

**Region 4 ESC Dyslexia Conference
Schedule of Sessions – December 5, 2012**

8:30 a.m. – 10:30 a.m.

Audience	Room	Session Information – Keynote Speaker
All	MCC 100	<p>Is it Dyslexia, ADHD or Both? Brenda Taylor, M.Ed., CALT/LDT – Texas A&M University Assessment for dyslexia is never an easy process, but when attentional issues are also a concern the process may become more of a puzzle for evaluators. This presentation will provide attendees with information on the characteristics of dyslexia and ADHD, how they are related, and suggestions for assessment when a student being evaluated for dyslexia also demonstrates difficulties with attention.</p>

10:45 a.m. – 12:00 p.m.

Audience	Room	Session Information
K-12	MCC 101	<p>Got Brains? How to Use and Teach Them Effectively Jay Tarnow, MD – Tarnow Center for Self Management We originally believed that there was a point at which the brain lost its capacity to grow; however, more recent research is proving that notion to be incorrect. It has been demonstrated that the brain can grow and repair itself given the right conditions and stimulation. This presentation will focus on how the brain can heal and the many options for non-medication interventions for ADHD and Learning Disorders.</p>
3-12	MCC 106	<p>Text-to-Speech and Word Prediction Tricia Peters, OTR, ATP – Region 4 ESC Discover how text-to-speech and word prediction support students with dyslexia. Learn about features and strategies that enable students to access materials in the general curriculum. You will have the opportunity to explore these software programs in a hands-on lab!</p>
PreK-12	MCC 113A	<p>Dyslexia... We Have an App for That Jeanne Attales & Ruth Ann Anderson – New Caney ISD Arm your students with tools they need to be successful. Discover and sample Apps, Websites, Podcasts, E-books, and games that aid and excite your students to read, write, and learn. Suggestions from Pre-K to high school will be previewed.</p>
K-12	MCC 201	<p>Keys to Effective Transitioning from Spanish to English Literacy Featured Speaker: Elsa Cárdenas-Hagan, Ed.D. – Valley Speech In this session participants will learn the essential components of transitioning English language learners from Spanish to English literacy. Specific strategies for designing and implementing effective transition lessons will be included. Case studies will also be reviewed.</p>

K-12	MCC 202	<p>Put Yourself in the Shoes of a Dyslexic Jeanne Nelson, Ed.D. – Pasadena ISD</p> <p>This simulation is designed to increase awareness of the difficulties and frustrations dyslexic and language learning disabled individuals encounter daily.</p>
K-12	MCC 203	<p>To Refer or Not to Refer Rosalina Martinez & Mahle Tarlovsky – Klein ISD</p> <p>English Language Learners may struggle in the classroom for many reasons. Sometimes it is difficult to determine whether the difficulty is due to language or a learning disability. This session will address when it would be appropriate to refer to special education.</p>
K-12	MCC 204	<p>How Do I Know When to Let Go? Kimberly Sinclair, Ed.D. – Aldine ISD</p> <p>Knowing when to exit a student from dyslexia intervention can be a tough decision to make for any 504 or ARD committee. Come and learn how to use an informal assessment to provide your committee with data about your students' strengths and weakness in order to make an informed decision about releasing a student from intervention.</p>
PreK-2	MCC 205	<p>Phonological Awareness Activities for English and Spanish-Speaking Learners Kathy Hogan - Region 4 ESC</p> <p>Explore teaching strategies and activities that can be used to help young learners develop a stronger understanding of English and Spanish phonological awareness.</p>
6-12	MCC 206	<p>Using Photos to Tell a Story Debbie Behling – Region 4 ESC</p> <p>Explore how photos can teach students how to tell stories. Participants will use photos from the Holocaust and World War II, and the strategies can be easily transferred to other content or stories. Photos are available online for classroom use.</p>
1-6	MCC 207	<p>Another View of the Dyslexia Intervention Program Ellen Laughlin – Pasadena ISD</p> <p>This session will provide ideas for going “paperless” in teaching the Dyslexia Intervention Program. The use of technology, such as the Promethean Board and document camera, will be highlighted.</p>
12:00 p.m. – 1:00 p.m.		
All	MCC 100	Lunch
1:00 p.m. – 2:15 p.m.		
Audience	Room	Session Information
K-12	MCC 101	<p>Catch Them Before They Fail Keynote Speaker: Brenda Taylor, M.Ed., CALT/LDT – Texas A&M University</p> <p>The phrase, <i>catch them before they fail</i>, has typically been used in relation to reading, but now there is more research as well as concern about writing. This presentation will discuss the foundational skills of writing, an RTI process for writing, as well as basic information about dysgraphia.</p>

