



BUILDING READERS FOR LIFE

The Literacy Nest 

- Virtual Conference
- Access begins August 2, 2021
- 17 prerecorded presentations
- 3-month access
- Certificate of completion

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Presentation Descriptions

Presenter	Presentations are listed in order by date.
<p>1. Emily Gibbons</p> <p>Starts 8/2/21</p>	<p><i>Conference Introduction</i></p> <p>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. Jeanette Washington</p> <p>Starts 8/2/21</p>	<p><i>Keynote Speaker-Why Dyslexic Narratives Matter In Tech</i></p> <p>The tech industry is growing faster than the average for any other occupational industry. What does that mean to you? Simply put, there has never been a better time to consider how your learners' skills can be harnessed to drive equitable change. Help your learners to be at the helm of solving important issues, re-engineering ecosystems and contributing to meaningful conversations. After all, technology will only be as good as the people that it does the least for.</p>
<p>3. Dr. Erica Warren</p> <p>Starts 8/2/21</p>	<p><i>Building a Strong Working Memory: A Bridge to Academic Success</i></p> <p>Research now suggests that a strong working memory is linked to reading and academic success! In this presentation, Dr. Erica Warren dives deep into this core player of executive functions and investigates ways to exercise and develop this skill. You will also get information about how to get a free copy of her working memory screener.</p>
<p>4. Genny Schwarzborg</p> <p>Starts 8/2/21</p>	<p><i>Dyslexia Tips that Work: Unlocking the Best Literacy Practices at Home to Keep your Child on Track (in person, hybrid, and virtually)</i></p> <p>Join learning disabilities specialist Genny Schwarzborg who will share great information and tips to better understand dyslexia and how you can help your students. Attendees will learn prevention is possible and remediation can be fun. Focus will be on unlocking best literacy practices as well as best virtual teaching practices for you to implement both in and outside of the school day to help keep your kids on track.</p>

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<p>1. Dr. Lauren Rosenstein</p> <p>Starts 8/3/21</p>	<p><i>Why Building Strong Relationships with Families of Students with Dyslexia is Important</i></p> <p>Relationships, such a simple concept but takes work to build and maintain. Oftentimes, people default to student/teacher relationships, but what about the parent and teacher relationship? This presentation focuses on understanding the student's learning difference, the family's journey, and how you can support them as their child's teacher.</p>
<p>2. Nancy Duggan</p> <p>Starts 8/3/21</p>	<p><i>How can IDEA definitions and terms for reading guide reading goals on an IEP?</i></p> <p>Reading: for the expert or parent, what you need to know about I.D.E.A. and other laws that impact the official reading goals of students with Individualized Education Plans. Then using one child profile as an example, we will walk through how these laws help target needs. For students with disabilities reading goals are a common topic at IEP team meetings. Together we will review the terms and definitions that are specific in I.D.E.A. law with respect to reading. This commonly overlooked area of special education can help you as a parent, educator or advocate consistently write appropriate goals for reading and target the skills your students need.</p>
<p>3. Casey Harrison</p> <p>Starts 8/3/21</p>	<p><i>Phonemic Awareness, Mapping, and Spelling, Oh My! - Connecting Knowledge on the Road to Literacy</i></p> <p>Navigating the necessary skills on the road to literacy can feel daunting. Phonemic Awareness? Orthographic Mapping? Spelling? Where do we begin? How do they connect? In this session, we will walk down the reading road and examine how these skills relate to one another and build in progression, uncover how to link decoding (reading) and encoding (spelling), and discuss ways to differentiate instruction to meet the needs of all learners.</p>
<p>4. Diane Talbot</p> <p>Starts 8/3/21</p>	<p><i>Project-based Word Study</i></p> <p>Have you wondered how to take your word study to the next level? Adding projects to both online and in person word study is a perfect solution. You'll learn how to guide students in studying the etymology and morphology of words, building word sums and matrices and then turning your study into a finished product that your student will be proud to share with family, teachers and peers.</p>

