

New Jersey Branch  
INTERNATIONAL DYSLEXIA ASSOCIATION  
presents

## The Thirty-Ninth Annual Fall Conference



### “Putting the Puzzle Pieces in Place...to Prevail” #UntilEveryoneCanRead

#### Fall Conference:

Friday, October 18, 2024—In Person Only

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

Saturday, October 19, 2024—Virtual Only

#### Keynote Address—Friday October 18, 2024

##### How Beginners Learn to Read and Spell Words: Orthographic Mapping and Phases of Development

**Speaker:** Dr. Linnea C. Ehri, Distinguished Professor Emerita at the Graduate Center of the City University of New York

How children learn to read words and the course of development will be explained along with supportive research and suggestions for instruction. To read words never read before, students may use decoding, analogizing, or predicting words from context. Words read before are read from memory automatically “by sight.” Sight words are stored in memory when connections are formed between letters in the spellings of words and sounds in their pronunciations, called orthographic mapping. To retain spellings in memory, beginners need to acquire phonemic segmentation skill, knowledge of grapheme-phoneme (GP) relations, decoding and spelling skills. Four phases portray the course of development in reading and spelling words. The phases identify the types of connections formed to store words in memory, from pre-alphabetic, to partial alphabetic, to full alphabetic using GP connections, to consolidated alphabetic using syllabic and morphemic connections. Scientifically designed studies will be presented as evidence for the theory. Instructional suggestions will be offered.

**Speaker handouts for both Friday and Saturday will be available, where applicable, to download within 48 hours of October 18 on [nj.dyslexiaida.org](https://nj.dyslexiaida.org).**

# Friday Conference Overview

## Friday, October 18, 2024—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 and Introduction of Keynote Speaker: Dawn Dennis, M.A., LDT/C, OG-Th, SLDS

**8:15 a.m.-10:15 a.m.** Keynote Address: Dr. Linnea C. Ehri, Distinguished Professor Emerita at the Graduate Center of the City University of New York

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

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

### Session 1: Fluency

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

**Description:** Most students with word recognition difficulties have weak reading fluency – that is, their reading is labored and error-prone. This session explains why reading fluency is necessary for comprehension and describes its component parts – accuracy, automaticity, and prosody. Educators also learn about reading fluency assessments and how to teach their students to read accurately and automatically.

Most importantly, the session explains the importance of explicitly teaching students how sentences work so that they can read complex text fluently to ensure deep understanding.

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### Session 2: It’s All Greek to Me (morphology for vocab and integration)—(limited to 55 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.

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### Session 3: Predictable Emotional Consequences of Delayed Intervention

**Speaker:** Emerson Dickman, JD, Attorney with the firm of G. Emerson Dickman, Esq.

**Description:** Thirty years ago, Dr. Ed Kameénui recognized that “diverse learners face the tyranny of time”, in which the educational clock is ticking. A delay in treating learning disabilities results in a predictable progression of behavioral and emotional sequelae (consequences)! Each stage is exponentially more difficult to treat. The longer you wait the more harm is done to a child’s social and emotional development.

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**Friday, October 18, 2024** (continued)

**Session 4: Bring the Science of Writing Alive in Your Classroom(s)!**

**Speaker:** Dr. Leslie Laud, Director, thinkSRSD

**Description:** Enhance how you teach writing based on the latest advances in the science of writing. thinkSRSD equips students with the strategies and discrete skills (word and sentence level) needed to write independently and effectively. It demystifies what effective writing looks like and how to produce it with its comprehensive, easy to use system. The approach is proven to work in studies that meet the most rigorous levels of research quality and outcomes. Help your students write better at the word choice, sentence formation and paragraph genre level so they can use their voice to share their messages with the world and make it better.

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

**1:30 p.m.-3:30 p.m.** Afternoon Session

(Select One)

**Session 5: From ABC to ADHD: The connection between Dyslexia and ADHD**

**Speaker:** Eric Tridas, MD, Courtesy Associate Professor in the Department of Communication Sciences & Disorders at the University of South Florida (USF)

**Description:** In this presentation, Dr. Tridas delves into the intricate relationship between dyslexia and ADHD. Participants will gain insights into the diagnostic criteria for these conditions and their complex interactions. The discussion will illuminate how factors such as attention, inhibition, flexibility, planning, and working memory significantly influence student performance. Moreover, effective strategies to mitigate these challenges will be explored, offering valuable insights for parents, educators and professionals in the field.

