

APRIL 17, 2010

[RISE]

Reading Instruction Successfully Enhanced

[CONFERENCE]

Currey Ingram Academy
6544 Murray Lane, Brentwood, TN 37027

Presented by the
Tennessee Branch of the
International Dyslexia Association

**An educational seminar for
parents, professors, educators,
administrators, ELL and medical and
support personnel**

The
International
DYSLEXIA
Association®

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TN IDA Executive Board

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The International Dyslexia Association supports efforts to provide individuals with dyslexia with appropriate instruction and to identify these individuals at an early age. The Association, however, does not endorse any specific program, speaker, product, or instructional material, noting that there are a number of such which present the critical components of instruction as defined by the IDA.

7.0 **TASL**
credits



Vanderbilt Bill Wilkerson Center



0.6 **ASHA**
CEUs **intermediate level/ professional area**

The Vanderbilt Bill Wilkerson center 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. This lecture is offered for a maximum of 0.6 CEUs (intermediate level; professional area). ASHA CE provider approval does not imply endorsement of course content, specific products, or clinical procedures.

[RISE]
[2010]

CONFERENCE AT A GLANCE



WELCOME

We are thrilled to offer another high-quality selection of learning and professional development opportunities. We invite you to learn, share, and enjoy a day packed with practical, current information.

WHO SHOULD ATTEND?

All individuals interested in improving reading instruction and acquisition – parents, professors, educators, administrators, ELL and medical and support personnel.

CONFERENCE DESIGN

The conference comprises a continental breakfast, keynote address, one simulation lab, exhibits, four sets of individual sessions and lunch.

HOW DO I REGISTER?

Registration is online ONLY at www.tn-interdys.org. Mail-in and on-site registration are not permitted for this conference. Use the form on page 14 as a guide for completing your online registration. Registration is on a first-come, first-served basis.

WHAT DOES MY REGISTRATION FEE INCLUDE?

Your registration fee includes a continental breakfast, lunch and snacks, as well as a conference notebook for handouts and notes from the sessions you attend. You also receive a certificate of attendance from TN IDA.

CONTINUED EDUCATION CREDIT

Attendance certificates will be available at 4:30 p.m. for CEU and CRC documentation.

ARE PURCHASE ORDERS ACCEPTED?

Yes. Schools and school system personnel may register with a purchase order.

CAN I SAVE \$50 ON MY REGISTRATION FEE?

YES!! Become an IDA member! Go to www.interdys.org and join online. The individual member price is only \$70/year. Call the conference chair to get a code if your membership number is not yet available when registering.

SCHOLARSHIPS for REGISTRATION FEE: See page 13.

REGISTRATION DETAILS

Registration Fees

IDA Members	\$ 50
Non-IDA Members	\$100
Students	\$ 35

GENERAL INFORMATION

CONFERENCE SCHEDULE

Registration Opens	7:20 – 8:00 a.m.
TN IDA Membership Meeting and Keynote Speaker	8:00 – 9:45 a.m.
A Sessions	10:00 – 11:30 a.m.
B Sessions	11:45 a.m. – 12:45 p.m.
Lunch** (and TN IDA Board Voting)	12:45 – 1:30 p.m.
C Sessions	1:45 – 3:15 p.m.
D Sessions	3:30 – 4:30 p.m.
CEU/CRC certificates available	4:30 p.m.

****LUNCH:** Lunch is served in the Dining Hall. There will be several seating options available. Continuation of the TN IDA Board Meeting with Voting for new board members will take place during the lunch hour.

DYSLEXIA SIMULATION LAB: open 9:30 a.m. – 4:15 p.m.

EXHIBITS: Exhibits are open all day and can be visited between sessions and during lunch.

CANCELLATION POLICY

TN IDA will gladly accept substitutions for conference registrants. However, we are unable to make reimbursements.

LEARNING DISABILITIES SIMULATION LAB

Experience dysgraphia, dyslexia and more. The lab will be available all day with trained personnel to assist you.

ANNUAL MEMBERSHIP MEETING

Please join us for our annual membership meeting before the keynote address, from 8:00-8:15 a.m. TN IDA Board candidates will be introduced. All members and prospective members are invited to attend. TN IDA members only will vote on the Board slate at lunch.

