<table>
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<tr>
<th>Aud</th>
<th>Room</th>
<th>Keynote Speaker 8:30-10:00 a.m.</th>
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| All | MCC 100| Focus on Phonology: The Key to Unlocking the Alphabetic Principle  
*Carol Tolman, Ed.D.* |

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<th>Aud</th>
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<th>Breakout 10:20-11:30 a.m.</th>
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| K-3 | MCC 100| Focus on Phonology in the Classroom: Instructional Implications for Elementary Students  
*Carol Tolman, Ed.D.*  
When teachers know the 'how' and 'when' of teaching phonological awareness, students improve both accuracy and automaticity with reading and spelling. Join Dr. Tolman in an interactive session demonstrating best practices for both whole class and small group interventions. Let's put theory into practice for all children! |
| 6-12| MCC 101| Addressing the Needs of Older Struggling Readers  
*Barbara Conway, Ed.D. & Catherine Scott – Neuhaus Education Center*  
Older struggling readers need access to factors that affect pronunciation: sound/symbol association, syllable types and their influence on vowel sounds, the meanings of morphemes in words, and the effect of Latin and Greek on English spelling and pronunciation (Hock et al., 2005; Penney, 2002). Teaching the middle to high school student these basic reading skills can be done in a respectful way by using longer words that they may have heard in spoken language or read in grade level texts. Students can discover the syllable types in difficult words by using systematic syllable division routines. They can learn how the meanings of morphemes can contribute to whole word meaning and usage. In this session teachers will be introduced to lessons in Neuhaus Academy, a resource that is free to their students, and will learn new ways to teach older students to break the code without breaking their spirit. |
| K-12| MCC 102| Increasing Students’ Reading Enjoyment and Stamina through Text Complexity  
*Kristi Thaemlitz, Ed.D.- Region 4*  
This session will provide teachers with tools to increase students’ ability to access more complex texts while building background knowledge. The tools recommended in this session will allow nonreaders or unengaged readers to find the joy in reading about subjects of interest in increasingly complex texts. |
| K-12| MCC 103| Pencils Ready? The 2019-2020 TEKS are Cursive and Right Around the Corner!  
*Kim Sinclair, Ed.D.- Aldine ISD*  
In this session the upcoming changes to the TEKS concerning handwriting will be discussed. You will leave this session with the knowledge to show others how teaching handwriting will add value to students’ success. Plus its effect on reading brain development. |
| K-12| MCC 105| Literacy Supports for Personalized Learning (vendor)  
*Kay Tepera, M.Ed.- Texthelp*  
Read&Write, literacy support software, empowers all students to personalize their learning with simple, accessible tools that help them comprehend, organize, and express themselves independently across different platforms. This session will demonstrate the tools of the program, best classroom practices, and strategies for helping struggling students. Read&Write is free for educators. |
| K-12 | MCC 106 | TexQuest: Your New Best Friend  
*Jackie Nowlin, M.A.T.- Region 4*  
Two current challenges for learners is access to too much information and making decisions about which sources are best for learning. In this session, you will meet and explore TexQuest, a trustworthy and reliable information resource for students. And you might be surprised that your district already subscribes! |
| --- | --- | --- |
| K-12 | MCC 201 | Dyslexia Evaluation of English Learners  
*Corinna Villar Cole, Ph.D.- Sam Houston State University*  
This presentation focuses on dyslexia evaluation of English learners (ELs). The presentation will describe the major difficulties encountered when testing ELs, the importance of the primary language, the implications of language proficiency levels, the implications of educational programming and placement, and appropriate assessment instruments, interpretation of results, and recommendations. |
| K-12 | MCC 202 | Picture Books: The Secondary Teacher’s Magic Trick  
*Barbara Norris, M.S.- Pasadena ISD*  
In this training, participants will gain knowledge of how to incorporate picture books into the secondary classroom to improve reading comprehension, writing and vocabulary skills in all students. |
| K-12 | MCC 203 | Updates to STAAR Accessibility Features and Designated Supports Policies  
*Cynthia Barrett, Ph.D.- Region 4*  
Attend this session to learn the latest updates regarding STAAR Accessibility Features and Designated Supports Policies. Explore critical connections to classroom instruction and assessment. |
| K-12 | MCC 204 | Open the Door to 504  
*Jerry Klekotta- Region 4*  
Come learn what it takes to be served under Section 504. Learn the laws, eligibility, and accommodations that are successful for students under Section 504. |
| K-12 | MCC 205 | The Language of Math  
*Allison Fernandez & Cora Box- The Briarwood School*  
This presentation will discuss the common issues Dyslexics face outside of their Reading/English classes. It will focus on what the issues are in relation to studying and learning math, and it will also give practical strategies for teachers to use in their classrooms. |
| K-12 | MCC 206 | Decoding Dyslexia: Reading Comprehension Strategies for the Dyslexic Student  
*Netta Whittaker & Gereta Wanza- Humble ISD*  
Reading comprehension is frequently difficult for students with dyslexia. They face many challenges that include word recognition, recall and labored decoding that impedes comprehension. This session provides an interactive experience that will leave participants with tools to unlock reading comprehension for students with dyslexia. |
| 6-12 | MCC 207 | The Next Level: Dyslexia and Higher Education  
*Sandra Flowers, MA, MRT, Dyslexia Screener/Interventionist- Professor of Integrated Reading and Writing (INRW)- Houston Community College*  
I graduated from high school. I want to attend college. I am Dyslexic. What can I expect? Universities, Colleges and Legislation: Are we prepared to accommodate and should we? |
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<th>Breakout 12:45-1:55 p.m.</th>
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| 4-12 | MCC 100 | **Focus on Phonology for Secondary Students: Who Still Needs Instruction, and How Do We Know?**  
*Carol Tolman, Ed.D.*

