistently finds that teaching students in grades 4-12 to summarize and generate questions improves comprehension. The first part of this workshop will provide practical suggestions, including scaffolds, for teaching summarizing. The second part will provide a framework for question generation that teaches students how to create a question at every level of Bloom's Taxonomy. Critical thinking is enhanced when students have to process information in order to create these questions. Practical suggestions for teaching question generation in any subject area will be provided including scaffolds for using question terminology.</p>

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<p>14. Marianne Sunderland</p> <p>Starts 8/7/2020</p>	<p><i>What You Need to Know About Homeschooling Kids With Dyslexia</i> The idea of homeschooling a struggling learner can be overwhelming. Yet for some kids, it is the best option. Learn what you absolutely need to know about homeschooling kids with dyslexia, how to get started, and finish strong!</p>
<p>15. Maleeta Kitchen</p> <p>Starts 8/7/2020</p>	<p><i>Narrowing the Gap: Creating a Path of Success for Struggling Learners in Mathematics</i> In this workshop, participants will learn how to identify learning gaps and create a plan to “narrow the gap” for student success. Our focus will be on the use of the diagnostic interview, mathematical progression documents, and the effective use of time for student understanding. This presentation is ideal for educators trying to figure out a students’ gaps in their learning, narrowing the gap, and increasing student growth.</p>
<p>16. Cheri Dotterer</p> <p>Starts 8/7/2020</p>	<p><i>Encoding Dysgraphia In The Elementary Student</i> “Eight words, are you kidding me, I need to write eight words?” One of my students said that recently. How many of your students go home from school melting down saying, “I can’t do it”? Encoding Dysgraphia changes their paradigm. Reading, or decoding, is divided into five areas according to the education curriculum for K-12. These areas are phonemic awareness, phonics, vocabulary: oral, read, and written, fluency, and comprehension. Encoding is the study of anything that is put to paper. It is divided up into the scribbling, prewriting. Letter/shape formation, phonetic, syllabic, and conventional stages. The goal of handwritten material is legibility and speed. Students with dysgraphia lack both areas.</p>
<p>17. Destini Gilliam</p> <p>Starts 8/7/2020</p>	<p><i>All Struggling Readers Shouldn't Be TREATED Equally</i> Yep, you read that correctly! For far too long, we've used the same strategies with all readers and keeping fingers crossed for results. Unfortunately, when we don't provide the correct interventions and identify a child's specific needs, little progress can be made. In this 45 minute training, we're going to explore the types of challenged readers, their root issues, and choosing appropriate interventions.</p>



Emily Gibbons is founder of The Literacy Nest, an extensive online resource and networking site for families and educators. For 20 years, Emily has worked in education first as a classroom teacher and then as an Orton-Gillingham trained structured literacy interventionist. Emily creates resources for educators and families to use for reading intervention. She has been trained in Project Read, and Orton-Gillingham in both IMSLEC and AOGPE accredited programs. She has nurtured a collaborative community where families and educators can learn more about dyslexia, Orton-Gillingham methodology and evidence-based practices for teaching literacy since 2013. Emily has a B.S. in Elementary Education from Salem State University and her M.Ed. in Curriculum Instruction with a specialization in Literacy from Lesley University. When she isn't running The Literacy Nest, Emily loves spending time with her husband, and four children.



Nancy Duggan is the founder and executive director of Decoding Dyslexia Massachusetts. She recently was honored and received the 2018 Alice H. Garside Award for her dedicated, inspiring, and effective grassroots leadership in support of struggling readers. She is a school counseling professional, Orton-Gillingham reading therapist, and educational consultant. Nancy provides professional development in reading, dyslexia and learning disabilities for public and private schools and departments of education in many states.



Casey Harrison is a Certified Academic Language Therapist (CALT), and the owner of Wimberley Dyslexia & Learning Center in Wimberley Texas. She has over 22 years of teaching experience, and is passionate about her work with students, parents, and educators. She is also a Certified Structured Literacy Dyslexia Specialist through The Center for Effective Reading Instruction. Additionally, Casey is a Licensed Dyslexia Therapist with the state of Texas, and holds a teaching license. Working to enrich the lives of children with dyslexia is at the heart of Casey's work. She believes in empowering students, parents, and educators with insights into dyslexia and related learning differences. Her work strives to create a dyslexic community based on understanding, knowledge, and support. She assists parents in navigating their journey with dyslexia, guides teachers and provides professional development to schools, and works with students as a private therapist both at her center and within independent school systems. When she isn't teaching, Casey enjoys spending time with her husband, their three daughters, and the many animals on their little slice of Texas paradise.



