

New Jersey Branch
INTERNATIONAL DYSLEXIA ASSOCIATION



presents

The Thirty-Fourth Annual FALL CONFERENCE

**“Beyond Decoding: Identifying
and Meeting the Needs of All
Learners with Dyslexia”
#UntilEveryoneCanRead**



Friday, October 4, 2019

8:15 am – 3:00 pm

Centrally located:
***Hilton's Somerset Double Tree
Hotel & Executive Meeting Center***

IMSLEC

Continuing Education Credits
NJ Professional Development Hours
Provider #254

Dyslexia Credit Hours Upon Approval by
Your District Using the Conference
Professional Development Certificate

KEYNOTE ADDRESS

Assessment and Treatment of Dyslexia Among English Learners
Dr. Elsa Cardenas-Hagan

The number of English learners attending public schools continues to increase. Many of these students struggle with learning to read and may exhibit a reading disability such as dyslexia. This session will address the special considerations necessary for the assessment and potential diagnosis of dyslexia among English learners. Case studies will be included. In addition, evidence-based practices for intervention among bilingual dyslexics will be introduced and sample lessons will be provided.

**Going Green – Keynote Handout Available to Download
on website – njida.org – September 27, 2019
Hard Copy WILL NOT BE AVAILABLE at Conference**

Two-Day Course

Word Smarts! Vocabulary Development with an Emphasis on Morphology

Instructed by William Van Cleave, M.A. Educational Consultant, W.V.C.ED

October 4-5, 2019

This course can be taken for one graduate credit through Farleigh Dickinson University. If taking for credit, remember to check the box for the two-day course and sign up for both conference sessions of the course.
You must also attend the continuation sessions on Friday evening and Saturday.

Join us for Appetizers, Dessert, and Applause at 7:00 PM on Thursday, October 3, 2019 (see page 6)

Morning Sessions

7:00 a.m. Registration and Exhibits (coffee and pastries provided)

8:15 a.m. Welcome and Presentation of Awards: Patricia Barden, M.A. OGTG, Co-Director of Children's Dyslexia Center of Tenafly, President NJIDA

8:25 a.m. Introduction: Emerson Dickman, JD

8:30 a.m. **Keynote Address:** Dr. Elsa Cardenas-Hagan

10:30 a.m. Morning Break

10:45 a.m.-12:15 a.m. Morning Sessions

Abbreviation Key

Audience: Parents (pa), Educators (ed), LDTCs (lc), Physicians (ph), Administrators (ad), Psychologists/ Social Workers (psw), Individuals with Dyslexia (id), General Audience (ga)
Age Group: Preschool (P), Elementary School (E), Middle School (M), High School (H), College (C), Adults (A)

Session 1: Part 1 of the 2-day Conference. You must sign up for this session to receive credit for the 2-day Conference.

Tracking Word Origins: How Etymology Can Inform Instructors & Instruction

Audience: ed, lc, ad, psw Age Group: E, M, H
Speaker: William Van Cleave, M.A.
Educational Consultant, W.V.C.ED

The English language is a melting pot, influenced by different languages of origin. This knowledge isn't just for history buffs because these origin languages impact how English words are spelled, what they mean, and how they're related to other English words. In this session, participants cover a brief history of the English language, with its Anglo-Saxon, Latin, and Greek origins. They explore key constructions to be found in words coming from each major language of origin and how and why that might prove useful for students who struggle with learning to read and spell. Participants leave with a deeper knowledge of the hows and whys of English.

Session 2: Evidence-Based Vocabulary Instruction for English Learners

Audience: ed, ad Age Group: E, M, H
Speaker: Elsa Cardenas-Hagan, Ed.D., President, Valley Speech Language and Learning Center
English learners must develop their academic language skills. A rich vocabulary is necessary for language and literacy development across each of the content areas. This session will describe the most effective word learning strategies for English learners. Recommendations for incorporating language and vocabulary routines will be described and sample lessons will be provided.

