




BUILDING READERS FOR LIFE

The Literacy Nest 

2022

- VIRTUAL CONFERENCE
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- 15 PRE-RECORDED PRESENTATIONS
- 3-MONTHS OF VIRTUAL ACCESS
- CERTIFICATE OF COMPLETION OR CEU
OPTION
- REGISTER TODAY!



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RULES AND GUIDELINES FOR THE CEU OPTION PLEASE READ CAREFULLY BEFORE REGISTERING.

- Offered *only* for the 2022 conference.
- Number of CEUs awarded: **2**
- You must complete the entire conference to earn CEUs by **11/1/22**. Exceptions and/or extensions will not be given. Partial CEUs will not be not awarded. Please plan accordingly.
- Required Assignments: In order to earn Continued Education Units, there will be a *brief* online quiz and one open-ended question to answer online at the end of every presentation.
- This is a non-refundable option.
- All quizzes and assignments must be completed by **11/1/22**. Extensions will not be granted. Please plan accordingly.
- The Literacy Nest® is an IACET® accredited provider and will award Continuing Education Units to qualifying attendees.



Q & A

THE LITERACY NEST IS AN IACET ACCREDITED PROVIDER.

WHAT IS IACET?

"The International Accreditors for Continuing Education and Training (IACET) developed the original Continuing Education Unit (CEU) and today ensures that providers of continuing education and training can prove they provide high-quality instruction by following the [ANSI/IACET 2018-1 Standard for Continuing Education and Training](#) through a rigorous accreditation process.

The ANSI/IACET Standard for Continuing Education and Training is a universal model for learning process excellence. It defines a **proven model** for developing effective and valuable continuing education and training (CE/T) programs by measuring a CE/T provider's training program from procedure to process to result. Because the ANSI/IACET Standard focuses on how continuing education and training programs are developed, not *what* they cover, it provides a **certifiable framework** of researched and proven best practices that can be applied across disciplines and industries." <https://www.iacet.org/>

WILL MY ACCREDITING ORGANIZATION OR SCHOOL DISTRICT APPROVE MY CEUS FOR THE CONFERENCE?

It is the responsibility of the attendee to find out if a training organization, accrediting body or school district will accept CEUs issued by The Literacy Nest®.

WHEN WILL I RECEIVE MY CEU CERTIFICATE?

We'll issue **a certificate with 2 CEUs** in batches via email to qualifying attendees on three different dates. **THANK YOU in advance for your patience! All CEU work must be completed by 11/1/22.**

If assignments are finished by...	Your certificate will be sent by...
September 1, 2022	September 15-20, 2022
October 1, 2022	October 15-20, 2022
November 1, 2022	November 15-20, 2022

Q & A continued

WHAT IF I AM RENEWING MY CERI CERTIFICATION? WILL CEUS FROM THIS CONFERENCE COUNT? YES!

CERI (Center for Effective Reading Instruction) will accept The Literacy Nest's CEU certificates when you are renewing your certification.

Information from CERI below:

"Participants must be issued a personalized Certificate of Attendance (COA) containing the participant's name, the name of the hosting organization, the date of the event and the total number of contact hours that were earned from it."