Nancy Young B.A. M.Ed.(Special Education) is a certified educator (BC, Canada), certified Structured Literacy Teacher, and experienced speaker providing professional development and consulting support for educators and families globally. Her specialty areas include dyslexia, ADHD, giftedness, and 2e. Nancy recently commenced her studies towards obtaining her Doctorate (Ed.D.) in Cognitive Diversity.

Nancy is the author of Secret Code Actions™(Teacher and Parent Editions). This unique resource presents fun code-based movements, which can be woven into any reading and spelling instruction, as well as Clues and Alerts to increase knowledge of the secrets of the English code.

Nancy is also the creator of the Ladder of Reading. This infographic is now widely recognized as a valuable tool in helping educators and parents better understand the wide range of ease as children learn to read (irrespective of IQ), the instructional needs of children with dyslexia, and the advantages for all children in learning about the structure of written language.



Kendal Martes, M.A. CCC-SLP is a certified speech-language pathologist, who specializes in working with children and adolescents with language and reading disorders. In addition to her role as an SLP, Kendal is a certified Dyslexia/Structured Literacy Interventionist and is trained in Orton-Gillingham. She has worked as a SLP for almost a decade and has experience working in a variety of settings, including private practice, schools, and healthcare. Currently, she works at Friends Academy, an independent K-8 school in North Dartmouth, Massachusetts, working with students with learning differences. Kendal is passionate about helping families and teachers understand students with complex learning profiles and educating others about the intersections of speech, language, and literacy. Kendal lives in Rhode Island with her husband and young daughter.



My mission is to provide students and their parents with the tools, tips, and technology necessary to overcome academic and social-emotional difficulties in order to develop a positive mindset and create a life of functionality in all areas of daily life. After eleven years of serving special education students in north New Jersey public schools, I have an immense appreciation for children, their parents, and their teachers. I have taught and case managed children with various learning disabilities (LDs), many of which coexist with diagnoses of ADHD, Autism Spectrum Disorder, and Anxiety. I taught special education students in grades K-12, both in the general education inclusion setting and the resource center setting. For the past five years and counting, I have served as the Learning Disabilities Teacher-Consultant (LDT-C) on the Child Study Team. While case managing IEPs, I have completed extensive Academic Achievement Evaluations for the public schools, working to determine a child's area(s) of greatest weakness and potential eligibility for Special Education and Related Services. Every child and every parent deserves a meaningful and enjoyable learning experience. My goal is to help families minimize their frustration. I do this by identifying the child's areas of deficit through relevant educational evaluations and family collaboration. I then develop and design a remedial program to be given in the student's home at least once per week. My professional experiences in Educational Testing, special education instruction, private Orton-Gillingham tutoring, and Executive Function tutoring can address these needs. I also coach parents to incorporate ongoing strategies so they can better work with their child in a positive way.



Angela Lange is from Boone, Iowa and graduated from Iowa State University with a degree in Early Childhood/Specialization Study in Special Education. Angela is currently a WRS Level I Certified Teacher. She has taught Special Education for the Boone Community School District for K-3rd grade in a Multi-categorical setting for 13 years. As a SPED teacher, she specialized in early identification, initial evaluations, and partnered with families and General Education teachers to create IEPs that were strength based in all academic areas. Angela specialized in building positive student behavior skills and social/emotional skills. For the past 2 years, Angela has established the Transitional Kindergarten program within the Boone Community School District. In 2010, Angela opened the Lange Learning Center which is a Tutoring/Advocacy Center specializing in Dyslexia, Dysgraphia, Dyscalculia and Special Education advocacy for families. Angela serves students in PreK-through 12th grade. Angela uses a strength based, structured, multi-sensory, and evidence-based approach when teaching her students. Angela has a daughter Bridget, who just graduated from Iowa State University and they love traveling, gardening, and just being together. Angela also has a dog named Gigi who is a very active and on the go dog!