Session 3: Mobile Apps and Websites to Support Beginning Literacy Instruction

Audience: pa, ed Age Group: E
Speaker: Elaine Cheesman, Ph.D., Dyslexia Specialist, Associate Professor Emerita, University of Colorado at Colorado Springs
Learn about mobile apps and websites that support reading and writing instruction for students with BEGINNING-level skills. This session focuses primarily on letter naming and handwriting, phonemic awareness, decoding and spelling regular one-syllable words and high-frequency words. The presenter will provide useful tips on evaluating app quality and finding the best apps.

Session 4: Narrating Our Stories

Audience: pa, ed, id Age Group: E, M, H, C, A
Speaker: Paula Moraine, M.Ed., The Attention Fix Educational Consulting
Drawing on the Executive Skills needed for written expression and linking these skills to 'The Secret Language of Stories' (based on the work of Carolee Dean), this presentation will provide individual and classroom approaches for students as young as 4th grade. Narrative writing is closely linked to storytelling, which gives students an opportunity to find and share their 'voice' in written form. Imagination gives rise to inspiration and enthusiasm for writing when students have a secure story-telling framework. This presentation will provide a hands-on, practical, ready-to-use approach to writing stories and narratives.

Session 5: Teaching Is Building Memory: Creating Effective Literacy Instruction

Speaker: Michael Hunter, M.Ed., Founding Partner, Readsters
Audience: ed, lc, ad, psw Age Group: All
To learn is to create a long-term memory. Neuroscience tells there are two main types of long-term memory: procedural memory and explicit or declarative memory, and that working memory is part of creating long-term memory. Understanding how reading relates to the two types of long-term memory can help us teach reading more effectively. In this session, we review what we know about memory and learning, and we relate this knowledge to the Simple View of Reading and the Common Core State Standards. We examine how instruction should vary when teaching to develop procedural memory as opposed to teaching to develop declarative memory, and we discuss specific instructional methods that are suited for developing each kind of memory.

Session 6: Focus on Fluency

Audience: pa, ed, lc Age Group: E, M, H
Speaker: Georgette Dickman, FDU, Co-Director of the Tenafly Children's Dyslexia Center
This session will consider the importance of fluency in the reading process. The history, theoretical basis, and assessment of fluency will be reviewed. Activities for building fluency within an Orton-Gillingham lesson will be explored.

CONTINUING EDUCATION CREDITS

IMSLEC: Conference attendees can earn 12.5 hours of IMSLEC (International Multisensory Structured Language Education Council) CE credit. The Professional Development Hours form, supplied at the conference, is required for documentation.

NJ PROFESSIONAL DEVELOPMENT HOURS

Certificate toward the 100-hour requirement will be provided at the conference.

Scan the QR code
or visit: www.interdys.org/



Do you need special accommodations? Please note here. _____

Afternoon Sessions

12:15 p.m.-1:15 p.m. Lunch & Exhibits

1:15 p.m.-2:45 p.m. Afternoon Sessions

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Age Group: Preschool (P), Elementary School (E), Middle School (M), High School (H), College (C), Adults (A)

Session 7: Part 2 of the 2-day Conference. You must sign up for this session to receive credit for the 2-day Conference.

Selecting Words to Teach: The Most Difficult Challenge in Vocabulary Instruction

Audience: ed, lc, ad, psw Age Group: E, M, H
Speaker: William Van Cleave, M.A. Educational Consultant, W.V.C.ED
Dozens of curricula exist to “make our lives easier” when it comes teaching vocabulary. These curricula neglect to mention the toughest obstacle in vocabulary instruction—how to choose the best words to teach for the students who need them. In this hands-on, interactive session, participants explore the three-tier vocabulary model first proposed by Beck et al. They practice categorizing words into the three tiers and examine text to see what goes into word selection. They then examine McKeown et al’s work with word selection. Ultimately, participants learn what goes into choosing a good word for instruction and how to implement those techniques in preparing words for their students.