K-12	MCC 104	<p>Accommodations and Modifications... Finding the Right Fit Felisha Branford – Region 4 ESC Accommodations and modifications are an important part of instructional planning. Participants will examine the differences between accommodations and modifications and the impact both can have on instruction for students. Examine techniques used to identify the right accommodation and/or modification while planning high quality instruction.</p>
3-8	MCC 113A	<p>Supporting Students and Scaffolding Instruction with iPads Gary Loss – Region 4 ESC Participants will learn how to use instructional strategies in conjunction with iPad apps to scaffold learning, support struggling readers, and differentiate instruction. Participants will have access to iPads during the training.</p>
K-12	MCC 201	<p>The Words of Our World: Building Vocabulary and Comprehension Skills for English Language Learners Featured Speaker: Elsa Cárdenas-Hagan, Ed.D. – Valley Speech Participants will learn techniques for building word and world knowledge among English language learners. Effective strategies for using native language knowledge to build second language skills will be discussed. Steps for systematic and explicit instruction will be introduced, modeled, and practiced.</p>
K-12	MCC 202	<p>Book Study- <i>Dyslexia and Depression: The Hidden Sorrow</i> Sharon Kempf, M. Ed. – Pasadena ISD The book, <i>Dyslexia and Depression: The Hidden Sorrow</i> by Neil Alexander-Passe, contains 15 years of research concerning the emotional aspect of dyslexia. This session will explore the information from the book along with implications for school districts.</p>
K-12	MCC 203	<p>The Role of Orthography in Dyslexia Virginia Gonzalez, M.Ed., LDT, CALT – State Dyslexia Consultant This session will provide a <i>brief overview</i> of orthographic awareness and its relationship to dyslexia. This discussion will also include assessment and implications for intervention.</p>
K-12	MCC 204	<p>The Intersection of Dyslexia and Section 504 Lisa Hardcastle – Clear Creek ISD An evaluation for dyslexia triggers the Section 504 process. What else do you need to know to comply with both the state dyslexia law and the federal civil rights law? This section will focus on the intersection between Section 504 and dyslexia.</p>
3-5	MCC 205	<p>Spell it Right! Multisensory Spelling Instruction for the Dyslexic Student Windy Clark, Ed.D. – Region 4 ESC Only 4% of English words are truly irregular and may have to be memorized. Create a spelling program that is organized to teach a progression of regular spelling patterns that will enhance decoding instruction for reading. Tap into all the learning modalities to make spelling lessons fun, creative, and engaging from letter tiles to innovative iPads.</p>

K-12	MCC 206	<p>Digital Books and the Newest Ways Schools and Students Can Access the Curriculum Rheaa Thompson – Learning Ally iPads/iPhones, Victor Reader Streams, or software? Come find out how to choose between all the various ways for your students to access their accessible instructional materials, and make the most of the statewide access to Learning Ally now available to all public schools in Texas.</p>
1-5	MCC 207	<p>From Lesson One to Lesson WONDER! Karen Lindsey – Katy ISD Lesson One from the Dyslexia Intervention Program is expanded to help students gain a better understanding of underlying concepts. Information includes specifically detailed instructions and activities.</p>
2:30 p.m. – 3:45 p.m.		
Audience	Room	Session Information
K-12	MCC 101	<p>The Importance of Incorporating Informal Assessment with ELLs Keynote Speaker: Brenda Taylor, M.Ed., CALT/LDT – Texas A&M University Research strongly supports the need to incorporate informal assessment procedures with English language learners. This presentation will discuss dynamic assessment as well as other informal assessments that can be used by any educator, either in the classroom or during the evaluation process.</p>
6-12	MCC 113A	<p>IPADS- Influencing Pedagogy and Discovery Tracey S. Hodges & Chyllis E. Scott – Texas A&M University Implementation of iPads in secondary classrooms based on the teaching guidelines of the National Reading Panel (2000) report for quality reading programs will be discussed. Specific applications and uses of iPads in classroom management, student motivation, and teaching reading – comprehension, vocabulary, fluency, phonemic awareness, and phonics – will be discussed. Furthermore, suggestions for differentiation and student modifications will be touched upon.</p>
K-12	MCC 201	<p>Don't Forget the Fluency Terri Washington – Region 4 ESC Are you missing the important component of fluency in your reading instruction? While fluency alone is not enough to create good readers, it does relieve one major impediment to comprehension. In this session, we will explore 10 ideas to foster fluent reading in grades 3-5 using direct, explicit instruction, opportunities for repeated reading, reading with expression and much more. Fluency is often viewed as the bridge between word recognition and comprehension. So please, "Don't forget the fluency."</p>
4-12	MCC 202	<p>Social Dyslexia: The Other Learning Disorder Walter Peacock, Psy.D. - Tarnow Center for Self-Management Presenter will discuss social and emotional intelligence, and their importance in determining student's future success. Challenge the standard definition of intelligence and how we measure this construct. Encourage teachers to incorporate social thinking into daily curriculum.</p>

K-12	MCC 203	<p>Dyslexia Identification: When is it 504? When is it Special Ed? Amy Doolan, LSSP & Gayla Lutz, MA, CCC-SLP – Region 4 Education Service Center Have you ever been frustrated because a student wasn't progressing through your dyslexia intervention program? Could it be that there is more than just dyslexia? What information is needed to determine if a student with reading difficulties should be referred for dyslexia testing through 504 or a learning disability through special education? During this session participants will identify key questions that need to be asked and answered prior to a referral and during the assessment process.</p>
K-12	MCC 204	<p>Organization and Record Keeping for Dyslexia Programs Jan Cook, M.Ed. – Klein ISD This session reviews forms and procedures used in a district dyslexia program. Glean information on how to document and organize the process of dyslexia assessment and identification.</p>
K-12	MCC 205	<p>Making Sense of the Six Syllable Types Karyn Huskisson, M.Ed. – Region 4 ESC Six written syllable-spelling conventions are used in spelling English words. Familiarity with these syllable patterns helps students read longer words accurately and fluently and to solve spelling problems. This session will give an overview of the six syllable types as well as strategies that students can use to decode multi-syllable words more effectively.</p>
7-12	MCC 206	<p>Effective Reading Interventions for Secondary Students Cathy Mergele – Friendswood ISD This presentation includes strategies and assessments that can be used with secondary students who are reluctant, dyslexic- identified or struggling readers. The instruction meets the components of the Texas Education Agency's Dyslexia Handbook. Materials will be available for review, and time will be allotted for questions and answers.</p>
1-5	MCC 207	<p>Dysphunctional Phonics Karen Lindsey – Katy ISD This session focuses on multi-sensory phonics activities to support the Dyslexia Intervention Program. Related lesson numbers and reproducible materials will be provided.</p>