OPEN ALL DAY

Exhibits

Learning Disabilities Simulation Lab

HOTEL ACCOMMODATIONS

Brentwood-area Hotels

Baymont Inn & Suites Brentwood

Address: 111 Penn Warren Drive,
Brentwood, TN

- Call 615-376-4666 for reservations

Candlewood Suites Brentwood

Address: 5129 Virginia Way,
Brentwood, TN

- Call 615-309-0600 for reservations

Courtyard by Marriott Brentwood

Address: 103 E. Park Drive,
Brentwood, TN

- Call 615-371-9200 for reservations

Extended Stay America - Brentwood

Address: 5630 Franklin Pike Circle,
Brentwood, TN

- Call 615-377-7847 for reservations

Hampton Inn Brentwood

Address: 5630 Franklin Pike Circle,
Brentwood, TN

- Call 615-373-2212 for reservations

Hilton Suites Brentwood

Address: 9000 Overlook Blvd.,
Brentwood, TN

- Call 615-370-0111 for reservations

Homewood Suites by Hilton, Brentwood

Address: 5107 Peter Taylor Park,
Brentwood, TN

- Call 615-377-3332 for reservations

MainStay Suites Brentwood

Address: 107 Brentwood Blvd.,
Brentwood, TN

- Call 615-371-8477 for reservations

Marriott-Residence Inn Brentwood

Address: 206 Ward Circle,
Brentwood, TN

- Call 615-371-0100 for reservations



DIRECTIONS TO CURREY INGRAM ACADEMY

Currey Ingram Academy
6544 Murray Lane
Brentwood, TN 37027

From I-65:

- Exit Old Hickory Blvd (Exit 74B)
- Travel west for 4-5 miles
- Turn left (south) on Hillsboro Pike (Hwy 431)
- Go 1.3 miles and turn left at first light onto Murray Lane
- Go .8 miles to Currey Ingram Academy (on left)

From I-40:

- At Nashville, take I-440 to I-65 South
- Exit Old Hickory Blvd (Exit 74B)
- Travel west for 4-5 miles
- Turn left (south) on Hillsboro Pike (Hwy 431)
- Go 1.3 miles and turn left at first light onto Murray Lane
- Go .8 miles to Currey Ingram Academy (on left)

From SE TN on I-24:

- At Nashville, take I-440 to I-65 South
- Exit Old Hickory Blvd (Exit 74B)
- Travel west for 4-5 miles
- Turn left (south) on Hillsboro Pike (Hwy 431)
- Go 1.3 miles and turn left at first light onto Murray Lane
- Go .8 miles to Currey Ingram Academy (on left)

From N TN on I-24:

- At Nashville, take I-65 through Nashville
- Exit Old Hickory Blvd (Exit 74B)
- Travel west for 4-5 miles
- Turn left (south) on Hillsboro Pike (Hwy 431)
- Go 1.3 miles and turn left at first light onto Murray Lane
- Go .8 miles to Currey Ingram Academy (on left)

ABOUT DEBBIE SILVER, KEYNOTE SPEAKER

Debbie Silver, Ed.D.

Educator, Consultant, Humorist, Keynote speaker, Author

Keynote Address: Going "Outside the Lines"

This keynote (or workshop) addresses how to engage students from all backgrounds and experiences. Researchers tell us that educators should no longer ask about students, "How smart are they?" but rather, "How are they smart?" Debbie discusses how to incorporate students' competencies into curriculum planning and assessment.

Debbie Silver, Ed.D., is an award-winning educator with 30 years experience as a classroom teacher, staff development instructor, and university professor. Her numerous recognitions include Louisiana State Teacher of the Year. Debbie has presented/keynoted at state, national, and international conferences in 49 states, Canada, Europe, the Middle East, and Asia. She has also been a featured teacher for the PBS OnLine Teacher Chat and for KDS (Knowledge Delivery Systems). Debbie's books include *Drumming to the Beat of Different Marchers* and *The Differentiated Instruction Planner*. She also co-authored *Because You Teach* and *Middle School Matters*.

Audiences everywhere respond to Debbie's use of humor and sensitivity to remind them of how important teachers and other adults are in the lives of children. Through research-based theory, poignant stories, and hilarious characterizations she connects with the souls of all educators.



"Through research-based theory, poignant stories, and hilarious characterizations Dr. Silver connects with the souls of all educators."

Contact:

**Visit Debbie online at
www.debbiesilver.com**

A, B, C and D SESSION WORKSHOPS

A Session Workshops 10:00 a.m. to 11:30 a.m.

A1

The Changing Role of Speech/Language Services - Implementation of a 3:1 Delivery System

Summer Tucker, MA, CCC-SLP, Knox County School Speech/Language Dept.

As we shift toward more curriculum-based intervention, we must look for service delivery options that will best meet our student needs. This session describes the piloting and implementation of a 3:1 Service Delivery Model for speech/language services.

Target Audience: Pre-K – Middle School, SLPs, Administrators, School Psychologists
Levels: All levels

A2

Developmental Milestones and Risk Indicators for Language and Early Reading Development

Vanderbilt Bill Wilkerson Preschool Language Specialists

This session will provide an overview of normal language development during the preschool years and explore the relationship between preschool language skills and early reading skills. Risk indicators for delays in language and early reading skills will be discussed.