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**Session 6: OG Enhance, Extend, Energize**

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

**Description:** The presenter will discuss the characteristics of OG and how it has made a huge impact in literacy in 43 public elementary schools in Hawaii ( data will be shared) where all k-2 teachers have been trained. He will note that OG is not just about sounds/card deck and will describe ways to extend and enhanceOG to meet many content standards other than just literacy. Hands-on! Have Fun!

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**Friday, October 18, 2024** (continued)

**Session 7: The Characteristics of Dyslexia Among English Learners: Key Considerations for Screening and Instruction**

**Speaker:** Elsa Cardenas-Hagan, Ed.D., President Valley Speech Language and Learning Center Institution

**Description:** There are more than 5 million English learners attending public schools in the United States. The majority of these students participate in English as a Second Language classrooms, while fewer receive instruction in their home language. Context matters and must be considered for screening, classroom instruction, identification, and treatment of dyslexia. Dyslexia is a reading disability that exists across languages. However, English learners are less likely to be identified with dyslexia. This session will describe the characteristics of dyslexia, the necessary components for universal screening, and the additional considerations necessary for accurate identification and evidence-based instruction

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**Session 8: Bring the Science of Writing Alive in Your Classroom(s)! ( Repeat)**

**Speaker:** Dr. Leslie Laud, Director, thinkSRSD

**Description:** Enhance how you teach writing based on the latest advances in the science of writing. thinkSRSD equips students with the strategies and discrete skills (word and sentence level) needed to write independently and effectively. It demystifies what effective writing looks like and how to produce it with its comprehensive, easy to use system. The approach is proven to work in studies that meet the most rigorous levels of research quality and outcomes. Help your students write better at the word choice, sentence formation and paragraph genre level so they can use their voice to share their messages with the world and make it better.

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# 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, October 19, 2024—Virtual Conference

**8:00 a.m.-2:15 p.m.**

**8:00 a.m.-9:45 a.m.**—Joan Sedita, Founder, Keys to Literacy

### **The Writing Rope and Integration of Reading and Writing**

This session presents an overview of The Writing Rope model for writing instruction (Sedita, 2019) that represents multiple components of writing instruction as strands in a rope. 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). The importance of integrating reading and writing instruction, including a comparison of Scarborough's Reading Rope and The Writing Rope will also be addressed.

**10:00 a.m.-11:45 a.m.**— Michelle Zampell, National Literacy Trainer, Keys to Literacy

### **Comprehension Strategies to Support Content Reading**

This session will share evidence-based instructional suggestions for supporting reading comprehension in any subject area, grades 4-12. This includes a topic web graphic organizer that can be used before, during and after reading; two-column notes that students use to capture the information from text in their own words; and summarizing. Scaffolds and classroom examples will be shared.

**12:45 p.m.-2:15 a.m.**— Michelle Zampell, National Literacy Trainer, Keys to Literacy

### **Effective Vocabulary Instruction**

This session will share evidence-based instructional suggestions for developing students' vocabulary in grades 4-12. This includes suggestions for previewing unfamiliar vocabulary prior to reading, selecting and teaching essential words in-depth including the Frayer template, and activities that help students make connections among words including semantic mapping and semantic feature analysis.

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## 2-Day Course

**Must attend Friday October 18 in person and Saturday October 19 virtual**

If interested in taking course for one graduate credit through FDU, contact Grace Hottinger at [graceh@fdu.edu](mailto: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](http://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 October 4. Late registrations cannot be accepted.**

For questions on Conference please go to [nj.dyslexiaida.org](http://nj.dyslexiaida.org) or email Patricia Barden and Mary Jo Rieg at [njida@msn.com](mailto:njida@msn.com).

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

## Conference Fees

Friday,  
October 18  
**\$225**

Saturday,  
October 19  
**\$190**

2-Day  
(Friday and Saturday)  
**\$325**

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 October 19, 2024. Check your spam/junk folders if you do not receive them before contacting NJIDA.**