

New Jersey Branch
INTERNATIONAL DYSLEXIA ASSOCIATION
presents

The Thirty-Eighth Annual Fall Conference



“Beyond Decoding: Confronting Comprehension Head On!” #UntilEveryoneCanRead

Fall Conference:

Friday, December 1, 2023—In Person Only

Doubletree by Hilton Somerset Hotel & Conference Center
Conference Center | 200 Atrium Drive | Somerset NJ 08873

Saturday, December 2, 2023—Virtual Only

Keynote Address—Friday December 1

Ten Things Everyone Should Know About Dyslexia (and a Few Other Things)

Dr. Nancy Mather, Ph.D., Professor Emerita, University of Arizona

Everyone concerned with dyslexia should be well aware of certain things. This session will review ten aspects of dyslexia that need to be considered, acknowledged, and addressed by parents, teachers, and related professionals. Examples include: the relationship between dyslexia and reading comprehension, the importance of early identification, the necessity of systematic reading and spelling instruction with highly trained teachers, the reality of comorbidity, the impact of dyslexia on self-esteem, and the importance of nurturing a student's strengths. This session will also include a few other things.

Speaker handouts for both Friday and Saturday will be available, where applicable, to download within 48 hours of December 1 on nj.dyslexiaida.org.

Friday Conference Overview

Friday, December 1, 2023—In Person Conference

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

8:00 a.m. Welcome: Patricia Barden, M.A., OGTT, Director of The Children’s Learning Center of Tenafly, Past President NJIDA

8:05 a.m. President’s Address: Dawn Dennis, M.A., LDT/C, OG-Th, SLDS

8:10 a.m. Introduction of Keynote Speaker: Emerson Dickman Esq., Counsel to the firm of Barger & Gaines

8:15 a.m.-10:15 a.m. Keynote Address: Dr. Nancy Mather Ph.D., Professor Emerita, University of Arizona

10:15 a.m.-10:30 a.m. Visit vendors

10:30 a.m.-12:30 p.m. Morning Sessions
(Select One)

Session 1: Syntax Instruction: The Bridge Between Reading Fluency and Comprehension

Speaker: Margie G. Gillis, CALT, Founder and President, Literacy How, Inc.

Description: Description of Presentation: Syntactic knowledge, the ability to understand a variety of grammatical structures within the context of a sentence, supports students’ reading fluency and comprehension of text. This session presents research on syntax and explains its critical role in comprehending complex text and writing a variety of well-constructed sentences. Armed with this understanding, educators learn how to teach their students the functions of sentence parts—words, phrases, and clauses—in order to show them how to unpack the meaning of sentences they encounter in text and to write well-written sentences that convey their thoughts.

Session 2: It’s All Greek to Me (morphology for vocab and integration)—(limited to 50 participants)

Speaker: Ronald Yoshimoto, M.Ed., M.S.W., Fellow/AOGPE

Description: The presenter will discuss the importance of morphology for vocabulary (and hence for comprehension), decoding and spelling. He will also show the importance of morphology for integrating across content subjects (math, science, social studies, grammar). A hands-on workshop, Ron will demonstrate how to do multisensory card drills and introduction of new morphemes that follow OG processes.

Session 3: Explaining Dyslexia: What Educators (and Parents) Need to Know to Communicate About Reading Difficulties

Speaker: Emerson Dickman Esq., Counsel to the firm of Barger & Gaines

Description: In order to avoid conflict, invite collaboration, and improve outcomes, educators (and parents) must be able to identify what is wrong and what needs to be done while promoting partnership and shared engagement by valuing parent’s concerns and educator’s expertise. Success requires a team effort: (1) appropriate services, (2) student buy-in, and (3) parent reinforcement and support.

Friday, December 1, 2023 (continued)

Session 4: Understanding the Reading Brain: Building Capacity, not Compliance

Speaker: Carolyn Strom, Ph.D., Clinical Professor, NYU Steinhardt

Description: What do findings from neuroscience mean for word reading instruction? Most importantly, what are the concrete implications for classroom practice? These questions will be at the heart of this session. We will focus on three key design principles of our brain, along with the core cognitive processes involved in learning to read and spell. This talk will explain findings about the reading brain through a scientific story called The Tale of Three Cities, which describes how we construct a reading circuit and build new neural pathways between three different “cities” in the brain. As we gain a more detailed understanding of the reading brain, we will connect scientific principles to both classroom practices and to everyday “kitchen table” routines that can enhance word learning. Participants will leave with actionable insights, frameworks, and strategies to apply in their work with early readers and with reading teachers.