Presentation Descriptions

Presenter	Presentations are listed in order by date.
<p>1.</p> <p>Nancy Young M.Ed.</p> <p>Starts 8/1/22</p>	<p><i>Differentiation: Key to Meeting the Needs of All Climbing the Ladder of Reading & Writing</i></p> <p>Teaching the skills of reading and writing to enable all children not just to reach proficiency but to attain excellence requires that classroom teachers provide instruction and practice taking into consideration a wide range of needs. This entails differentiation, both content and process. Learn about various approaches to differentiation that effectively address the broad range of students within most classrooms, from those mastering foundational skills to those who are more advanced. Discover new ways to structure and collaborate within and across classrooms to build skills and extend learning, including enrichment and extension.</p>
<p>2.</p> <p>Dr. Lauren McClenney-Rosenstein</p> <p>Starts 8/1/22</p>	<p><i>Approaching the Dyslexia Journey with Affirmations</i></p> <p>Often times, dyslexics walk around feeling inadequate, stupid, and lazy and this is the narrative that's been delivered to them over and over. This causes low self esteem, anger, mental health issues, and many other negative effects. Affirmations are powerful if used consistently. Picture a farmer with a huge piece of fertile land, they decide to plant nightshade (poison) and corn and they water it daily and ensure the crops are getting sufficient sun. The land doesn't care what is planted it will grow each in abundance. Our brain is a powerful piece of equipment that can change our lives for good if we use it to our full capacity. This presentation explores the power of affirmations and how this can transform the mindset of a mother through the dyslexia journey while also transforming the mindset of their dyslexic child.</p>
<p>3.</p> <p>Lynn Givens</p>	<p><i>Older Struggling Readers: What Do They Need?</i></p> <p>We have clearly identified many of the skills and strategies needed by our struggling readers in early elementary grades. This presentation focuses on the needs of older struggling readers. These will include: decoding multisyllabic words with a workable "system", expanding knowledge of Tier 2 vocabulary words and their use in varying contexts, increasing knowledge of morphology and its use in all components of reading, in addition to expanding abilities in critical areas of written expression.</p>

PRESENTATION DESCRIPTIONS

Presenter	Presentations are listed in order by date.
<p>1. Cindy Hall</p> <p>Starts 8/2/22</p>	<p><i>Dyslexia Friendly Classrooms: Bridging the Gap Between O-G Tutoring and Classroom Learning</i></p> <p>Learn to be the classroom teacher who understands their dyslexic students' school-related strengths and weaknesses and couples that knowledge with tools to accommodate the learning differences in effective and engaging ways that are good for all students but vital for dyslexic learners.</p>
<p>2. Susan B. Kahn, M.Ed.</p> <p>Starts 8/2/22</p>	<p><i>Multisensory Techniques For Teaching Grammar</i></p> <p>Since knowledge of grammar improves writing skills, reading comprehension, and reading fluency, every student should study grammar. Some children, especially those with auditory processing disorders, often say that "A sentence begins with a capital and ends with a period," but they seldom know that a noun subject and an action verb need to be included between the capital letter and the period. Lack of specific instruction allows many students to interpret "a complete thought" as what makes sense to him or her. Because dyslexic students, ESL children, and others may find English grammar abstract and impossible, multisensory techniques will accelerate learning. According to research by Dr. Brock Eide, pictures, patterns, stories, and color will support instruction. By introducing card symbols to represent parts of speech, these colorful images effectively teach nouns, verbs, adjectives, and adverbs. Students learn to identify a noun, verb, adjective, and adverb plus their functions.</p>
<p>3. Sauna Cotte, M.Ed.</p> <p>Starts 8/2/22</p>	<p><i>Summary Writing: Explicit Instruction and Scaffolds</i></p> <p>Decades of research have consistently identified summarization as one of the most important strategies for comprehension, but it often remains a difficult task for student writers because it is an integration of complex skills (comprehension, organization and written expression). Repeated practice with summary generation leads students to become more active and engaged learners. It enables students to process material more deeply while making it more memorable, resulting in better learning. This presentation will focus on why summary writing matters and provide tools for the necessary explicit instruction teachers must provide in order for all students to be successful.</p>

