Please join us for an inspirational and educational event

The International Dyslexia Association, Los Angeles Branch, presents a day of dynamic speakers and informative breakout sessions that will focus on the different dimensions of dyslexia and the issues surrounding them.
2020 Schedule for the Day

8:00am  Registration/Exhibitor Area is Open

8:55am  Welcome & Morning Keynote Speaker, Margie Gillis, Ed.D.:
The Science of Teaching Reading: Why, How, and What To Teach

10:50am Break/Exhibitor Area is Open

11:10am Morning Breakout Sessions
   (1A) Reading Difficulties: What makes it challenging to treat them? (Gillis)
   (1B) Supporting Comprehension through Notetaking (Chhu)
   (1C) When Assessing for a Reading Disorder Is Not Enough (Karen Wilson)

12:35pm Lunch/Exhibitor Area is Open

1:50pm Early Afternoon Breakout Sessions
   (2A) Strategies to Enhance Academic Discourse (Shepardson/Dennis)
   (2B) Thought Made Visible: Generative Word Study Using Scientific Inquiry (Lindsay Wilson)
   (2C) Working Memory Strategies: Teaching Students Raised in a Digital World (Hasser)

3:15pm Break/Exhibitor Area is Open

3:35pm Mid-Afternoon Breakout Sessions
   (3A) Framing Your Thoughts - Written Expression (Stetkevich)
   (3B) Appy Hour: Apps & Tech Tools to Support Students with Executive Function Skills (Wittner/Musulin)
   (3C) Experience Dyslexia® Simulation (Donnell)

5:00pm Conference Ends
Keynote Speaker – Margie Gillis, Ed.D.

Margie Gillis is a Certified Academic Language Therapist who became interested in reading while at the University of Connecticut where she studied with Isabelle Liberman. In 2009, Margie founded Literacy How, Inc. a non-profit organization, to provide professional development opportunities for teachers on how best to implement research-based reading practices in the classroom. As president of Literacy How and as a research affiliate at Haskins Laboratories, Margie creates new opportunities to empower teaching excellence.

In 2010, Margie founded the Anne E. Fowler Foundation to continue the work of her mentor Anne Fowler. The Foundation supports scholarships to teachers for graduate work in reading and language development. She is the co-founder and former president of Smart Kids with Learning Disabilities, the former president of the CT Branch of the International Dyslexia Association, a board member of the Dyslexia Society of CT and New Alliance Foundation, and a professional advisor for Understood and ReadWorks.

The Science of Teaching Reading: Why, How, and What to Teach

Teachers of all children must know the core components of comprehensive literacy instruction to get the best outcomes for their students. Understand more about each of these components, how they relate to the elements and principles of Structured Literacy™ instruction, and learn some instructional strategies to teach students with reading disabilities, including dyslexia.

Breakout Speakers

Morning Breakout Sessions

(1A) Reading Difficulties: What makes it challenging to treat them?

Margie Gillis, Ed.D.

Students who have difficulty learning to read and write proficiently may have challenges with cognitive processing, including processing speed, working memory and executive skills. Find out more about these processes and learn how to increase the efficacy of academic interventions by combining cognitive processing strategies with explicit literacy instruction.
(1B) Supporting Comprehension through Notetaking

Katie Chhu, M.Ed. - Admissions Counselor, Landmark School

Notetaking is a daily requirement in most classrooms, but the instruction to “take notes” is vague, and many students have never been taught how to effectively take notes. Students need to be explicitly taught strategies to organize incoming information in order to comprehend. This presentation will explore prerequisite comprehension skills that are essential for students to independently process written or oral language. We will then look at a variety of active reading and notetaking strategies that can help students engage with a text or lecture and effectively manage information.

(1C) When Assessing for a Reading Disorder Is Not Enough

Karen I. Wilson, Ph.D. - Director, West LA Neuropsychology & Founder, ChildNEXUS.com

Epidemiological studies indicate that at least one in three children with one learning disorder will also meet criteria for one or more additional disorders. Thus, solely assessing for dyslexia is likely to be insufficient in many cases where a reading disorder is suspected. In this presentation, Dr. Wilson will discuss when a comprehensive evaluation is indicated and explore the role of assessment in improving outcomes for children with reading difficulties. The importance of a holistic approach to assessment when seeking to understand the aspects of cognitive functioning that affect learning will also be examined.

Early Afternoon Breakout Sessions

(2A) Strategies to Enhance Academic Discourse

Nanci King Shepardson, M.S.Ed., Ed.S., W.D.P. - Senior Educational Technologist

Siobhan Dennis, Ph.D. - Wilson Language Training

Research has shown that it is essential that educators are knowledgeable about how students acquire academic language and discourse skills. This presentation provides a roadmap of how to build language and integrate technology resources to make these skills visible, engaging, and explicit for all learners.
Early Afternoon Breakout Sessions Continued

(2B) Thought Made Visible: Generative Word Study Using Scientific Inquiry

Lindsay M. Wilson, M.Ed. – Literary Specialist
To promote fluent retrieval and comprehension, research supports word-level instruction with increased depth and explicit connection. Explore strategies for systematic study of a word’s: 1) meaning(s), 2) structure, 3) relatives (morphological and etymological), and 4) phonology. Prepare for an emergent curriculum of word study motivated by inquiry.

(2C) Working Memory Strategies: Teaching Students Raised in a Digital World

Jennifer Hasser, M.Ed. – Kendore Learning
Reading and comprehending text employs working memory, the brain’s system for temporarily holding and managing information. This workshop will discuss the research linking dyslexia and working memory deficits, the influence of technology on these deficits, and present strategies to improve working memory simultaneously with phonics instruction. Participants learn engaging multisensory activities to boost working memory and pave the way to fluent reading so that teachers and students feel successful. Techniques support OG/MSL teaching.