Target Audience: SLPs, Preschool Educators, Parents
Levels: Beginning and Intermediate

A3

Invest in Your Child's Future - Know Their Rights to an Appropriate Public Education

Laurie Draves, Independent Advocate
Barbara H. Dyer, J.D., CAN-LEARN Project, University of Tennessee College of Law, Johnson City, TN

An overview will be given of the rights a student with challenges has in the educational setting under IDEIA and Section 504. Discussion includes the accountability of school systems and families regarding the provision of a free appropriate public education (FAPE) to students with disabilities. Finally, the resources available to parents will be presented in order to negotiate their child's issues and determine if

they may need assistance.

Target Audience: Parents, Non-Specific
Levels: All levels

A4

Use of Reading CBMs Within an RTI Framework

Aimee Holt, Ph.D., Assistant Professor, Middle Tennessee State University

This presentation will address the different types of curriculum-based measures, such as DIBELS and AIMS web, and how they can be used at each tier in the TRI process.

Target Audience: Educators (All levels, General and Special Ed), Administrators, SLPs, School Psychologists
Levels: All levels

A5

Word Sorts and The Language of Math

Theresa Magpuri-Lavell, M.Ed., The University of Memphis, Simultaneous Multisensory Institute of Language Arts (SMILA)

Teaching reading is every teacher's responsibility. This presentation will discuss the power of integrating literacy strategies with middle school mathematics instruction and to share experiences from an urban middle school mathematics classroom.

Target Audience: Middle and High School Educators (General and Special Ed)
Levels: All levels

A6

A.R.E. U Fluent? Components of Oral Reading

Janet Sexton, M.S., Literacy Leader, Knox County Schools

The session will focus on A(Accuracy), R(Rate), E(Expression), and U(Understanding) as the necessary components of oral reading fluency. Use of assessments to gather fluency data will be discussed and suggestions for charting and monitoring progress will be shared. Instructional strategies to improve all components of oral reading fluency, and current research on reading connected text will be emphasized in order to demonstrate the connection between fluency and comprehension.

Target Audience: Pre-K and Elementary School Educators (General and Special Ed), Administrators
Levels: All levels

A, B, C and D SESSION WORKSHOPS

A7

Anger, Anxiety, and Depression, Oh my! An Examination of the Emotional Side of Reading Disorders

David Dia, Ph.D., LCSW, CCBT, Assistant Professor, University of Tennessee

The primary focus of this workshop is to examine common mental health conditions that are frequently associated with reading problems. Information regarding diagnostic criteria for the disorders will be presented, along with parent-based and professional treatment approaches.

Target Audience: Elementary, Middle, and High School Educators (General and Special Ed.), Parents, Advocates
Levels: Beginner

A8

Assessing Reading: Quantitative and Qualitative Methods

Rene Friemoth Lee, Ph.D., Head of School, The Bodine School

This course is designed to provide knowledge of a variety of evaluation tools and techniques to assess the individual reader's strengths and needs, as well as how to create appropriate learning experiences based on assessment data.

Target Audience: Pre-K-3 and Elementary School, Teachers (General and Special Education), Administrators, Parents, SLPs
Levels: Intermediate

A9

Teaching Critical Literacy through the Use of Mass Media

Helen Dainty, PhD, Tennessee Technological University, Cookeville, TN
Laura Graves, PhD, Tennessee Technological University, Cookeville, TN

Critical Literacy strategies geared towards middle school populations who are at-risk will be presented in an interactive session. Critical literacy goes beyond reading texts and branches into various aspects of media. Activities useful in the classroom will be presented.

Target Audience: Middle School Educators (General and Special Education)
Levels: Intermediate

A10

Bang, Crash, Pow

John Willson, M.S., TRS/CTRS, Director of LD and AD/HD Services, SOAR (Success Oriented Achievement Realized), NC

This presentation explores twelve (12!) strategies to unlock the super hero in every child growing up with learning and attention challenges.

Target Audience: Non-Specific

Levels: All Levels

A11

Walk a Mile in My Shoes

Rosemary Williams, Executive Director of SMILA (Simultaneous Multisensory Institute of Language Arts), Memphis, TN

This presentation is a hands-on simulation that demonstrates how a person with dyslexia might feel and react in a variety of learning situations.

Target Audience: Educators (All levels, General and Special Ed), Administrators, Parents, SLPs, School Psychologists, Advocates
Levels: All levels

A12

Strategies for Developing Success Attributes at Home and School

Jonathan Jones, M.S., Executive Director, SOAR (Success Oriented Achievement Realized), NC
Cherrie Farnette, M.S.

Resilience and success research has identified six core attributes that contribute to the success of youth with LD and AD/HD. Workshop participants will explore these attributes and develop practical strategies for developing them on a daily basis at home and school.