Although the optimal time to master phonological awareness skills is during the early grades, not all students meet these goals. Is it ever too late to remediate? Dr. Tolman will share her 25+ years of public school experience with middle and high school poor readers and the importance of establishing speech sounds regardless of how old a student may be. The significance of establishing relationships, empowering students, and using adolescent-appropriate language when remediating phonemic awareness will be discussed as Carol shares her reading clinic approach to instruction. There’s good news: It’s never too late!

| K-12 | MCC 101 | **Dysgraphia Screening and Assessment**  
*Cherry Lee- Texas Education Agency*  

This presentation is appropriate for educators, evaluation staff, curriculum support specialists, literacy specialists, language therapists, and campus and district administrators and will address best practice regarding dysgraphia screening & assessment.  

Session Will Repeat at 2:10

| K-12 | MCC 102 | **Sight Word Fun**  
*Kathy Doyle & Gerri Watkins- Pasadena ISD*  

Presenters will share with participants where to find sight word games and activities that are quick and easy to make and share with students. Participants will make a game to use with their students.  

**BRING SCISSORS**  

Session Will Repeat at 2:10

| K-12 | MCC 103 | **Multisensory Vocabulary**  
*Melanie Willis & Brianne Carbery- Klein ISD*  

Participants will learn how to plan vocabulary instruction that will engage the whole learner. Learn how to create a language-rich environment where students gain ownership of words.  

Session Will Repeat at 2:10

| K-12 | MCC 105 | **Make Math/Science Digital! Come See How! (vendor)**  
*Kay Tepera, M.Ed. - Texthelp*  

Creating digital math/science used to be a difficult process. It can be complicated to type and frustrating for students and teachers. This session will focus on simplifying this process using EquatIO, enhancing ways students can respond to math/science problems digitally and collaboratively.

| K-12 | MCC 106 | **Tools for Students Who Read Differently (vendor)**  
*Jeanie Bell- Bookshare/Benetech*  

For learners who experience barriers to reading text, there are a growing number of free technologies that allow students to read with success: large font, hi-lighting, audio and/or text; on tablets, smartphones, computers and other devices. Experience a variety of tools that create independence for students who read differently!

| K-12 | MCC 201 | **Dyslexia Evaluation of English Learners**  
*Corinna Villar Cole, Ph.D.- Sam Houston State University  