PRESENTATION DESCRIPTIONS

Presenter	Presentations are listed in order by date.
<p>1.</p> <p>Jeannette Roberes, M.Ed.</p> <p>Starts 8/3/22</p>	<p><i>Inclusive Teaching and Learning</i></p> <p>Education is moving away from just identifying problems with learners towards identifying barriers to learning. To complete this shift, teachers must break the mindsets and beliefs that some students are deficient, unable to learn or incapable; and begin to deploy teaching strategies that unlock the potential of every child in their classrooms. This presentation is aimed at unraveling inclusive strategies that serve the needs of all students, regardless of background or identity, and support their engagement with subject material.</p>
<p>2.</p> <p>Katy Vassar, M.Ed., LDT, CALT-QI</p> <p>Starts 8/3/22</p>	<p><i>Looking Beyond the Diagnosis: Making Connections Between Areas Assessed Within an Educational Evaluation and the Impact on Student Achievement</i></p> <p>Educational Evaluations can provide a wealth of knowledge about a student's learning and how to individualize instruction to maximize their success. While finding the diagnosis may be a quick way to identify the presence of a learning difference, the best way to understand the individualized needs of a student is to look beyond the diagnosis and make connections within the areas assessed to decipher how it impacts their achievement. Participants in this session will walk away with knowledge of areas typically assessed in an educational evaluation and how to look beyond a diagnosis to understand a student's learning profile. This knowledge can drive individualized instruction and help educators prepare for scaffolds that may be needed within instruction to best support a student's needs.</p>
<p>3.</p> <p>Cheri Dottere, M.S., OTR/L</p> <p>Starts 8/3/22</p>	<p><i>Taking the mask off dysgraphia</i></p> <p>A lack of dysgraphia awareness and preconceived perspectives on instruction prevent engagement in writing. Taking off the mask of dysgraphia provides interventions that support visual-spatial, motor, and memory interventions that can be complete in 2-minutes per day.</p>

PRESENTATION DESCRIPTIONS

Presenter	Presentations are listed in order by date.
<p>1.</p> <p>Dr. Erica Warren</p> <p>Starts 8/4/22</p>	<p><i>What is Executive Functioning and How Can We Build This Cognitive Skill?</i></p> <p>This presentation offers an in-depth exploration into executive functions. We review the commonly agreed upon core areas of working memory, inhibitory control, and cognitive flexibility. In addition, we uncover ways to strengthen this needed skill for learners of all ages.</p>
<p>2.</p> <p>Maleeta Kitchen, M.Ed.</p> <p>Starts 8/4/22</p>	<p><i>"I just did it in my head" Helping students explain their thinking in mathematics</i></p> <p>Have you ever asked a student to explain his or her answer and the response is "I just did it in my head" or shoulder shrug, or just blank stare? Are your student explanations for problems ALL OVER THE PLACE? If you answered yes to either question or you want more strategies in helping your students explain their thinking. This workshop will share helpful strategies using purposeful instruction to improve students' mathematical explanations.</p>
<p>3.</p> <p>Cigdem Knebel</p> <p>Starts 8/4/22</p>	<p><i>Ignite the Fire of Reading with Decodable Text and Books</i></p> <p>Decodable content is critical for building fluency, comprehension and reading confidence for striving readers and don't need to be babyish... but what is decodable text and how does it differ from leveled readers? We will discuss the benefits of decodable text, strategies to build reading stamina and overcome initial resistance to reading.</p>

PRESENTATION DESCRIPTIONS

Presenter	Presentations are listed in order by date.
<p>1. Casey Harrison</p> <p>Starts 8/5/22</p>	<p><i>Making Spelling Instruction Meaningful and Engaging Through Multisensory Activities</i></p> <p>Spelling intervention for struggling readers needs to be explicit and systematic in its approach - but that doesn't mean it needs to be dull! We want students to understand the reason behind spelling generalizations and apply them to both reading and writing. Educators need to be knowledgeable about effective spelling generalizations and selective about when to use them for this to happen. In this session, we will explore some of the spelling generalizations and multisensory techniques to aid in instruction, discuss scaffolds, and engage in games and activities to bridge knowledge to practice. Participants will leave with activities and game ideas to make spelling instruction meaningful and fun!</p>
<p>2. Colby Horn, A/OGA</p> <p>Starts 8/5/22</p>	<p><i>Scientifically-Based Teaching Methods: What are They and Ways to Incorporate Them into Your Classroom</i></p> <p>This presentation will begin with a review of the Science of Reading based research, include suggested materials to gain further knowledge, and show a variety of ways to implement the Science of Reading and a structured literacy approach into the classroom (whole group and small group).</p>
<p>3. Emily Conlan</p> <p>Starts 8/5/22</p>	<p><i>Explicit Morphology Instruction</i></p> <p>Did you know that morphology is a critical component of a structured literacy approach? Have you been hearing about the many benefits of providing students with this instruction but not sure where to begin? This presentation will detail what morphology is and the evidence that supports its high impact. You will also be provided with practical, evidence-based classroom strategies that will help to bridge the research-to-practice gap.</p>

ABOUT THE PRESENTERS

Nancy Young M.Ed.