Target Audience: Non-Specific

Levels: All Levels

A13

"Let the Computer Do the Talking!" Assistive Technology for Students with Learning Disabilities: Highlighting Reading & Writing Supports

Wendy Bergman, M. Ed., Currey Ingram Academy, Upper School Technology & Finance Instructor, Assistive Technology Coordinator, Yearbook Advisor

This presentation provides parents and teachers with helpful resources, methods and ideas to help their children and students achieve increased independence with reading and writing tasks. Each participant will receive a lengthy resource list in addition to demonstrations and first-hand accounts from my experienced students.

Target Audience: Middle School, High School, Adult, Teachers, Administrators, Parents, SLPs
Levels: All Levels

A, B, C and D SESSION WORKSHOPS

B Session Workshops 11:45 a.m. - 12:45 p.m.

B1
Balancing Language and Reading: The Role of the Speech-Language Pathologist

Elizabeth Smith, M.A., CCC-SLP, MTSU Speech-Language-Hearing Clinic/Clinic Coordinator

The American Speech-Language-Hearing Association suggests that it is in the scope of practice of speech-language pathologists to support the development of literacy skills in children with communication disorders (Ad Hoc Committee on Reading and Written Language Disorders, 1999). This presentation will describe the speech-language pathologist's role in identifying, assessing, treating, and monitoring language-literacy disorders in school-age children.

Target Audience: Elementary Grades, Teachers (Regular and Special Education), Administrators, SLPs
Levels: Beginner, Intermediate

B2
Using Diagnostic Information for Reading Readiness Intervention with Preschool- and Kindergarten-age Children

Deborah J. Bauder, M.Ed., CCC/SLP, Assistant Director for Educational Services, Tennessee Center for the Study and Treatment of Dyslexia

This session covers the skills that are the best predictors of early reading success/failure for children, Pre-K through first grade. Current assessments and progress monitoring instruments will be reviewed and intervention strategies related to the results will be discussed.

Target Audience: PK-1 Teachers
Levels: Intermediate

B3
Answering Diagnostic Questions for Parents

Allison Bender, Ph.D., Director of the Diagnostic Center, Currey Ingram Academy

This informal session is designed as an opportunity for parents to ask questions concerning diagnostic assessment criteria and documentation. Dr. Bender will offer guidelines for reading report language and understanding test score summaries.

Target Audience: Parents
Levels: Beginning and Intermediate

B4
Pyramid of Intervention

Katherine Koonce, M.Ed., Academic Dean at Christ Presbyterian Academy

Every school needs a planned and systematic method to address the needs of students who are not learning in accordance with the teaching plan. This workshop will explore ideas and strategies to create opportunities for enrichment and intervention that are embedded in the school-day schedule. These strategies, developed in accordance with the Response to Intervention (RTI) model, can be implemented in single classrooms or school-wide.

Target Audience: Non-Specific
Levels: Beginner

B5
Math Strategies for the Struggling Math Student

Mrs. Danielle Barton, M. Ed., third-grade teacher, Currey Ingram Academy

This session will demonstrate strategies for teaching struggling math students skills in a format that moves from the concrete to the abstract. These math strategies are based on the Making Math Real program created by David Berg. Strategies for teaching the language of mathematics as well as strategies involving the use of manipulatives will be demonstrated.

Target Audience: Pre-K-3 and Elementary Teachers (Regular and Special Education), Parents
Levels: All Levels

B6
Solving the Comprehension Mystery

Sandi Sanders, CALT, Private Academic Language Therapist

Multisensory techniques are presented to reveal clues used in solving the "who, where, when, what, why, and how" of stories. Vocabulary is investigated by learning word relationships such as antonyms, synonyms, homonyms, and analogies. Figurative language is explored by unlocking the meaning behind similes, metaphors and idioms. Finally, the mystery of sequence, cause-and-effect, and fact-or-opinion are revealed.

Target Audience: Elementary and Middle School, Special Education Teachers, Parents
Levels: Beginner

A, B, C and D SESSION WORKSHOPS

B7

He Needs to Advocate and Not be Entitled

Tammy Gibbs, M.Ed., Middle School Division Head, Currey Ingram Academy

Being able to advocate appropriately is essential skill to get needs met not only in school but throughout life. Students need to learn the etiquette as well as the benefits of advocating effectively. Advocating can often be confused with being entitled. Attendees will be trained the essentials in teaching advocacy skills to students and along with realizing the benefits to educators.

Target Audience: Middle School Teachers (General and Special Education), Administrators, Parents, Advocates
Levels: All Levels

B8

RTI: Implementation Answers for Administrators

Denise Gibbs, Ph.D., CCC-SLP, ASHA Fellow, Director, Alabama Scottish Rite Foundation Learning Centers

Effective implementation of a Response to Intervention (RTI) framework can ensure that all students receive specific, research-based reading instruction and interventions designed to meet their needs, thereby reducing students' needs for special education services. Questions that are often posed by administrators as RTI is implemented in Tennessee schools will be discussed.