12:30 p.m.-1:30 p.m. Lunch/Vendors

1:30 p.m.-3:30 p.m. Afternoon Session
(Select One)

Session 5: Tools of Assessment: Pathways to Literacy

Speaker: Melissa Farrall, Ph.D., Affiliated Distinguished Scholar, The Stern Center for Language and Learning

Description: Do you wish that you knew more about assessment? What should a comprehensive reading evaluation look like? Do your eyes glaze over when an evaluator talks? This is our opportunity to step into the mind of an evaluator. In this session, we will look at comprehensive reading evaluations, and the language that evaluators use to communicate test results. We will review some of the more commonly used tests: the good, the bad, and the ugly. We will examine progress monitoring tools, together with criterion- and norm-referenced tests with the goal of understanding how each type of assessment adds to our understanding of individual student profiles. We will discuss the ups and downs of the bell curve as well as how to be more comfortable with the scoring systems cited in evaluation reports. When all is said and done, participants will be able to read evaluation reports with greater confidence, think more critically about the data obtained, and forge a greater link between data and instructional recommendations.

What we will learn:

- What should be in a comprehensive reading evaluation;
 - What progress monitoring probes, criterion-referenced tests and norm-referenced tests have to offer;
 - What different reading tests measure and what they neglect;
 - How to work with different types of test scoring systems;
 - What kinds of data we can obtain from different tests; and
 - How to draw meaningful conclusions about student performance.
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Friday, December 1, 2023 (continued)

Session 6: It's All Greek to Me (morphology for vocab and integration)—(limited to 50 participants)

Speaker: Ronald Yoshimoto, M.Ed., M.S.W., Fellow/AOGPE

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Session 7: Understanding the Reading Brain: Building Capacity, not Compliance

Speaker: Carolyn Strom, Ph.D., Clinical Professor, NYU Steinhardt

Description: What do findings from neuroscience mean for word reading instruction? Most importantly, what are the concrete implications for classroom practice? These questions will be at the heart of this session. We will focus on three key design principles of our brain, along with the core cognitive processes involved in learning to read and spell. This talk will explain findings about the reading brain through a scientific story called The Tale of Three Cities, which describes how we construct a reading circuit and build new neural pathways between three different “cities” in the brain. As we gain a more detailed understanding of the reading brain, we will connect scientific principles to both classroom practices and to everyday “kitchen table” routines that can enhance word learning. Participants will leave with actionable insights, frameworks, and strategies to apply in their work with early readers and with reading teachers.

Session 8: Comprehending Test Scores

Speaker: Lori M. Gaines, Esq., Partner, Barger & Gaines

Description: During this presentation, you will learn about the different scores that are generated from the three most common assessments administered by district Child Study Teams: the Wechsler Intelligence Scale for Children, the Woodcock-Johnson Tests of Achievement, and the Wechsler Individual Achievement Test. You will also learn how districts utilize these scores to determine if a learning disability is present and how the different information obtained from these scores can help inform the specialized instruction a child requires.

Saturday Conference Overview

NJIDA is pleased to offer the second day of the fall conference, through a virtual platform. You will receive information within one week prior to the conference day to the email you have provided on your [Eventbrite](#) registration, including how to access your sessions and the materials provided.

Saturday, December 2, 2023—Virtual Conference

8:00 a.m.-3:00 p.m.

Implementing a Blueprint for Constructing Reading Comprehension: It's Time to Fill Our Toolbox!

Speaker: Nancy Hennessy M.Ed. LDT/C Literacy Consultant & Author, The Consulting Network

Co-Presenter: Julia Salamone, M.Ed., Instructional Specialist & Author, Haverford School

Description: Constructing comprehension is complex and challenging. The Reading Comprehension Blueprint provides the necessary instructional framework but is only effective when coupled with tools of the trade. Let's visit the blueprint and then, plan for unit and lesson plans that address the acquisition of knowledge and necessary literacy skills. You will experience activities, learn about instructional tips and resources, including templates and links, for developing critical contributors to comprehension. These include word and sentence meaning, text structure and background knowledge, inference and expression of understanding. It's time to connect to current practices and add new tools for building meaning!

2-Day Course Implementing Key Literacy Components Into Your Reading Block.

Must attend Friday December 1 in person and Saturday December 2 virtual

If interested in taking 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 in addition to NJIDA conference fees and a required written assignment.

Continuing Education

IMSLEC: Two Day 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.

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.

Registration Information

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

The Deadline for Registration on [Eventbrite](#) is November 18. Late registrations cannot be accepted.

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

Virtual Day Session will be available by video for 30 days after the conference.

Conference Fees

Friday,
December 1
\$210

Saturday,
December 2
\$175

2-Day
(Friday and Saturday)
\$295

Payment must be done through [Eventbrite](#). Checks and School Districts Purchase Orders are acceptable, but registrants must register on [Eventbrite](#) and select pay by check or pay by invoice, whichever is applicable. Checks and Purchase Orders, payable and mailed to:

NJIDA, P.O. Box 32, Long Valley, NJ 07853

Friday PD Hours earned will be handed out in your afternoon session at the end of the conference day.

Saturday PD hours certificates will be emailed to registered attendees within 10 business days of December 2. Check your spam/junk folders if you do not receive them before contacting NJIDA.