Nancy Young is a Canadian educational consultant providing professional development in the areas of reading and writing instruction for an international audience. Her specialty areas include differentiated instruction and skill-based movement. A certified classroom teacher and a certified Structured Literacy Teacher, Nancy is currently studying for her Doctor of Education (Ed.D.) degree, focusing on the needs of twice-exceptional students (2e) who are gifted and have co-occurring dyslexia and/or ADHD. 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 & Writing, 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 and the instructional implications. Her website is www.nancyyoung.ca

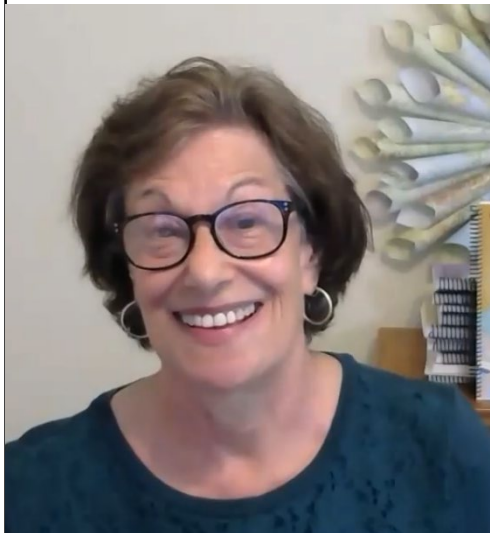
Dr. Lauren McClenney-Rosenstein



Dr. Lauren’s 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. Dr. Lauren is a mother of 2 and her husband is a middle school educator. She has 2 birds, one German Shepard, and a cat. Currently, Dr. Lauren is a middle school learning specialist and instructional coach, the CEO and founder of Think Dyslexia LLC.

About The Presenters

Lynn Givens



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.

Cindy Hall



Cindy, a former elementary classroom teacher and private practice tutor using the Orton-Gillingham approach, spent a decade founding and directing a dyslexia center housed inside a large private school. After seeing the positive impact a dyslexia friendly environment had on the entire school, it is her passion to help teachers understand how best to foster success in the dyslexic students sitting in their classrooms through sharing characteristics and best practices: which are good for all learners, but vital for those with dyslexia.

Susan B. Kahn M.Ed.



Susan B. Kahn, MEd, creates publications, blogs, and animated videos known as Sue's Strategies®. These unique strategies combine multisensory, explicit instruction with memory tactics such as pictures, patterns, and stories. Ms. Kahn's strategies exemplify the science of reading and grammar. Since these techniques bring success to so many struggling readers and writers, Ms. Kahn is promoting literacy with her books, blogs, flashcards, lectures, TV interviews, and free animated YouTube videos. Sue continues to teach; her goal is to end illiteracy.

About The Presenters

Shauna Cotte M.Ed.



Shauna Cotte is currently a senior consultant for Keys to Literacy, a leading provider of literacy professional development. She began her career in education as a classroom teacher at both the elementary and secondary level before her role as a literacy interventionist became her passion. Shauna received a M.Ed. in Curriculum Development and Instruction from Boston College in the area of language and literacy development, and previously completed a B.S. in Education from Framingham State College. In addition to delivering engaging, relevant, research-based professional development to teachers, Shauna has collaborated with literacy teams, administrators and curriculum coordinators to design multi-year strategic literacy plans to support implementation of an MTSS model. Shauna has been with Keys to Literacy since 2008.

Jeannette Roberes, M.Ed.