Mid-Afternoon Breakout Sessions

(3A) Framing Your Thoughts – Written Expression

Andrew Stetkevich, M.Ed. – Educational Consultant, Language Circle Enterprise, Inc.
Framing Your Thoughts is a multisensory, structured approach to teaching writing. Students learn how to develop independent writing skills by understanding words, phrases, sentences, and paragraphs by function. The approach uses visual symbols, body language, and explicit, direct instruction to develop the writing skills of all students K-12. The Project Read Written Expression curriculum and instructional strategies inspire and energize students as they learn the fundamentals of writing.
Mid-Afternoon Breakout Sessions Continued

(3B) Appy Hour: Apps & Tech Tools to Support Students with Executive Function Skills

Courtney Wittner, M.Ed. – Director, Hayutin & Associates, Inc.
Dana Musulin – Director, Hayutin & Associates, Inc.

This presentation will provide an overview of executive function, explain how to vet an app, and review a few tried and true apps for productivity, minimizing digital distractions, and notetaking. We want participants to be fastidious when reviewing an app and consider the skills they want to address. The presenters will demonstrate the efficacy of several tech tools and will also provide specific recommendations for students with language-based learning differences.

(3C) Experiece Dyslexia® Simulation

Lainie Donnell, M.A., ET/P – Educational Therapist; IDALA, Past President

Experience Dyslexia® is a hands-on workshop that lets participants experience some of the challenges and frustrations that people with dyslexia face each day. Learning stations simulate different language-related learning tasks encountered in the classroom or workplace. This thought-provoking experience is appropriate for teachers, parents, and anyone interested in better understanding the lives of individuals with dyslexia.

The Association of Educational Therapists is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This program is offered for 0.6 ASHA CEUs (Intermediate level, Professional area).

Go to www.DyslexiaLA.org/events for more information

For more information or any questions contact: Alison Kuperberg at 917.312.8734 or Alison@Sullivanstreetevents.com
Registration Options

Register online at www.DyslexiaLA.org/events

or complete this form and mail it with your check to:
IDALA, 12405 Venice Blvd. #392, Los Angeles, CA 90066

For a 10% discount, register with a group of 5 or more. Please contact Alison Kuperberg at 917.312.8734 or Alison@sullivanstreetevents.com. Group discounts not available online.

Name: _____________________________________________________________

Email: _____________________________________________________________

Address: _______________________________________________________________________

City: ____________________________ State: _______ Zip: _______ Phone: __________________________

Job title for badge: _______________________________________________________________________

Organization/School: _______________________________________________________________________

Address: _______________________________________________________________________

Department: _______ Professional Affiliation: _______

EVENT TICKETS

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<th>Before February 7, 2020</th>
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<tr>
<td>Member/Student</td>
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<td>$175</td>
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<tr>
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Group of 5 or more - 10% discount subtracted from total $ due ______   ______

* Walk-In Price is $240

ADD-ONS

0.6 ASHA Continuing Education Units ASHA Member # ____________  $30

How did you hear about this conference?

- Email from IDALA
- Postcard
- Flier
- Online Ad
- Word of mouth
- Colleague
- IDALA website
- IDA (national) website
- Other ______________

In what capacity will you be attending our conference?

- Teacher
- Psychologist
- Educational Therapist
- Administrator
- Parent
- Speech and Language Pathologist
- Other ______________
Breakout selections. Please choose one from each session:

**MORNING SESSIONS**

**1A** BREAKOUT: Reading Difficulties: What makes it challenging to treat them? 
Margie Gillis, Ed.D.

**1B** Supporting Comprehension through Notetaking 
Katie Chhu, M.Ed.
Admissions Counselor, Landmark School

**1C** When Assessing for a Reading Disorder Is Not Enough 
Karen I. Wilson, Ph.D.
Director, West LA Neuropsychology & Founder, ChildNEXUS.com

**EARLY AFTERNOON SESSIONS**

**2A** Strategies to Enhance Academic Discourse 
Nanci King Shepardson M.S.Ed., Ed.S., W.D.P
Senior Educational Technologist
Siobhan Dennis, Ph.D.

**2B** Thought Made Visible: Generative Word Study Using Scientific Inquiry 
Lindsay M. Wilson, M.Ed.
Literacy Specialist

**2C** Working Memory Strategies: Teaching Students Raised in a Digital World 
Jennifer Hasser, M.Ed.
Kendore Learning

**MID-AFTERNOON SESSIONS**

**3A** Framing Your Thoughts - Written Expression 
Andrew Stetkevich, M.Ed.
Educational Consultant, Language Circle Enterprise, Inc.

**3B** Appy Hour: Apps & Tech Tools to Support Students with Executive Function Skills 
Courtney Wittner, M.Ed.
Director, Hayutin & Associates
Dana Musulin
Director, Hayutin & Associates

**3C** Experience Dyslexia® Simulation 
Lainie Donnell, M.A., ET/P
Educational Therapist; IDALA, Past President

Please make your lunch selection:

- [ ] Chicken entree
- [ ] Gluten free vegetarian entree

**Marketing Opportunities:**
Exhibitor space ($500) and sponsorships ($1,800+) are available. For more information, please call 917.312.8734.

**Parking:**
Self-parking will be available for $8 at parking kiosk using credit card or exact cash amount in UCLA parking structures or with the Park Mobile App.

Cancellations must be made via email to the address below. Cancellations made by February 28th will be given a full refund minus a $50 processing fee. Refunds will not be provided for cancellations made after February 28th.

Go to www.DyslexiaLA.org/events for more information
For more information or any questions contact: Alison Kuperberg at 917.312.8734 or Alison@Sullivanstreetevents.com