Session 8: Mobile Apps and Websites for Middle, High School and Adults

Audience: pa, ed, id Age Group: E, M, H, A
Speaker: Elaine Cheesman, Ph.D., Dyslexia Specialist, Associate Professor Emerita, University of Colorado at Colorado Springs
Intermediate-level older students still need explicit instruction and assistive technology. This session explores mobile apps and websites that support reading and writing for students with INTERMEDIATE-level skills. This session focuses primarily on decoding and spelling multisyllabic words, morphology, and writing skills. The presenter will provide useful tips on evaluating app quality and finding the best apps.

Session 9: Structured Literacy Through the Lens of Executive Function

Audience: pa, ed, id Age Group: All
Speaker: Paula Moraine, M.Ed., The Attention Fix Educational Consulting
This presentation will connect the steps of Structured Literacy with the processes of Executive Function, highlighting the background skills we need and use to strengthen overall literacy instruction. To effectively process Structured Literacy instruction, students need specific Executive Function skills such as Organization, Attention, and Memory. This presentation will provide the tools necessary for the important job of linking Executive Functions to Structured Literacy instruction.

Session 10: Help My Student Is Stuck at Sound-By-Sound Reading

Speaker: Michael Hunter, M.Ed., Founding Partner, Readsters
Audience: ed, lc, ad, psw Age Group: E
Teachers are often puzzled by their students who can orally segment and blend phonemes, know letter names and sounds, yet continue to read many words by first sounding out each letter, then blending the sounds into a word. Most of these students are in 1st, 2nd, or 3rd grades, with a few in 4th grade or higher. The core problem with most of these students is that they have not mastered complete phonemic awareness, which David Kilpatrick explains so

well in his book, *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*. Participants will (1) learn why these students don’t progress to whole word reading, (2) learn steps to help these students move to whole word reading, (3) practice activities to help students progress, and (4) receive some materials they can use with these students.

Session 11: Outcomes of standardized testing for college students with LD. Results on working memory strategies for addressing this problem

Audience: pa, ed, lc, ad, id Age Group: H, C, A
Speaker: Ronnie Thompson, Learning Specialist
FDU Regional Center and Mary L. Hebert, Ph.D., Campus Director, FDU Regional Center
Individually administered standardized test scores, academic performance, and the impact supports and accommodations have on success for college students with LD will be discussed. Working memory will be discussed in regard to applied strategies to support student success.

Friday Evening Session

Session 12: Part 3 of the 2-day Conference. You must sign up for this session to receive credit for the 2-day Conference.

What Works — And Doesn’t Work — In Vocabulary Instruction

Audience: ed, lc, ad, psw Age Group: E, M, H
Speaker: William Van Cleave, M.A. Educational Consultant, W.V.C.ED
Building upon the etymology/morphology framework of our first session and the word selection framework of our second session, participants in this portion of the two-day workshop examine commonly used vocabulary instruction practices and determine which ones work and which ones don’t. They practice with each best practices technique and leave this portion of the workshop with a cluster of strategies to enhance their vocabulary instruction.

Saturday Session

Session 13: Part 4 of the 2-day Conference. You must sign up for this session to receive credit for the 2-day Conference.

How Morphology Impacts the Teaching of Decoding, Spelling, and Meaning: Bases & Affixes to Guide Instruction

Audience: ed, lc, ad, psw Age Group: E, M, H
Speaker: William Van Cleave, M.A. Educational Consultant, W.V.C.ED
An understanding of morphology, or the meaning parts that comprise words, is invaluable for developing students’ vocabulary and word attack skills. With the framework established on our first day, we spend this day delving into the study of meaning parts, with particular attention to deep, meaningful word study. Van Cleave first covers the core terminology necessary for our dive into morphology. Participants learn morphology-based word attack skills and have multiple opportunities to apply them to authentic word analysis. They explore the differences between phonological and morphological study. Additionally, participants examine the components of an effective morphology lesson, practice with effective activities to aid in morphological understanding, and discuss how best to integrate instruction with other content material. They practice with each concept and leave with a deeper understanding of how the language works and how to share that knowledge with their students the very next day.