Jeannette Roberes (formerly Washington) is an author that has worked as a speech pathologist, software engineer and educator. Jeannette has spoken in over 40 countries and has earned recognition in The Washington Post and US News & World Reports among other media outlets. Jeannette's commitment to life-long learning is noted through her LETRS® Early Childhood facilitator certification and PROJECT READ® Curriculum certification. Her debut book *Technical Difficulties: Why Dyslexic Narratives Matter In Tech* has received starred reviews across Goodreads and Amazon and is sold on Barnes & Noble and Audible, Google Play and Apple Books. Jeannette empowers people with speech and language disorders to pursue employment in tech. She is the Chief Academic Officer of Bearly Articulating and a board member of Smiles for Speech.

Katy Vassar, M.Ed., LDT, CALT-QI



Katy 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 history 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.

About The Presenters

Cheri Dottere, M.S., OTR/L



Cheri is an international speaker, author, and consultant who designs professional development materials to help students overcome the social-emotional trauma associated with dysgraphia and support teachers cultivate successful students. She is an occupational therapist and adjunct instructor. She lives with her husband of 31 years. They have two adult children.

Dr. Erica Warren



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 GoodSensoryLearning.com. In 2016, Dr. Warren began offering courses for learning specialists and educational therapists at LearningSpecialistCourses.com.

Maleeta Kitchen M.Ed.



Maleeta is a twenty-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; 8 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. She currently serves as a Math Specialist for a local school district in Maryland. 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.

About The Presenters

Cigdem Knebel



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 books for them. And Simple Words Books aspire to be those books.

Casey Harrison



Casey Harrison is a Certified Academic Language Therapist, Licensed Dyslexia Therapist, and Certified Structured Literacy Dyslexia Specialist with twenty-five years in education. She is a National LETRS Professional Facilitator in addition to a practicum supervisor at the university level and is the owner and therapist at Wimberley Dyslexia & Learning Center and is the founder of The Dyslexia Classroom. Working to enrich the lives of children with dyslexia is at the heart of her work. She believes in empowering students, parents, and educators with insights into dyslexia and related learning differences based on the science of reading. She strives to create a dyslexic community based on understanding, knowledge, and support by assisting parents, coaching teachers, providing professional development, educational resources, and the Together in Literacy podcast.

Colby Horn, A/OGA



Colby is an educator with classroom and 1:1 tutorial experience using the Orton-Gillingham Approach. While becoming an Associate Member of the Orton-Gillingham Academy (OGA), Colby worked at an OGA accredited school teaching both children with dyslexia and a class of 5-8 year olds with ASD. After two years teaching in the ASD classroom, Colby became the Director of Dyslexia Therapy at a private practice and provided 1:1 Orton-Gillingham tutoring to a large range of students. Following that position, Colby moved with her fiancé to the midwest where she went back into the classroom teaching full-time a K-2 class of students with dyslexia at a private school that became accredited by OGA during the time she taught there. Colby assisted this school in becoming accredited as she was one of the teachers observed for accreditation. She was then offered a mentoring job the following year to assist other teachers in implementing the Orton-Gillingham Approach into their classrooms. While accompanying her husband, who serves as a Pilot in the USAF, to the west coast, Colby began 1:1 Orton-Gillingham tutoring online. Her vast experience in a variety of settings has helped her adapt and implement the Orton-Gillingham Approach in many ways. She hopes her experience will help other educators be creative in implementing the approach and the Science of Reading into their classrooms.

About The Presenters

Emily Conlan



Emily Conlan is a K-12 reading specialist and language arts consultant. She currently works as a middle school reading teacher. Prior to this role, Emily was a fifth grade literacy teacher. It was during that time that Emily did not feel equipped to be teaching kids how to read. She went onto pursue a degree in remedial reading and language arts consulting. She has made it her mission these last several years to implement the suggestions the evidence tells us and bridge the research-to-practice gap.



Conference Host: Emily Gibbons, M.Ed, C/OGA, SLDP 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. The Literacy Nest® is an IACET accredited provider.