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<p>1. Kendal Martes</p> <p>Starts 8/4/21</p>	<p><i>Infusing Oral Language Support into Structured Literacy Approaches</i></p> <p>Because oral language deficits can co-occur alongside written language deficits such as those present in dyslexia, it is important to support the development of oral language while simultaneously building written language skills like word recognition, reading comprehension, and written expression. Led by a licensed Speech-Language Pathologist, this session aims to provide information about the interplay between oral and written language and share practical activities and techniques that can easily be incorporated into Structured Literacy approaches like Orton-Gillingham.</p>
<p>2. Adrienne Meldrum</p> <p>Starts 8/4/21</p>	<p><i>Concept of Number and the Power of Subitizing</i></p> <p>For a student to be successful in mathematics, a "feeling" or sense of number is the most foundational skill that must be learned. In this presentation, Adrienne will show you how number sense develops and how the power of subitizing is appropriate for ALL ages of students (not just elementary). You'll walk away with some activities you can apply across all age groups.</p>
<p>3. Maleeta Kitchen</p> <p>Starts 8/4/21</p>	<p><i>Narrow the Gap: Language Syntax and Mathematics</i></p> <p>Are you working with students who have "gaps" in their learning in the realm of number sense? They appear to understand one day, but lose the skill and concept the very next day. The problem could be hidden in the language and vocabulary used to instruct students in mathematics. Participants will learn the value of vocabulary instruction to build background knowledge in mathematics lessons along with simple activities to implement with students for their success.</p>

Presentation Descriptions

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<p>1. Joan Sedita</p> <p>Starts 8/5/21</p>	<p><i>Teaching Vocabulary: Instructional Suggestions for Previewing & Connecting Related Words</i></p> <p>This session will offer suggestions for previewing unfamiliar words prior to student reading, and four activities for helping students make connections between known and unknown words: semantic mapping, semantic feature analysis, categorizing, and scaling.</p>
<p>2. Dr. Melissa Orkin</p> <p>Starts 8/5/21</p>	<p><i>Planning Engaging Tier 2 Routines that Build Phonemic Awareness, Phonics and Fluency Skills</i></p> <p>Are you looking for a straightforward approach to support your Tier 2 students who need help with their accuracy and fluency skills. This workshop features a streamlined lesson-planning & delivery method that combines efficient routines in phonemic awareness, phonics and fluency instruction. Using decodable texts, participants will learn to "plan backwards," foster engagement, and differentiate pacing and instruction to meet students' unique needs.</p>
<p>3. Katy Vassar</p> <p>Starts 8/5/21</p>	<p><i>Incorporating Assistive Technology During Virtual Instruction to Promote Student Success</i></p> <p>With the rise in the use of virtual platforms for student instruction during the past year, educators and parents have had to adapt to different methods as they continue supporting their student's success. When assistive technology is incorporated into virtual instruction to support specific student needs it can be daunting and overwhelming to navigate the tools you have access to and decide how to best use them within the virtual setting. This session will explore easy -to-use assistive technology tools that can enhance virtual instruction in order to maximize student's academic success.</p>
<p>4. Cigdem Knebel</p> <p>Starts 8/5/21</p>	<p><i>Mindmapping for Dyslexics</i></p> <p>What is mindmapping? Why it is a valuable tool for neurodiverse people? How does it work? Children with dyslexia and ADHD often have difficulty organizing their thoughts. Mind mapping by hand in the correct way allows them to organize their thoughts visually and explain themselves clearly. They can use this process to write stories, essays and answer questions in exams. Learn more about the unique bullet map process to support neurodiverse children.</p>