2 DAY COURSE • 12.5 HOURS:

Friday, October 4 10:45 am – 12:15 • 1:15 – 2:45 pm • 3:15 – 6:45 pm • Saturday, October 5 8:00 am – 3:00 pm

Instructor: William Van Cleave, M.A. Educational Consultant, W.V.C.ED

Word Smarts! Vocabulary Development with an Emphasis on Morphology

Session 1: Tracking Word Origins: How Etymology Can Inform Instructors & Instruction

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Session 7: Selecting Words to Teach: The Most Difficult Challenge in Vocabulary Instruction

Dozens of curricula exist to "make our lives easier" when it comes teaching vocabulary. These curricula neglect to mention the toughest obstacle in vocabulary instruction—how to choose the best words to teach for the students who need them. In this hands-on, interactive session, participants explore the three-tier vocabulary model first proposed by Beck et al. They practice categorizing words into the three tiers and examine text to see what goes into word selection. They then examine McKeown et al's work with word selection. Ultimately, participants learn what goes into choosing a good word for instruction and how to implement those techniques in preparing words for their students.

Session 12: What Works—And Doesn't Work—In Vocabulary Instruction

Building upon the etymology/morphology framework of our first session and the word selection framework of our second session, participants in this portion of the two-day workshop examine commonly used vocabulary instruction practices and determine which ones work and which ones don't. They practice with each best practices technique and leave this portion of the workshop with a cluster of strategies to enhance their vocabulary instruction.

Session 13: How Morphology Impacts the Teaching of Decoding, Spelling, and Meaning: Bases & Affixes to Guide Instruction

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Promoting literacy through research, education, and advocacy.

New Jersey Branch

P. O. Box 32, Long Valley NJ 07853



Non-Profit
Organization
U.S. POSTAGE
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Union, NJ

Fall Conference: Friday, October 4, 2019

Driving Directions

Location of the Two-Day Course and Conferences:

The Somerset Double Tree Hotel, 200 Atrium Drive, Somerset NJ, 08873 – Phone number: (732) 469 – 2600

General Driving Instructions:

From Route I-287 North Take exit 10 for Route 527 New Brunswick/Easton Ave. Follow Route 527 North to the first traffic light and make a left onto Davidson Avenue. Continue on Davidson Avenue for one half mile and make a left into Atrium Corporate Park. Follow to the front entrance of the hotel.

From Airport Newark Liberty International Airport: - 22 miles:

Take the New Jersey Turnpike south to Exit #10 at Metuchen and to 287 North. Go to Route 527 North. At the first light turn left onto Davidson Avenue. Continue for 1/2 mile and turn left into the Atrium Corporate Park. This will take you to the entrance of the hotel.

From Philadelphia:

Take the New Jersey Turnpike North to Exit 10 for Edison to I-287 North. take exit 10 for Route 527 New Brunswick/Easton Ave. Follow Route 527 North to the first traffic light and make a left onto Davidson Ave. Continue on Davidson Avenue for one half mile and make a left into Atrium Corporate Park. Follow to the front entrance of the hotel.

The conference room rate is \$110.00 plus tax per night. Deadline for this room rate is 9/27/19. Call hotel direct at (732) 469-2600 to make and pay your room reservations but reference the NJIDA Conference for this special rate.



IDA DISCLAIMER: The International Dyslexia Association (www.interdys.org) supports efforts to provide instruction for individuals with dyslexia and to identify these individuals at an early age. The Association believes that multisensory teaching and learning are the best approaches currently available for those affected by dyslexia. However, the Association does not endorse any specific program, speaker or instructional materials, noting there are a number of such which present the critical components of instruction.



CONFERENCE REGISTRATION

PLEASE NOTE: THERE IS NO ON-SITE REGISTRATION.

THE DEADLINE FOR MAIL/FAX REGISTRATION IS September 18, 2019.

