

New Jersey Branch
INTERNATIONAL DYSLEXIA ASSOCIATION
presents

The Thirty-Seventh Annual Fall Conference on a Virtual Platform



“A Kaleidoscope of Experts on Key Issues in Literacy”
#UntilEveryoneCanRead

NJ Professional
Development Hours
Provider #254
IMSLEC
Continuing Educations Credits
Dyslexia Credit Hours Upon
Approval by Your District Using
the Conference Professional
Development Certificate

All Virtual Conference

Sessions will be available by video for 30 days after the conference.
Recordings cannot be sold or used for commercial purposes.

2-Day Course: Implementing the Key components

This course can be taken for one graduate credit through Farleigh Dickinson University. Remember to select the two-day course and submit the registration payment to FDU. You must also attend all sessions on Friday and Saturday.

**Handouts will be available Thursday, October 13 to
download on website—nj.dyslexiaida.org**

The
International
DYSLEXIA
Association

Promoting literacy through research, education, and advocacy.

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VIRTUAL CONFERENCE OVERVIEW

Friday, October 14, 2022

8:30 a.m. Welcome: Patricia Barden, M.A., OGTT, Past President NJIDA

8:45 a.m. President's Address: Dawn Dennis, M.A., OGTT, CDT

9:00 a.m.-11:00 a.m.

Session 1: Knowledge to Practice: Bringing the Science of Reading into the Classroom

Speaker: Margie Gillis, President, Literacy How, Inc.

Description: Teaching reading effectively, especially to students experiencing difficulty, requires considerable knowledge and skill. This session will describe Structured Literacy, a systematic and engaging approach that includes six elements of language and critical pedagogical principles. Designed for all teachers who are charged with teaching essential literacy skills, participants will learn about the core components of comprehensive literacy and some key instructional strategies to explicitly teach phonemic awareness, phonics, fluency, vocabulary, morphology, syntax, and comprehension.

11:15 a.m.-1:15 p.m.

Session 2: Solving the Dyslexia Paradox: The Importance of Brain Development, Early Identification, and Intervention

Speaker: Nadine Gaab, PHD, Associate Professor of Education at Harvard Graduate School of Education

Description: Learning trajectories are shaped by the dynamic interplay between nature and nurture, which starts in utero and continues throughout the lifespan. Learning differences are often not identified until childhood or adolescence, but diverging trajectories of brain development may be present as early as prenatally. Furthermore, children's experiences and their interactions with the environment surrounding them have long-lasting influences on the brain development and future outcomes. This talk will focus on learning differences in reading acquisition and will address early identification and screening for literacy milestones and reading disabilities, including developmental dyslexia in early grades (pre-K-1st). It will provide the WHY behind the screening movement with a strong focus on the neurobiology of reading development and reading disabilities. It will introduce the 'Dyslexia Paradox' and will further outline the important constructs to screen for with a developmental lens and discuss practical steps for implementing a screening protocol in various educational settings. The session will conclude with an overview of different screening instruments and criteria for picking the best screener. Finally, the implications of these findings for contemporary challenges in educational and clinical practice, as well as policy, are discussed.

1:30 p.m.-3:30 p.m.

Session 3: The Writing Rope: Evidence-Based Writing Instruction Description of Presentation

Speaker: Joan Sedita, Founder of *Keys to Literacy* and Author of *Keys to Literacy Professional Development Programs*

Description: This workshop includes an overview of The Writing Rope model for writing instruction (Sedita, 2019). Many teachers do not recognize that effective writing instruction must address multiple components, represented as strands in a rope in this model. An explanation with references to research findings will be provided for the five strands: 1) Critical Thinking (generating ideas and information, stages of the writing process), 2) Syntax (syntactic awareness, sentence elaboration, punctuation), 3) Text Structure (narrative, informational, opinion; paragraph structure; patterns of organization, 4) Writing Craft (awareness of task, audience, purpose; word choice; literary devices, 5) Transcription (spelling and handwriting fluency). This workshop addresses writing instruction across grades 3-12.

Friday, October 14, 2022 (continued)

3:45 p.m.-6:00 p.m.