Presentation Descriptions

Presenter	Presentations are listed in order by date.
1. Lynn Givens Starts 8/6/21	<i>Fluency: The Bridge from Decoding to Comprehension</i> In this session, we'll look at common myths concerning fluency, identify the three major fluency components and how they are connected, and discuss how struggling readers differ from their more fluent peers, and learn how we can assess students' fluency in a meaningful manner.
2. Cheri Dotterer Starts 8/6/21	<i>Dysgraphia, What is it anyway?</i> What does the impact of labeling have on students with dysgraphia? Help your students live the story they were meant to tell. Discover your own identity and how your own bias impacts your dysgraphic students. Learn how to support your students through differentiation and changing the labels that others give them to live victoriously with this disability. Learn how to differentiate the types of dysgraphia to communicate it well to other IEP team members.
3. Nancy Young Starts 8/6/21	<i>Twice-exceptional (2e) Students Who Are Gifted and Have Dyslexia: Might They Be the "Canaries in the Mine"?</i> Students with the exceptionalities of either giftedness or dyslexia are often underserved in today's schools. At even greater risk of needs not being identified and addressed are students who are intellectually gifted AND have dyslexia. Described as twice-exceptional (2e), these students require programming that addresses both their strengths (intellectual and personal) and their challenges in learning to read. In this session, emphasizing kindergarten through grade 3, Nancy will summarize the research on 2e (gifted and dyslexia). She'll then present examples of ways to differentiate for these students as they master the structure of the English language. She'll propose that these students may be the "canaries in the mine" to help us increase the engagement of all students in reading and writing instruction and practice while providing enrichment opportunities for gifted students.

About The Presenters



Keynote Speaker: Jeannette Washington, M.Ed. has worked as a Speech-Language Pathologist and Software Engineer. Her work within the scope of dyslexia has been solicited in The Washington Post alongside the cofounder of the Yale Center for Dyslexia & Creativity. Learning to code further ignited her passion for special populations. In 2019, she wrote the book *Technical Difficulties: Why Dyslexic Narratives Matter In Tech* to provide a roadmap for neurodiverse learners in and around the tech industry. Jeannette has spoken in over 40 countries, including Nigeria, Kenya, the Dominican Republic and the United Kingdom. She can always be found boasting the importance of accessibility, inclusivity, cognitive diversity and equity within tech.



Dr. Erica Warren is aspiring to empower learners of all abilities and kindle a love for learning. Dr. Warren created a special degree program that united coursework and research in Special Education, Educational Psychology, School Psychology, and Adult Education. Her doctorate from UGA focused on life-long issues in learning, the impact of learning difficulties across the lifespan, and comprehensive diagnostic assessments. Furthermore, her Masters degree in Educational Psychology, focused on learning and cognition, and she often describes her bachelor's degree in fine arts as her secret weapon. Much of Dr. Warren's time remains devoted to working with students on an individualized basis where her unique, multisensory approach focuses on compensatory learning strategies, cognitive remediation, study/memory strategies, and remedial reading, math, and writing methods. Dr. Warren founded her private practice, Learning to Learn, in 1999 and later created her popular, educational resources and materials site Good Sensory Learning. In 2016, Dr. Warren began offering courses for learning specialists and educational therapists at Learning Specialist Courses and Good Sensory Learning.



Genny Schwarzberg, MST, LDT-C, CD-T has spent the past 12 years serving K-12 special education public school students in north New Jersey public schools (6 years as a special education resource/inclusion teacher and 6 years as a case manager/LDT-C on the Child Study Team). Her experiences include assisting children, their teachers, and parents to persevere through various learning disabilities (LDs), many of which coexist with diagnoses of ADHD, Autism Spectrum Disorder, and Anxiety. She decided to infuse her professional experiences in educational testing, special education instruction, private Orton-Gillingham tutoring, Executive Function coaching, parent coaching, and professional workshops to create Genny of all Trades, LLC. Her mission is to expand OG's reach and 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. This is more important than ever before, especially in the current pandemic we live. Each family deserves a meaningful and enjoyable learning experience, both during and outside of school hours.

About The Presenters



Dr. Lauren McClenney-Rosenstein's, Ed.D. passion for educating, advocating, and bringing awareness to dyslexia at the domestic and international levels began in the elementary classrooms of private schools serving students with language-based learning disabilities. She has been a certified Special Educator for a decade, and she earned her Doctor of Education in Teaching, Learning, Leadership, & Curriculum in 2019 from Northeastern University and holds a dual masters in Special Education and Elementary Education from Syracuse University and a Bachelor's degree in Psychology from Syracuse University. Her dedication to providing the gold standard of instruction to individuals with dyslexia led her to obtain her endorsement at the Associate level through The Orton-Gillingham Academy in 2014. Eventually, she expanded her skill set in the public schools as a 7th and 8th grade math and English Language Arts (ELA) co-teacher before taking a position with a non-profit organization that advocates for inclusion in public schools for students with disabilities. Currently, Dr. Lauren is a middle school learning specialist and instructional coach at a private Quaker school in Baltimore, Maryland.