Presenter and Presentation Topic	Presentation Description	LEARNING OBJECTIVES	LEARNING OUTCOMES
Colby Horn- Scientifically-Based Teaching Methods: What are They and Ways to Incorporate Them into Your Classroom	This presentation will begin with a review of the Science of Reading based research, include suggested materials to gain further knowledge, and show a variety of ways to implement the Science of Reading and a structured literacy approach into the classroom (whole group and small group).	Teachers/educators will attain knowledge of the science behind structured literacy methods. Teachers/educators will implement scientifically-based methods that benefit all students, particularly those with dyslexia, into their reading block/classrooms.	Teachers/educators will feel knowledgeable in teaching the struggling learners in their classrooms. Teachers/educators will demonstrate understanding of the importance of using scientifically-based teaching methods.
Dr. Erica Warren - What is Executive Functioning and How Can We Build This Cognitive Skill?	This presentation offers an in-depth exploration into executive functions. We review the commonly agreed upon core areas of working memory, inhibitory control, and cognitive flexibility. In addition, we uncover ways to strengthen this needed skill for learners of all ages.	Educators, professionals, and parents will learn about what science says about executive functions. Educators, professionals, and parents will also learn about scientifically-based methods that can be used to strengthen this needed skill.	Educators, professionals, and parents will understand the core structure of executive functions. Educators, professionals, and parents will have scientifically-based teaching methods and tools that they can use to strengthen this important skill.
Jeannette Roberes - Inclusive Teaching and Learning	Education is moving away from just identifying problems with learners towards identifying barriers to learning. To complete this shift, teachers must break the mindsets and beliefs that some students are deficient, unable to learn or incapable; and begin to deploy teaching strategies that unlock the potential of every child in their classrooms. This presentation is aimed at unraveling inclusive strategies that serve the needs of all students, regardless of background or identity, and support their engagement with subject material.	Educators will develop a inclusive education mission statement	Educators will grasp the attitudes and values that underpin learner-centered education. Educators will become familiar with a range of approaches that promote inclusivity in your classroom.
Lynn Givens - Helping Our Older Struggling Readers	We have clearly identified many of the skills and strategies needed by our struggling readers in early elementary grades. This presentation focuses on the needs of older struggling readers. These will include: decoding multisyllabic words with a workable "system", expanding knowledge of Tier 2 vocabulary words and their use in varying contexts, increasing knowledge of morphology and its use in all components of reading, in addition to expanding abilities in critical areas of written expression.	Educators will learn the difficulties encountered by older struggling readers and ways to help remediate.	Teachers/educators will feel knowledgeable in teaching the struggling learners in their classrooms. Teachers/educators will demonstrate understanding of the importance of using scientifically-based teaching methods. Teachers/parents/other educators demonstrate knowledge of specific difficulties faced by older struggling readers and ways to remediate each of these.
Title (Nancy Young) Differentiation: Key to Meeting the Needs of All Climbing the Ladder of Reading & Writing	Overview (Nancy Young): Teaching the skills of reading and writing to enable all children not just to reach proficiency but to attain excellence requires that classroom teachers provide instruction and practice taking into consideration a wide range of needs. This entails differentiation, both content and process. Come and learn about various approaches to differentiation that effectively address the broad range of students within most classrooms, from those mastering foundational skills to those who are more advanced. Discover new ways to structure and collaborate within and across classrooms to build skills and extend learning, including enrichment and extension.	Learning Objectives (Nancy Young): 1) Attendees will understand importance of differentiation as represented in Nancy Young's Ladder of Reading & Writing 2) Attendees will look at ways to differentiate the content and process of reading and writing instruction within and across classrooms for students with dyslexia and for advanced readers	Learning Outcomes (Nancy Young): 1) Attendees will be aware of different ways of grouping students (including readiness and interest) and how whole group instruction fits into a differentiated approach 2) Attendees will know how classroom organization and an established routine underlie the success of a differentiated approach 3) Attendees will learn how weaving skill-based movement into a differentiated approach may enhance learning for all children and advantage the needs of students with the exceptionalities of dyslexia, ADHD, and giftedness (some students having co-occurring exceptionalities)