Session 4: Has Handwriting Become an Instructional Dinosaur? Handwriting May Be More Important than You Think Best Practices for Teaching Handwriting

Speaker: Nancy Cushen White, Ed.D., Clinical Professor-Pediatrics—Adolescent & Young Adult Medicine—University of CA-San Francisco (UCSF)

Description: Handwriting and keyboarding do not develop naturally; they need to be taught. Writing is a simultaneous process involving spatial organization, margins, letter formation, spelling, punctuation, capitalization, vocabulary, and grammar and syntax. Sufficient working memory is necessary to enable a student to remember and think at the same time. Writing skills are more likely to develop in optimal ways when the teaching of handwriting is a part of overall literacy instruction so that children gradually use handwriting functionally as they learn it. Which is better: Manuscript, Cursive, or Keyboarding? Manuscript, cursive, and keyboarding each have advantages at different ages and stages. Longitudinal research demonstrates that individual differences predict which students do best with manuscript, cursive, or keyboarding—and when. The goal of teaching manuscript, cursive, and keyboarding is to provide an automatic, legible tool that enhances all aspects of literacy.

Saturday, October 15, 2022

9:00 a.m.-11:00 a.m.

Session 5: Structured Literacy for English Learners: What Every Educator Should Know

Speaker: Elsa Cardenas-Hagan, Ed.D., CCC/SLP, CALT, QI

Description: There are more than 5 million English learners who attend public schools in the United States. Yet, there are less than 5% of educators with specialization in working with English learners. This session will describe the research and evidence-based practices for teaching literacy to English learners that every educator should know. The cross-linguistic features will be included, and example lessons will be modeled. A checklist for implementation will also be included.

11:15 a.m.-1:15 p.m.

Session 6: Progress Monitoring in Orton-Gillingham

Speaker: Sandra Donah, Ed.D., Western Ma Learning Centers for Children

Description: Participants will learn about the importance of progress monitoring during OG instruction, as well as explicit instruction in how to develop their own probes in all areas of reading and use this information to document progress during IEP meetings.

Saturday, October 15, 2022 (continued)

1:30 p.m.-3:30 p.m.

Session 7: Beyond Graphic Organizers: Word, Sentence and Micro-Discourse Strategies for Supporting Writing

Speaker: Charles W. Haynes, EdD, CCC-SLP

Description: Graphic organizers for paragraph and multi-paragraph writing are both effective and popular. A major limitation, though, is that many students stumble at the word, sentence, and inter-sentence levels. This interactive, hands-on keynote will outline concrete solutions for these teaching challenges. Participants will learn evidence-supported, comprehension-enhancing strategies that they can apply the next day in RTI/MTSS tier 1, 2 and/or 3 environments in their tutoring or classes. Techniques will be drawn from Jennings & Haynes (2018) From Talking to Writing as well as from Lambrecht-Smith & Haynes (2022) in Louise Spear-Swerling's (Ed.) Structured Literacy. Digital handouts will be provided.

3:45 p.m.-6:00 p.m.

Session 8: What the Heck is Going on With This Child—The Evaluation of the Child with Reading Problems

Speaker: Eric Tridas, Medical Director, Tridas Group

Description: In order to develop an effective plan of intervention, the assessment of a child with reading problems should take into consideration all of the factors that impact the student's learning, not just the ones related to reading. Dr. Tridas will review the new IDA Guidelines for the Assessment of Dyslexia. This testing to teach model will provide teachers, parents and professionals practical strategies for understanding and interpreting psychoeducational testing, error analysis and progress monitoring that can lead to appropriate interventions.

Fall Conference: Friday, October 14, 2022 and Saturday, October 15, 2022

2-DAY COURSE

If interested in taking the 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 paid to FDU in addition to NJIDA conference fee and a required written assignment. Deadline for registration with FDU for graduate credit is Wednesday 9/29/22. Late registrations will not be available.

Professional Development Hours

IMSLEC: 2-Day Conference attendees can earn up to 12.5 hours of IMSLEC (International Multisensory Structured Language Education Council) credits. The Professional Development Hours certificate is required.

NJ PROFESSIONAL DEVELOPMENT HOURS

Certificate toward the 100-hour requirement will be emailed within 10 days of October 15.

Conference Registration

NJIDA is pleased to offer the fall conference through a virtual platform. You will receive the links for each session you register for, with instruction, closer to the conference date. Session materials will be available to download on Thursday October 13 at nj.dyslexiaida.org.

Your registration must be completed on [Eventbrite](#).

**THE DEADLINE FOR REGISTRATION on EVENTBRITE is end of day Wednesday October 12.
Late registrations cannot be accepted for the virtual conference.**

For questions on Conference please go to nj.dyslexiaida.org or email Patricia Barden and Mary Jo Rieg at njida@msn.com.

**Friday,
October 14 Sessions
\$125**

**Saturday,
October 15 Sessions
\$125**

**2-Day (Friday and Saturday)
Sessions
\$175**

**PD hours certificates will be emailed to registered attendees within 10 business days of October 15.
Check your spam/junk folders if you do not receive them before contacting NJIDA.**

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.

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