Target Audience: Educators (All levels, General ED), Administrators
Levels: Intermediate Target Audience: Middle School Teachers (General and Special Education), Administrators, Parents, Advocates
Levels: All Levels

B9

The Power of Words – It Really Does Matter What You Say

Debbie Silver, Ph.D., Keynote Speaker

Debbie Silver utilizes humor and sensitivity to remind audiences of how important what we say – what we don't say – and what we imply – is to our children. This is an especially important concept when working with children who have language difficulties.

Target Audience: All Audiences
Levels: All Levels

B10

Neurology of Executive Functioning

Karen Sartin, M.S., CCC/SLP, Franklin Speech and Learning Center

What is executive functioning? This session will present an overview of what the concept means and discuss how it impacts a child's learning

and behavior. The neurological stages of executive functioning attributes will be identified.

Target Audience: Non-specific
Levels: Beginner and Intermediate

B11

Dyslexia 101

Karen M. Jones, Ed.S., Rutherford County Schools

Learn the basics about the specific learning disability that affects at least 10 percent of the population. Topics will include assessment and intervention for dyslexia, special education law, accommodations, tips for homework and organization, and predictors of success.

Target Audience: Anyone interested in Dyslexia
Levels: Beginner

B12

I Did it, Where is It?

Nancy Parrott, Learning Center Director, Christian Academy of Knoxville;
Joy Sutton, High School Learning Center Coordinator-Christian Academy of Knoxville

Participants will receive overview of physiology behind the brain's executive function and how it impacts planning and decision-making. Practical methods geared toward individual learning styles which help secondary school students with this weakness will be addressed, including: test-taking reviews, backpack checks, organization of materials, assistance with structuring time, and broader tips for success at home and in school.

Target Audience: Middle and High School Educators, Parents, Advocates, Academic Therapists
Levels: Beginner & Intermediate

B13

Using Technology in Reading Instruction

Jan Burke, M.Ed., Teacher, Currey Ingram Academy
Amy Walton, M.Ed., Teacher, Currey Ingram Academy

Technology is a valuable tool in teaching reading to students with learning differences. Software programs can be used to enhance instruction in vocabulary, reading fluency, and comprehension. This presentation will focus on using these programs to enhance learning for all students.

Target Audience: Grades 1-4 Teachers (General and Special Education)
Levels: Intermediate Tech skills

A, B, C and D SESSION WORKSHOPS

C Session Workshops 1:45 - 3:15 p.m.

C1

Language Skills: Implications for Academic Performance and Strategies for Intervention

Steve Camarata, Ph.D., Professor, Vanderbilt Bill Wilkerson Center

Language abilities are a central part of many academic skills, including reading and writing. Disruptions in language skills can have wide-ranging impacts on school performance. The purpose of this presentation is to provide a framework for identifying patterns of academic strengths and weaknesses related to language abilities and to provide intervention strategies.

Target Audience: Pre-K-3, Elementary, Middle School, Teachers (Regular and Spec. Edu.), Parents, SLPs, School Psychologists, Advocates

Levels: Intermediate, Intermediate

C2

Phonological Awareness: Getting Preschoolers and Kindergartners Ready for Decoding and Spelling Instruction

C. Melanie Schuele, PhD, CCC-SLP, Assistant Professor, Vanderbilt University

In this session we'll focus on development of phonological awareness and alphabet knowledge in preschoolers and kindergartners. Topics will include: (a) developmental sequence, (b) assessment strategies, (c) goals for instruction and intervention, and (d) home activities.

Target Audience: Pre-K-3, Teachers (Regular and Special Education), Parents, SLPs

Levels: Intermediate

C3

Turning No into Maybe and Maybe into Yes: Enhancing Behavior Development (Compliance) in Your Child

Jonathan Jones, M.S., Executive Director, SOAR, Success Oriented Achievements Realized

This session provides strategies for encouraging and fostering compliance in children with LD, dyslexia, and ADHD issues. Addressed will be effective child management methods based on understanding the individual child, the roots of non-compliance, and setting and stress

events. Presented are hints for space, task, and time organizers, and suggestions for "nevers" and "always."

Target Audience: Parents, Teachers, Administrators, School Psychologists

Levels: All Levels

C4

Learning about Learning Styles

Debbie Silver, Ph.D., Keynote speaker

This workshop is designed to acquaint participants with different learning styles. Participants develop an understanding of the various ways people internalize information. While exploring their own learning styles, participants will examine how to positively interact with those whose styles are different. Dr. Debbie Silver uses humor, role-playing, and anecdotes, to demonstrate how best to deal with the varied learning styles of students. Presented are methods for adapting any lesson to the needs of individual learners.