Ann Whitten, M.Ed., has taught students with learning disabilities for 34 years in public, private, and research settings. She is certified as a Structured Literacy Dyslexia Specialist and has a private practice, Aiken Learning Lab in Aiken, SC, serving students with reading difficulties. She has recently, like most others, moved to remote Structured Literacy tutoring. She has served as State President for the International Dyslexia Association-SC and has served as SC State President and on the National Board for the Learning Disabilities Association. She has been a frequent presenter on strategies for working with struggling learners. Ann is a 17-year Breast Cancer survivor and an avid, although slow, runner. She and her husband, Mike, have been married for 42 years, have two married daughters, and three (soon to be four) grandchildren.



Sherri Turnquist is a Certified Academic Language Therapist and is certified through The Academic Language Therapy Association (ALTA) and The International Dyslexia Association. Sherri has been teaching students with Dyslexia for 11 years. She is currently contracting with The Multisensory Reading Center as an Online Tele-Therapist working with students who struggle with reading, spelling & writing all around the United States and has international students, as well. Sherri is a former First Grade teacher and taught in the classroom for over 15 years. She developed a huge compassion for those students that struggled in her classroom. Lacking the specific knowledge in how to help them succeed drove her passion to learn all she could in order to help those with learning differences like ADHD, Dyslexia, & Dysgraphia. Sherri is married to her husband, Stuart, and they have two grown children. In her free time, Sherri enjoys reading, creating helpful [educational resources](#), Yoga, spending time with her family & walking her two dogs, Beau & Mollie. You can contact Sherri with any questions at sturnquist@gmail.com



Katy received her Bachelor's from the University of Texas, majoring in Special Education. She received her dyslexia therapist training at the Scottish Rite Dyslexia Center of Austin and became a Certified Academic Language Therapist (CALT) in 2013 and a Licensed Dyslexia Therapist in 2016 and completed her training as a Qualified Instructor in May 2018. Katy has a Master's in Special Education, Specializing in Dyslexia, and an Educational Diagnostician Certification through Midwestern State University. Katy worked at the elementary and secondary levels as a special education teacher, classroom teacher, and CALT/Licensed Dyslexia Therapist for over 17 years in Austin ISD. She also worked with AISD district and campus administrators to facilitate and implement the Dyslexia Middle School Project. In addition to working in the public school system, Katy was a Learning Specialist and Diagnostician at a private high school supporting student's transitions to college. She currently works with Dyslexia Center of Austin, Wimberley Dyslexia and Learning Center, and Scottish Rite Learning Center of South Texas to train teachers as dyslexia therapists and to train educators to better work with students with dyslexia in the classroom. At Dyslexia Center of Austin, Katy is also the project manager for evaluation services and facilitates the center's communication. Katy is passionate about what she does and this shows in her dedication to supporting the needs of students with dyslexia and other learning differences. Katy is a member of ALTA, IDA, and TEDA.



Diane Talbot, MA. is the owner of Spiral Skills Tutoring and Academic Coaching in Boulder, Colorado. She is certified at the practitioner level with The Academy of Orton Gillingham Practitioners and Educators (AOGPE), Center for Reading Instruction (CERI), and Academic Language Therapy Association (ALTA). She is licensed in Special Education and as a Reading Specialist in Colorado and holds a Math Interventionist Certificate from Adams State University. Diane specializes in working with children and teens with learning differences, especially those who are twice exceptional or have multiple difficulties. She loves to continue learning by reading voraciously and taking courses in Structured Word Inquiry and multisensory math instruction.



Joan Sedita is the founder of Keys to Literacy, a literacy professional development organization based in MA. For over 35 years, Joan has been an experienced educator and nationally recognized teacher trainer. She has authored multiple literacy professional development programs, including *The Key Comprehension Routine*, *The Key Vocabulary Routine*, *Keys to Content Writing*, *Keys to Early Writing*, and *Keys to Close Reading*. Beginning in 1975, she worked for 23 years at the Landmark School, a pioneer in the development of literacy intervention programs. As a teacher, principal, and director of the Outreach Teacher Training Program at Landmark, Joan developed expertise, methods, and instructional programs that address the literacy needs of students in grades K-12. Joan was one of the three lead trainers in MA for the Reading First Program and is a LETRS author and trainer. She is also an adjunct instructor at Endicott College. Joan received her M.Ed. in Reading from Harvard University and her B.A. from Boston College.