This presentation focuses on dyslexia evaluation of English learners (ELs). The presentation will describe the major difficulties encountered when testing ELs, the importance of the primary language, the implications of language proficiency levels, the implications of educational programming and placement, and appropriate assessment instruments, interpretation of results, and recommendations.
| K-12 | MCC 202 | The Emotional Impact of Dyslexia  
Sharon Kempf, Ed.D. - Pasadena ISD |
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<td>Students with dyslexia have various emotional needs. In this presentation, 15 years of research will be discussed involving how dyslexia may lead to anxiety, stress, and in some cases depression. This session will examine effective methods to help alleviate the emotional factors associated with dyslexia.</td>
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| K-12 | MCC 203 | Dyslexia, 504, and SPED – OH MY!  
Kara Zwolinski, M.Ed. - Region 4 |
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<td>The path to assessment is no yellow brick road! It can be a bit scary if you don’t know which way to turn! In this session, we will focus on the evaluation and identification of dyslexia through the pathways of 504 and Special Education, and examine the influence of the OSEP Corrective Action and TEA Special Education Strategic Plan.</td>
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| K-12 | MCC 204 | Helpful Classroom Accommodations for Dyslexic and Struggling Readers  
Lily Hernandez & Gloria Duran– Pasadena ISD |
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<td>Come explore research-based classroom accommodation ideas for teachers. The strategies shared will not only benefit students with Dyslexia, but will also be beneficial for English Language Learners and other struggling readers.</td>
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| K-12 | MCC 205 | Practical Guide to Understanding  
Language Impairments vs. Dyslexia  
Rosalina Martinez, M.Ed. & Judith Lantaco, M.S., CCC-SLP- Klein ISD |
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<td>A language delay is a common risk factor associated with Dyslexia. But how do we know when students struggle as a result of a Language Impairment or Dyslexia? What happens if a second language is present? Learn to differentiate between the two and hear about risk factors and myths.</td>
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| K-12 | MCC 206 | Tapping the Power of Poetry  
Cathy Ambridge, MRT- Private Consultant and Poet |
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<td>Participants will explore the genre of poetry and how reading, writing, and reciting poetry build foundational literacy skills that support comprehension for all students.</td>
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| K-12 | MCC 207 | Orton-Gillingham in the Content Area Classroom  
Carol Klages, Ph.D. & Jane Fry, Ed.D. - University of Houston-Victoria |
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<td>Presenters will explain the rationale for using multisensory educational strategies (OG) to teach content area competencies. Presenters will suggest that dyslexics use their visual-spatial abilities to think in 3D. Using 3D applications and objects, the presenters will demonstrate how to engage students in content area classrooms by utilizing multisensory education.</td>
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<td>K-12</td>
<td>MCC 100</td>
<td>Effective Dyslexia Services and Approaches in the Classroom</td>
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<td>4-12</td>
<td>MCC 105</td>
<td>Using Morphology to Teach Vocabulary and Spelling</td>
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<td>K-12</td>
<td>MCC 106</td>
<td>TexQuest: Your New Best Friend</td>
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<td>4-12</td>
<td>MCC 201</td>
<td>Dyslexia Handbook Revisions: An Overview</td>
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<td>K-12</td>
<td>MCC 202</td>
<td>Strengthening the Phoneme-Grapheme Connection</td>
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In this session, we will look at accommodations offered to students with dyslexia and provide practical ideas/activities to meet those accommodations within the classroom.

This presentation is appropriate for educators, evaluation staff, curriculum support specialists, literacy specialists, language therapists, and campus and district administrators and will address best practice regarding dysgraphia screening & assessment.

Presenters will share with participants where to find sight word games and activities that are quick and easy to make and share with students. Participants will make a game to use with their students. **BRING SCISSORS**

Participants will learn how to plan vocabulary instruction that will engage the whole learner. Learn how to create a language-rich environment where students gain ownership of words.

This session will focus on using morphemes to understand word meanings. During this session we will discuss how to divide words into individual morphemes thereby allowing students to unlock their meaning. We will also review spelling rules students should learn in regards to morphemes.

Two current challenges for learners is access to too much information and making decisions about which sources are best for learning. In this session, you will meet and explore TexQuest, a trustworthy and reliable information resource for students. And you might be surprised that your district already subscribes!

The Texas Dyslexia Handbook is published by the Texas Education Agency and contains all procedures concerning dyslexia and related disorders. The Dyslexia Handbook has recently been revised (November 2018). In this session, we will explore the revisions and additions to the handbook.

Phoneme-grapheme mapping is a research-based activity that helps early, transitional, and older struggling readers build word recognition skills. During this session participants will learn how to use this activity to help students build decoding skills that will increase automaticity in decoding multi-syllabic words, aid in spelling, and increase reading fluency with more complex text.
| K-12 | MCC 203 | Game On!  
*Stacy Anthony, M.Ed. & Melisa Evans, M.Ed. - Pasadena ISD*  
This workshop will feature easy to use games and activities to help improve and reinforce your students reading and spelling skills as taught in many dyslexia programs. These game can be used in the classroom or sent home as a home-school connection. Participants will receive the discussed materials and more. |
| K-12 | MCC 204 | Systematic, Explicit, and Multisensory Instruction- What Does it All Mean?  
*Johanna Guerrero, M.Ed. - Region 4*  
The Dyslexia Handbook states that instruction for students with dyslexia must be systematic, explicit, and multisensory. In this session we will define these terms and explore examples of activities that combine these principles for effective foundational literacy instruction. |
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