C5

Multisensory Math Instruction: Developing Math Concepts through Concrete and Semi-Concrete Activities

Stephen M. Johnson, Ph.D., Upper Elementary Division Head, and a team of Upper Elementary School teachers, Currey Ingram Academy, Brentwood, TN

In this hands-on presentation, participants will learn about the theory behind multisensory math instruction and will then rotate through various centers that demonstrate a number of concrete activities that reinforce the teaching of mathematical concepts.

Target Audience: Grades 4 - 8 Educators (General and Special Ed), Administrators

Levels: Beginner, Intermediate

C6

Effective Strategies for Vocabulary Instruction

Christina Claxton, M.Ed., Currey Ingram Academy
Karen Nuccio, M.S., CCC-SLP
Michelle Richardson, M.S., CCC-SLP

Reach beyond the dictionary! Bolster your students' vocabulary through hands-on activities and games. This presentation will address multisensory approaches that will increase your students' communication and reading skills.

Target Audience: Educators (All levels, General and Special Ed), SLPs
Levels: All Levels

A, B, C and D SESSION WORKSHOPS

C7

School-Based Interventions for Improving Student Behavior

Jane Hannah, Ed.D., Lower School Division Head, Currey Ingram Academy

Practical and research-based behavioral interventions will be presented. Attendees will: 1) gain knowledge in the types of interventions that can be used in the school and classroom. 2) gain knowledge in positive behavioral support systems and their use in the classroom. 3) gain knowledge in understanding problems associated with self-regulation and classroom activities that can improve a child's self-control.

Target Audience: Pre-K and Elementary School Teachers (General and Special Education), Administrators, School Psychologists

Levels: Beginner and Intermediate

C8

Increasing Literacy Skills through Data-Based Decision Making

Melanie Patton, Ed.S., NCSP, Director of Evaluation Services, Tennessee Department of Education

Frequent progress monitoring is now required as part of the state standards for a learning disability. This session will focus on how schools can use their progress monitoring data to make decisions regarding student's instruction.

Target Audience: Elementary School Teachers (General and Special Educ.), Administrators, Parents, School Psychologists

Levels: Intermediate

C9

Accommodations for Adolescents with Dyslexia: Choosing and Using

M. Tara Joyce, Ed.D., Assistant Professor, Saint Xavier University, Chicago
Sherry Bryant, M.Ed., Teacher, Stewarts Creek Middle School, Rutherford Co.

Accommodations are crucial for adolescents with dyslexia. Presenters will discuss relevant research and law, the most important accommodations for adolescents, guidelines and procedures for choosing accommodations, and implementation of accommodations in the general education classroom.

Target Audience: Middle and High School Educators (General and Special Educ.), Administrators, Parents, School Psychologists, Advocates

Levels: Beginner and Intermediate

C10

Sleep Disorders in Children and Their Effect on Learning

Dr. Ramon Cuevas, Pediatric Neurology, Vanderbilt University Medical Center

During this discussion, sleep disorders will be identified and illustrated. The information shared will be useful for all ages, but special emphasis of the talk will be pediatric sleep disorders and how they affect the learning process. Sleep patterns will be explored that share understanding of age and develop-

mental behavior. This discussion will be beneficial to parents, educators, medical and social work professionals, and other individuals working with children of all ages.

Target Audience: Teachers, Parents, Administrators, SLPs

Levels: All Levels

C11

Levels: All Levels

Professional Tools: An Overview of Multisensory Programs and Professional Development Trainings

Martie Wood, CALT (Certified Academic Language Therapist) leads a panel of TNIDA Board Members

Participants will get an overview of several well-known Orton-based programs and methods, how they can and are being used, and the details of the trainings. Professionals certified in these programs will be presenting and answering questions. Some of the programs that will be covered are Slingerland, SMILA, Wilson, Alphabetic-Phonics, Language!, Orton-Gillingham and Lindamood Bell.

Target Audience: All interested in reading instruction

Levels: Beginner

C12

Organizational Tools & Strategies for Teaching the Writing Process to Students with Dyslexia

Fawnda Messmer, Currey Ingram Academy
Becky Donahue, Currey Ingram Academy

This presentation will present a variety of strategies for helping students with dyslexia communicate effectively in writing. Participants will experience hands-on application of techniques presented.

Target Audience: Elementary, Middle and High School Educators (General and Special Ed.)

Levels: All Levels

C13

Software to Support Written Expression

Kim Lilly, M.S., BME, ATP, Rehabilitation Engineer, Technology Access Center

This session will explore programs that facilitate increased independence of individuals with learning disabilities when creating text documents. Some of the features that will be demonstrated include auditory feedback, word prediction, outline supports, and homophone identification.

Target Audience: Elementary, Middle and High School Educators (General and Special Ed.), Adults, Parents, SLPs, School Psychologists

Levels: Beginner and Intermediate

A, B, C and D SESSION WORKSHOPS

D Session Workshops 3:30-4:30 p.m.