Cigdem Knebel is the founder of Simple Words Books (simplewordsbooks.com), high-interest /low-level decodable children's chapter books varying from 4000-8000+ words. Her mission is to improve fluency, comprehension, and most importantly, reading-confidence of children with dyslexia. She accomplishes this by using many carefully chosen decodable and frequently used words in her books with the skills of young dyslexics in mind. Cigdem believes that all children love to read. This is no different for children with dyslexia; they just need to find that right book for them. And Simple Words Books aspire to be those books. Check out Simple Words Books at simplewordsbooks.com for the word list for each book and many free resources.



Marianne Sunderland, founder of HomeschoolingWithDyslexia.com, is a veteran homeschooling mother of eight children ages 9 to 28. Because 7 of her 8 children are dyslexic, Marianne has become a passionate dyslexia advocate with a mission to educate and encourage families, not only to understand dyslexia, but also to discover and nurture their children's gifts and talents, in and outside of the classroom.



Maleeta is an eighteen-year veteran in education. She has taught at the elementary, middle school, and university levels. She is passionate about gifted and talented programs and mathematics curriculum. Her education career has been diverse and led her from performing duties as math specialist, designing and implementing interventions; gifted and talented teacher, working within an accelerated curriculum for students operating 2-years above grade level; 7 years as adjunct professor for Towson University, instilling the importance of robust instruction focusing on conceptual understanding to pre-service teachers; and numerous presentations locally and statewide. She is founder of Counting Potential, LLC where she provides individualized mathematics programs for students to narrow the learning gaps and propel them past the opportunity gap for success. Maleeta's formal education includes a graduate degree in education policy and leadership from American University; graduate degree in mathematics education from Towson University; and undergraduate degree in early childhood education from University of Delaware. Maleeta's proudest moment is being a mother, daughter, sister, wife, and friend.



Cheri Dotterer, MS, OTR/L, author of Amazon Bestseller's book, *Handwriting Brain-Body Disconnect*, has been an occupational therapist for 25 years and has a private practice. Her specialty is empowering school personnel and parents to master **FLAWLESS COURAGE** by empowering them to find the **FLAWLESS POTENTIAL** in themselves and others using dysgraphia awareness as a medium. Dysgraphia awareness helps teachers identify Response to Intervention (RtI) and IEP/504 strategies for team members and incorporate quick solutions for the students. Cheri and her husband of 29 years have two adult children and a cat in Hamburg, PA.



Betty is an associate professor of Early Childhood and Literacy at West Texas A&M University. She has taught at WTAMU for six years as a full-time faculty member. Prior to teaching at the university level, she was a K-2 classroom teacher for 17 years in Hereford ISD. She also served as a district curriculum specialist for six years, while completing her Ph.D. in Curriculum & Instruction (Language and Literacy) at Texas Tech University. She is a trainer for the TPRI/Tejas Lee Early Reading Assessments and Discover Intensive Phonics. She recently completed the LETRS training sponsored by TEA. Her research interests include emergent literacy, early childhood education, dyslexia, and writing development.



Kris works as an educational consultant and director of dyslexia therapy at Turn Center, a non-profit pediatric therapy center. Kris has served as a classroom teacher, interventionist, curriculum assessment specialist, campus administrator, district dyslexia coordinator, dyslexia therapist and diagnostician. She graduated from WTAMU with a Masters in Reading, Masters as an Educational Diagnostician and principal certification. She earned her Academic Language Therapy certificate and Qualified Instructor certificate from Southern Methodist University. Kris is a Licensed Dyslexia Therapist (LDT) in the state of Texas as well as a Certified Academic Language Therapist (CALT) and IDA Structured Literacy Dyslexia Specialist (SLDS). Her interests include dyslexia intervention, teacher training and structured literacy instruction.



I am Destini Gilliam, owner and founder of [Creative Reading Coach LLC](#). We are a learning center that has the mission to make learning to read accessible to all students through parental support. When I'm not leading my team to fulfill this mission through our programs and products, you can find me being a mom to 3 kiddos. They're my greatest gift and they inspire me to keep up with this work on a daily basis.