Shauna Cotte -Summary Writing: Explicit Instruction and Scaffolds	Decades of research have consistently identified summarization as one of the most important strategies for comprehension, but it often remains a difficult task for student writers because it is an integration of complex skills (comprehension, organization and written expression). Repeated practice with summary generation leads students to become more active and engaged learners. It enables students to process material more deeply while making it more memorable, resulting in better learning. This presentation will focus on why summary writing matters and provide tools for the necessary explicit instruction teachers must provide in order for all students to be successful.	1. Educators will gain an understanding of why summary writing is an important research-based instructional practice to be used across grade levels and content areas. 2. Educators will understand the important role of explicit instruction and scaffolds when teaching summary writing.	1. Educators will be able to explain what a summary is and why it is an essential strategy for students across grade levels and content areas. 2. Educators will be able to apply various strategies to support explicit instruction in summary writing. 3. Educators will be able to identify and implement various scaffolds that support summary writing in the classroom.
Cindy Hall - Dyslexia Friendly Classrooms: Bridging the Gap Between O-G Tutoring and Classroom Learning	Learn to be the classroom teacher who understands their dyslexic students' school-related strengths and weaknesses and couples that knowledge with tools to accommodate the learning differences in effective and engaging ways that are good for all students but vital for dyslexic learners.	This presentation will look at ways dyslexia negatively impacts a student's ability to assimilate classroom instruction; identify several typical areas of struggle; instruct the teacher in simple teacher-created materials to augment instruction in typical areas of struggle; demonstrate ways these simple materials may be incorporated in classroom lessons to the benefit of all students.	1.) Attendees will learn the classroom-related strengths and weaknesses of students with dyslexia. 2.) Attendees will discover a wide variety of teacher-created materials to supplement classroom texts and instruction in ways that are particularly beneficial to students with dyslexia.
Katy Vassar - Looking Beyond the Diagnosis: Making Connections Between Areas Assessed Within an Educational Evaluation and the Impact on Student Achievement	Educational Evaluations can provide a wealth of knowledge about a student's learning and how to individualize instruction to maximize their success. While finding the diagnosis may be a quick way to identify the presence of a learning difference, the best way to understand the individualized needs of a student is to look beyond the diagnosis and make connections within the areas assessed to decipher how it impacts their achievement. Participants in this session will walk away with knowledge of areas typically assessed in an educational evaluation and how to look beyond a diagnosis to understand a student's learning profile. This knowledge can drive individualized instruction and help educators prepare for scaffolds that may be needed within instruction to best support a student's needs.	Learning Objectives 1. Participants will build their knowledge of areas typically assessed in an educational evaluation and how each area is connected to learning 2. Participants will learn how to look beyond a diagnosis to understand a student's individualized learning profile	Learning Outcomes 1. Participants will identify and explain the different areas typically assessed within a comprehensive educational evaluation and how each area connects to student achievement 2. Participants will use their knowledge of the different areas assessed in an educational evaluation to understand a student's individualized learning profile
Cigdem Knebel - Ignite the Fire of Reading with Decodable Text and Books	Decodable content is critical for building fluency, comprehension and reading confidence for striving readers and don't need to be babyish... but what is decodable text and how does it differ from leveled readers? We will discuss the benefits of decodable text, strategies to build reading stamina and overcome initial resistance to reading.	1. Participants will gain understanding of the difference between decodable text and leveled readers. 2. Participant will learn about tools to improve striving readers fluency and emotional stamina for reading.	1. Participants will be able to determine the right reading materials for their readers. 2. Participants will understand the benefits of using decodable text. 2. Participant will have practical strategies and tools to support striving readers in reading with decodable text.