D1

Video Modeling to Teach Social Language and Behavior

Jennifer Jacobs, MS CCC-SLP, Speech-Language Pathologist, Social Skill Builder

Learn how to systematically break down videos to familiarize your students with all the facets of social language and interaction. Utilize research-validated methods to target key elements in video scenarios and carry skills over into the natural environment.

Target Audience: Pre-K-3 through High School, Special Education Teachers
Parents, SLPs, School Psychologists
Levels: All Levels

D2

Early Intervention and Prevention Strategies for At-Risk Preschoolers

Vanderbilt Bill Wilkerson Center Preschool Specialists

This session will present and discuss classroom, therapy, and at-home strategies for developing language and early reading skills in at-risk preschoolers.

Target Audience: SLPs, Preschool Educators, Parents
Levels: Beginning and Intermediate

D3

My Child Has Dyslexia. What Do I Do Next?

Leslie Winter, M.S., Reading Coordinator, The Learning Lab of Brentwood
Janet Camp, M.S.

One of the most difficult aspects of learning that your child has dyslexia is knowing what to do next. This session will provide information regarding parents' rights, resources, and ways to get help for your child.

Target Audience: Parents
Levels: All Levels

D4

Literacy Coaching: Balancing Knowledge, Collaboration and More

M. Tara Joyce, Ed.D., Assistant Professor, Saint Xavier University, Chicago

If you are a literacy coach or are considering becoming one, this workshop is for you! Learn more about models of coaching, defining your role, providing professional development about struggling readers (including those with dyslexia) and ways to foster successful coaching.

Target Audience: Pre-K-3 through High School, Teachers (Regular and Special Educ.), Administrators
Levels: All Levels

D5

Using Student Video Projects to Enhance Foreign Language Learning

Kevin Goscha, Technology Director, Currey Ingram Academy
Rita Cruz de Durán, Upper School Spanish Teacher, Currey Ingram Academy

This session will review the process of creating video content to supplement foreign language classes. A basic overview of technical considerations for both Mac and PC platforms will be given in addition to technology integration methods, and other lesson tips.

Target Audience: Middle and High School, Educators, Administrators
Levels: Intermediate

D6

Understanding and Addressing the Different Needs of Children with Language Processing, Language Comprehension, Attention, and Working Memory Deficits

Karen Lawrence, Ph.D, Word of Mouth Speech and Learning Associates
Lynne Robertson, MA, CCC-SLP, Word of Mouth Speech and Learning Associates

Target Audience: Parents, Educators

D7

Lessons Learned From the Eagle Who Thought He Was a Chicken

John Willson, M.S., TRS/CTRS, Director of LD and ADHD Services, SOAR (Success Oriented Achievement Realized), NC

Teaching children diagnosed with learning disabilities and/or ADHD to spread their wings and soar!

Target Audience: All
Levels: All Levels

A, B, C and D SESSION WORKSHOPS

D8

Instructional Leadership and Response to Intervention

David Davis, Ed.D., Principal, Williamson County Schools

Curriculum and instructional leadership necessitate at least a broad understanding of Response to Intervention (RTI) and direct, personal involvement in its evolution to avoid unnecessary confusion and an adverse impact on building morale.

Target Audience: Elementary, Middle, and High School Administrators
Levels: Beginner

D9

Mission Possible: Unlock the Secrets for a Smooth Transition to College

Chester Goad, Tennessee Technological University

From private to public, all institutions are different, but there are a number of steps you can take to prepare your future collegian, even as early as eighth grade. This workshop will provide ideas and practical help to uncover the mysteries of the college process. The adventure starts now.

Target Audience: Parents and Educators
Levels: All Levels

D10

Twice-Exceptional Children: Gifted Students with Learning Disabilities

Mary Norton, M.Ed., Gifted and Talented Specialist, Franklin Special School District

Learning disabilities affect people of all ability levels. Gifted children, with their high potential, may also have learning problems that inhibit their development. These students are often referred to as "twice exceptional," because giftedness can pose challenges in addition to the learning disability. The most prevalent learning disabilities in the gifted, assessment and identification practices, and instructional strategies will be discussed.

Target Audience: Elementary and Middle School Educators, Parents, School Psychologists
Levels: All Levels

D11

Multisensory Instruction for Struggling Readers

Molly Cameron, Bodine School

In this workshop, participants will learn what "multisensory instruction" means and how to utilize the three channels of learning – visual, auditory, and kinesthetic. This session will illustrate how multisensory instruction can be used to improve reading, writing, spelling and comprehension.

Target Audience: All interested in reading instruction
Levels: Beginner

D12

Putting the Child CEO TO Work

Karen Sartin, M.S., CCC/SLP, Franklin Speech and Learning Center

This session explores means for encouraging the organization, planning, and decision-making skills necessary for student success. Presented are age-specific management tips and strategies for developing and supporting executive functions.