Nancy Duggan, M.S.C. is an educational consultant and licensed counselor trained in Cognitive Behavioral Therapy. She is an experienced dyslexia reading therapist using the OG method. A member of the International Dyslexia Association, she has been appointed to the MA Early Literacy Expert Panel. She advocates for improved literacy policies nationally, and locally. She has advised the National Center for Improving Literacy (2019), and has presented professional development in the science of reading, dyslexia and reading goals, for the International Dyslexia Association, and various state Departments of Education, including NJ, UT, CT, and MA. She has lobbied for early screening and equity in services in Washington D.C. and in states from Alaska to Massachusetts. Nancy is also co-founder and Executive Director of Decoding Dyslexia MA.



Casey Harrison, LDT, CSLDS, CALT is the founder and owner of Wimberley Dyslexia & Learning Center, a center focused on providing dyslexia therapy and literacy services through Structured Literacy and a social-emotional approach. She is a Licensed Dyslexia Therapist, Certified Structured Literacy Dyslexia Specialist, and Certified Academic Language Therapist with over 24 years of education experience. Her educational journey has allowed her to teach in different school settings across the country, holding many different roles in addition to her work in private practice. She loves teaching students in dyslexia therapy and is also passionate about helping parents and educators deepen their understanding of dyslexia and reading instruction. Casey also founded The Dyslexia Classroom, which provides resources, courses, workshops, and other professional development opportunities. She contracts with schools, districts, and organizations to provide consultation services and professional development. When not working, Casey enjoys spending time with her husband, their three daughters, and the many animals on their little slice of Texas paradise.

About The Presenters



Diane Talbot owns and tutors for Spiral Skills Tutoring and Academic Coaching in Boulder, CO, serving dyslexic, learning disabilities, 2e and gifted kids. She also owns Metamorphic Word Study, which is a company that provides instruction study guides, online and print activities for teaching word study and workshops for teachers and tutors who want to know how to incorporate word study into Orton-Gillingham instruction. Diane has a master's degree in Literacy Instruction, and is certified in the Orton Gillingham approach with AOGPE, CERI and ALTA. Diane is mom to 5 adult kids and has 4 grandchildren. She is a ceramic artist, gardener and loves to cook and bake.



Kendal Martes, M.A. CCC-SLP is a speech-language pathologist who specializes in the assessment and treatment of children and adolescents with dyslexia and other language-learning differences. She holds certification as a SLP through the American Speech-Language-Hearing Association and as a Structured Literacy Dyslexia Interventionist through the Center for Effective Reading Instruction. Kendal has practiced for over a decade in multiple settings, including healthcare, schools, and private practice. She currently works at Friends Academy in Dartmouth, Massachusetts serving students with learning differences in the Sally Borden Program. 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. She lives in Rhode Island with her family.



Adrienne Meldrum is the CEO of Made for Math, an all-online multisensory math service. Our entire team has been mentored and taught Marilyn Zecher's approach to teaching mathematics. We teach our students that they are strong, capable learners whose differences are strengths and not deficits. Our students learn differently, but they are still made for math.

About The Presenters



Maleeta Kitchen M.Ed is a nineteen-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.



Joan Sedita is the founder of Keys to Literacy, a professional development organization based in MA. In the literacy field since 1975, Joan is a nationally recognized teacher trainer and author of numerous books, articles, and professional development programs. She worked for 23 years as a teacher and administrator at the Landmark School, a pioneer in the development of literacy intervention programs. Joan was one of the three lead trainers in MA for the Reading First Program and was a national LETRS author/trainer. She received her M.Ed. in Reading from Harvard University.