For questions on Conference please go to www.njida.org or email Stacey Cherry and Mary Jo Rieg at njida@msn.com

Name _____

Address: _____

Contact: _____ Phone (____) _____ Fax (____) _____ E-mail _____

Professional Position Circle one: Elementary Middle High School College Adult Parent

FRIDAY OCTOBER 4 ONLY.

☐

Check
here.

Put "1" next to your 1st choice and
"2" next to your 2nd choice in each list below
for the morning session and for the afternoon session

MORNING SESSIONS

__1 Van Cleave __2 Cardenas-Hagan __3 Cheesman
__4 Moraine __5 Hunter __6 Dickman

AFTERNOON SESSIONS

__7 Van Cleave __8 Cheesman __9 Moraine
__10 Hunter __11 FDU

FRIDAY EVENING SESSION

__12 Van Cleave
Continuation of sessions 1 and 7, if desired, for
Friday only participants, see extra fee below.

2 DAY COURSE*

(Friday, October 4 and Saturday, October 5)

☐

Check
here.

____ Check here if you would like recommended resources
Everything You Want to Know (5th Ed) and
Morphology Deck (2nd Edition, 2018) together
for a special price of \$60. (Pay onsite cash or check only
payable to VCED Consulting)

____ Check here if you would like to exchange your older edition of
Everything You Want to Know for the 5th edition for a special
price of \$20. (Bring your edition and payment onsite cash or
check only payable to VCED Consulting)

**Must attend Friday sessions #1 (10:45 a.m.-12:15 p.m.)
and #7 (1:15 p.m.-2:45 p.m.)
and the continuation sessions Friday (3:15 p.m.-6:45 p.m.)
and Saturday (8:00 a.m.-3:00 p.m)**

*If interested in taking the two-day course for one graduate credit
through FDU, contact Grace Hottinger at graceh@fdu.edu or
201-692-2816. There will be a graduate tuition fee of \$175,
payable to FDU, in addition to the NJIDA conference fees.

FEES

(Circle those that apply.)

	Current IDA member	Non member	Fulltime student**	Parent
2-Day Graduate Course	\$295	\$335	\$195**	
Friday Conference Only	\$195	\$235	\$115**	\$95
Friday Evening	\$40	\$50	\$20**	\$20
Total Enclosed	\$ <input type="text"/>			

**Send proof of fulltime student status

ATTENTION SCHOOL DISTRICTS

SEND FIVE TEACHERS FOR THE PRICE OF FOUR.
PLEASE SUBMIT THE FIVE REGISTRATION FORMS TOGETHER
WITH CHECK OR PURCHASE ORDER. SCHOOL DISTRICTS
CAN EMAIL REGISTRATIONS AND PURCHASE ORDERS TO
NJIDA@MSN.COM

Fees include registration, lunch and parking.
Mail completed form and check or
purchase order (payable to NJIDA) to:
NJIDA, PO Box 32, Long Valley, NJ 07853.

Fax: 908-876-0092 *NO CREDIT CARDS ACCEPTED*

Registration deadline is 9/18/19.

See reverse for Appetizers, Dessert, and Applause registration

Appetizers, Dessert, and Applause

Reconnect with your colleagues and recognize the recipients of the awards for Community Service, Outstanding Achievement, Literacy for All, and Nieswand Outstanding Student.

All are welcome and encouraged to attend.

October 3, 2019. \$75 per person. Cash Bar.

Appetizers and Silent Auction at 7:00 p.m. Dessert and Awards at 8:30 p.m.

All proceeds from this event fund the Eileen Grasso Scholarship.

Eileen Grasso was an IDA board member and teacher. Scholarships are used for teacher education.

Reservation:

Name: _____

Address: _____

Telephone: _____ E-mail: _____

Number of Reservations: _____

Mail Reservation and check payable to NJIDA
c/o Mary DiGenova 252 Raymond Street, Hasbrouck Heights NJ 07604

For details or questions please contact Mary DiGenova xyz123read@aol.com