Maleeta Kitchen - "I just did it in my head" Helping students explain their thinking in mathematics	Have you ever asked a student to explain his or her answer and the response is "I just did it in my head" or shoulder shrug, or just blank stare? Are your student explanations for problems ALL OVER THE PLACE? If you answered yes to either question or you want more strategies in helping your students explain their thinking. This workshop will share helpful strategies using purposeful instruction to improve students' mathematical explanations.	1. Participants will gain understanding in the transition between orally explanations and written explanations in mathematics. 2. Participants will build their knowledge of incorporating math vocabulary into student explanations. 3	1. Participants will understand the benefits of modelling oral and written explanations in mathematics. 2. Participants will use sentence stems to create student examples for written explanations for students. 3. Participants will have practical strategies to support students in explaining their thinking.
Dr. Lauren McClenney-Rosenstein "Title: Approaching the Dyslexia Journey with Affirmations "	Often times dyslexics walk around feeling inadequate, stupid, and lazy and this is the narrative that's been delivered to them over and over. This causes low self esteem, anger, mental health issues, and many other negative effects. Affirmations are powerful if used consistently. Picture a farmer with a huge piece of fertile land, they decide to plant nightshade (poison) and corn and they water it daily and ensure the crops are getting sufficient sun. The land doesn't care what is planted it will grow each in abundance. Our brain is a powerful piece of equipment that can change our lives for good if we use it to our full capacity. This presentation explores the power of affirmations and how this can transform the mindset of a mother through the dyslexia journey while also transforming the mindset of their dyslexic child.	Objective: Understand the power of the mind. Objective: Understand how a mother (or parent) can model a positive healthy mindset. Objective: Understand how to find balance in the dyslexia journey through the power of affirmations.	SWBAT: Identify their mindset at the time of the presentation SWBAT: Create positive affirmations about themselves and their child(ren) SWBAT: Understand that the dyslexia journey isn't just about a strong intervention in reading and writing SWBAT: Understand it takes a village of professionals to support the child and family through the social/emotional lens.
Susan B Kahn - Multisensory Techniques For Teaching Grammar	Since knowledge of grammar improves writing skills, reading comprehension, and reading fluency, every student should study grammar. Some children, especially those with auditory processing disorders, often say that "A sentence begins with a capital and ends with a period," but they seldom know that a noun subject and an action verb need to be included between the capital letter and the period. Lack of specific instruction allows many students to interpret "a complete thought" as what makes sense to him or her. Because dyslexic students, ESL children, and others may find English grammar abstract and impossible, multisensory techniques will accelerate learning. According to research by Dr. Brock Eide, pictures, patterns, stories, and color will support instruction. By introducing card symbols to represent parts of speech, these colorful images effectively teach nouns, verbs, adjectives, and adverbs. Students learn to identify a noun, verb, adjective, and adverb plus their functions.	1: To identify the ingredients of a sentence. 2: To identify nouns, verbs, adjectives, adverbs by definition, card symbol, color and function.	1: Attendees learn to teach the requirements of a sentence. 2: Attendees learn to combine card symbols, colors and stories to teach the parts of speech and their functions.
Cheri L. Dotterer, MS, OTR/L - Taking the mask off dysgraphia	A lack of dysgraphia awareness and preconceived perspectives on instruction prevent engement in writing. Taking off the mask of dysgraphia provides interventions that support visual-spatial, motor, and memory interventions that can be complete in 2-minutes per day.	Learners will 1. Take off the mask of dysgraphia through a clear concise definition to differentiate it from similar diagnoses 2. Takeaway 2-minute interventions to support visual-spatial, visual-motor, and memory to support students with dysgraphia	Learners will 1. Take off the mask of dysgraphia through a clear concise definition to differentiate it from similar diagnoses 2. Takeaway 2-minute interventions to support visual-spatial, visual-motor, and memory to support students with dysgraphia
Emily Conlan- Explicit Morphology Instruction	Did you know that morphology is a critical component of a structured literacy approach? Have you been hearing about the many benefits of providing students with this instruction but not sure where to begin? This presentation will detail what morphology is and the evidence that supports its high impact. You will also be provided with practical, evidence-based classroom strategies that will help to bridge the research-to-practice gap.	Objective: Educators will be able to define morphology. Objective: Educators will be able to understand the role morphology plays in reading acquisition. Objective: Educators will be able to understand an evidenced-based approach to teaching morphology.	Educators will feel knowledgeable about morphology's role in a structured literacy approach. Educators will understand evidence-based strategies and activities to incorporate into their instruction.