Melissa Orkin, Ph.D. is a developmental psychologist and the director of Crafting Minds, an educational consultation group that focuses on bridge the research to practice. Melissa specializes in learning disabilities, and achievement motivation. Dr. Orkin has taught in public schools and clinical settings and served as the clinical program director for the Tufts' University Center for Reading and Language Research. Dr. Orkin instructs on learning disabilities at Tufts University, and has also lectured on reading disabilities at the Harvard Graduate School of Education. She contributes to publications on a variety of educational topics including literacy development and executive function skills, and regularly provides professional development workshops and consults with public and private schools on best literacy practices.

About The Presenters



Katy Vassar, M.Ed.,LDT, CALT-QI, Ed. Diag. is a Dyslexia and Reading Consultant, Licensed Dyslexia Therapist, Qualified Instructor of therapists, and Educational Diagnostician with over 20 years of experience in the field of education. Her experience includes roles in special education, general education, reading/dyslexia intervention and coaching at the elementary and secondary levels in both public and independent school systems. Katy currently teams with various centers to train teachers as dyslexia therapists, train educators to better work with students with dyslexia in the classroom, provide psychoeducational evaluations, and support individual students and families as they navigate the world of dyslexia. She also contracts with schools, districts and other state and local organizations to provide consultation services and professional development. Katy is passionate about supporting the learning needs of all students as they navigate their journey toward being successful life-long learners.



Cigdem Knebel could not find high-interest/low-level decodable chapter books a struggling reader could painlessly read, so she began to write for her son. Cigdem is the founder of Simple Words Books (simplewordsbooks.com), which are high-interest /low-level decodable children's chapter books. Her mission is to improve fluency, comprehension, and most importantly, the reading-confidence of struggling readers. She accomplishes this by using many carefully chosen decodable and frequently used words in her books with the skills of these readers in mind. Cigdem believes that all children love to read. This is no different for children who struggle to read; they just need to find the right book for them. And Simple Words Books aspire to be those books.



Lynn Givens, M.Ed. has been a teacher of struggling readers and a teacher educator for over 40 years. She served as Director of Intervention at the Florida Center for Reading Research where she was involved in providing intervention training and professional development for teachers throughout Florida. Until recently, she taught undergraduate reading courses at Florida State University's School of Teacher Education and facilitated practicums for teachers of struggling readers. As a staff member at Beacon Educator for the past 10 years, she has acted as instructor/facilitator for online teacher endorsement courses in reading. Trained in the Orton-Gillingham approach, she spent eight years at the Schenck School in Atlanta, which provided her with a firm foundation in teaching students with dyslexia and other struggling readers. Her goal has always been to provide high-quality, explicit instruction to close the gaps for students who are having reading difficulties and to instruct teachers on how to do this as well.

About The Presenters



Cheri Dotterer, MS, OTR/L is an international dysgraphia consultant, author, and speaker who trains child development professionals how to recognize invisible learning disabilities to help students overcome trauma and shame associated with their disability and rewrite their story through grace. She is the author of Amazon Bestseller's book *Handwriting Brain-Body DisConnect*. Cheri is an occupational therapist for 25 years with a private practice in Pennsylvania. She is a graduate of Alvernia and Misericordia Universities and been an adjunct and guest lecturer. Cheri and her husband of 30 years have two adult children.



Nancy Young is an educational consultant providing professional development and coaching in the area of reading instruction across Canada and globally. Her areas of specialty include dyslexia, giftedness, and ADHD. Nancy is a certified classroom teacher and a certified Structured Literacy Teacher. She is currently studying for her Doctor of Education (Ed.D.) degree with a focus on twice-exceptional students (2e) who are gifted and have dyslexia. Nancy is the author of [Secret Code Actions™](#), a unique resource created to be woven into any reading and spelling program, presenting fun code-based movements 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](#), an infographic 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) and the instructional implications. Her website is www.nancyyoung.ca



Conference Host: Emily Gibbons, M.Ed, C/OGA, CDP is CEO of The Literacy Nest, an extensive online resource and networking site for families and educators. For over 20 years, Emily has worked in education first as a classroom teacher and then as a Certified Orton-Gillingham educator and dyslexia specialist. Emily creates resources for educators and families to use for reading intervention. She has been trained in Project Read, Orton-Gillingham in both IMSLEC and OGA accredited programs, RAVE-O and LETRS. 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.