Target Audience: Non-specific
Levels: Beginner and Intermediate

D13

Digitalization Causes AT Explosion

Mike Matvy, Ed.S., NCSP, School Psychologist/Assistive Technology Specialist, Knox County Schools, Knoxville, TN

We are witnessing profound changes in the way content is brought to us. See downloaded audio books that play on an iPod-like device, e-text libraries that make books accessible to those who use text-to-speech for aural reading of print, and podcasts for audio content, including college lectures, arts, entertainment, education, etc.

Target Audience: Grade levels 3-college and adult, Special Education Teachers, Administrators, Parents, School Psychologists
Levels: Beginner

REGISTRATION FEE SCHOLARSHIP FORM

[RISE] Reading Instruction Successfully Enhanced CONFERENCE

REGISTRATION FEE SCHOLARSHIP

for Parents of Children with Reading Disorders, Academic Therapists, or Instructional Assistants working directly with students

APPLICATION MUST BE RECEIVED BY: March 25, 2010.

SCHOLARSHIPS WILL BE AWARDED ON A FIRST-COME, FIRST-SERVED BASIS AT THE DISCRETION OF THE COMMITTEE.

***Please complete and copy this form and attach a short explanation on why this conference might be valuable to you and your child and/or to those with whom you work. Keep a copy for your records and mail the original to:

**Karen Jones, TN IDA Secretary
1902 Haynes Dr.
Murfreesboro, TN 37129**

I am a(n): _____ Parent of a child with dyslexia; _____ Academic therapist who works directly with students;
_____ Instructional assistant or teacher's aide in _____ School, _____ County.

I understand that this scholarship is to cover the \$100 registration fee only (which includes lunch) at the TN IDA RISE Conference on Saturday, April 17, 2010, at Currey Ingram Academy in Brentwood, Tenn., from 7:20 a.m. - 4:30 p.m. Complete attendance is expected. This award does not cover transportation, lodging, or other expenses connected with the conference.

NAME: _____

ADDRESS: _____

PHONE: _____

E-MAIL: _____

SESSION WORKSHOP SELECTION WORKSHEET- Use this to fill in your session choices' numbers and titles. We will promptly inform applicants of award status for registration purposes. If awarded the scholarship, we will register you based on these choices as soon as we receive your acceptance. You will then receive confirmation of your registration and workshops via e-mail from EventRebels, the online registration company for RISE 2010.

	1st Choice- Session # and Title	2nd Choice- Session # and Title
A Session Workshop		
B Session Workshop		
C Session Workshop		
D Session Workshop		

**For further information, contact TN IDA Secretary Karen Jones
at (615) 542-0322 or kjones585@gmail.com**

ONLINE REGISTRATION WORKSHEET

MAIL-IN AND ONSITE REGISTRATIONS ARE NOT ACCEPTED FOR THIS CONFERENCE. REGISTRATION IS AVAILABLE ONLY ONLINE AT www.tn-interdys.org. USE THIS WORKSHEET AS A GUIDE FOR COMPLETING YOUR ONLINE REGISTRATION.

Registration is on a first-come, first-served basis.

- **DEADLINE FOR REGISTRATION: SATURDAY, APRIL 15, 2010.**
- **SCHOLARSHIP APPLICATIONS MUST BE RECEIVED by MARCH 25, 2010.**
- **YOU MUST INCLUDE YOUR IDA MEMBER NUMBER TO RECEIVE THE IDA MEMBER RATE.**
- Schools and school system personnel are allowed to register by purchase order.
- **Confirmation receipts will be sent via e-mail only. Please provide a valid e-mail address.**
- Consider making a donation to the TN IDA RISE Conference Scholarship Fund! To make a gift, please mark the correct box in the fee section.

SESSION SELECTION - Use the form below to fill in your session choices for the online registration form. Workshops will be removed from the online registration form as they reach capacity, so please enter a second choice.

	1st Choice- Session # and Title	2nd Choice- Session # and Title
A Session Workshop		
B Session Workshop		
C Session Workshop		
D Session Workshop		

ONLINE REGISTRATION SUPPORT FROM EVENT REBELS AT (877) 883-1786, Ext. 405

FEES: Please check each applicable item and total your selections:

IDA Members: \$50/ Member # _____ Scholarship Donation: \$ _____
 Non-Members: \$100 Students: \$35

Total: \$ _____

PAYMENT OPTIONS:

Check (must be received seven days from date registered to avoid cancellation)
 Discover Visa American Express Mastercard

Purchase Order (include school name, phone number and/or PO # - _____)
Please mail to: Helen T. Dainty; RISE Conference Purchase Order; TTU, Box 5074, Cookeville, TN 38505

Scholarship Recipient (must be pre-approved by TN IDA official)