

A Session Workshops

9:45 – 11

A1

How to Help Students Improve Comprehension

Molly Cameron, LMSW, The Bodine School, Germantown

This workshop will focus on how to develop students' visualization skills. Workshop attendees will learn how to use visualization activities to help students improve their comprehension and higher order thinking skills.

Target Audience: Educators (General and Special Ed, All Grade Levels), Parents
Level: All levels

A2

Using Curriculum Based Measurement in a Response to Intervention Model: Lessons from the "Real World"

Caresa Brooks, Ph.D., Coordinator, Reading and Instructional Interventions, Murfreesboro City Schools

Participants will learn how Curriculum Based Measurement is used within the response to intervention model in the Murfreesboro City Schools

Target Audience: Educators (General and Special Ed, All Grade Levels), Administrators
Level: All levels

A3

Working with ELLs Using a Multi-Sensory Approach

Kristia Johnson, M.A., and Reg Udouj, M.S., Reading Specialists/ESL Teachers, Memphis City Schools

This session will provide important information for working with English Language Learners, firsthand experience of the benefits of using a multi-sensory approach, and examples/ideas that are used in the classroom to help ELLs become successful learners.

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

A4

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

Janet Sexton, Ed.S., Supv., Reading/Language Arts K-5, Knox Co. Schools, Knoxville

This session will focus on A (Accuracy), R (Rate), E (Expression), 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 addressed.

Target Audience: Educators (General and Special Ed, Grades K-5)
Levels: All levels

A5

A Cognitive Behavioral Approach to Understanding and Managing Worry

David Dia, Ph.D., LCSW, CCBT, Owner and Clinician, Germantown Behavioral Health, LLC, Cordova

Worry is a common feature in children with learning disabilities. Participants will learn about the nature of worry and concrete steps to manage worry.

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

A6

Applying Brain Research to Classroom Instruction

Kimberly Carraway, Ed.M., Director, Carraway Center for Teaching and Learning, Nashville

The purpose of this workshop is to equip the classroom teacher with specific, easy-to-implement learning strategies that are informed by the latest cognitive neuroscience research. The workshop will begin with an overview of how the brain is designed to learn and factors that affect the learning process. Specific “how to” strategies will be

provided in the following areas: active learning, executive functioning, attention, time-management, organization, and designing instruction. Participants will leave this workshop with a toolbox of direct applications they can use Monday morning in their individual classrooms.

Target Audience: Educators (General and Special Ed, All Grade Levels),
Administrators, Parents
Level: All levels

A7

6+1 Writing

Richard Potts, Ed.D., Christian Brothers University, Memphis

The session provides a systematic guide for instructing all writers in each of seven traits of good writing. Examples and lessons demonstrate how theory and best practices translate as effective classroom instruction.

Target Audience: Educators (General and Special Ed, All Grade Levels),
Administrators
Level: Beginner

A8

Dysgraphia: The Occupational Therapy Perspective and Effective Multi-Sensory Strategies

Courtney Gallaher, M.S., OTR/L, Currey Ingram Academy, Brentwood

Handwriting difficulties can have a significant impact upon academic performance. An occupational therapist will present the complexity of handwriting performance, share case examples, and provide multi-sensory strategies that can be effective for students with dysgraphia.

Target Audience: Educators (General and Special Ed, Elementary Grades)
Level: All levels

A9

Assessing Reading: Quantitative and Qualitative Methods

Rene Friemoth Lee, Ph.D., Exec. Dir., The Bodine School, Germantown

This session is designed to provide knowledge of a variety of evaluation tools and techniques to assess an individual reader's strengths and needs as well as how to create appropriate interventions based on assessment data.

Target Audience: Educators (General and Special Ed, PreK through Middle School), Administrators, Parents, SLPs, School Psychologists
Level: Intermediate

A10

The Tennessee Electronic Library: Free Access to Great Resources for Teachers and Students

Rebecca James, M.L.S., Director of Libraries and Electronic Resources, Currey Ingram Academy

Participants will access the Tennessee Electronic Library (TEL) to identify and utilize electronic versions of magazines, scholarly journals, e-books, K-12 resources, encyclopedias, newspapers, and other useful information sources for students and teachers. They will also learn how to use the accessibility features of each database such as read-aloud options, MP3 downloads, how-to videos, and topical video presentations.

***Please bring your own laptop if you wish to log in and use TEL*

Target Audience: Educators (General and Special Ed, All Grade Levels), Administrators, Parents
Level: Beginner, Intermediate

B Sessions

11:10 – 12:25

B1

Contributions of the Speech-Language Pathologist to Reading and Writing Success: Phonemic Awareness, Morphology, Semantics, and Syntax

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

Language is the basis of academic competency. Participants will identify strategies for differentiated instruction within content curriculum.

Target Audience: SLPs

Level: Beginner, Intermediate

B2

Multi-Sensory Intervention Ideas for Potential Reading Delays in Young Children

Leslie Winter, M.S., Reading Coordinator, Learning Lab, Brentwood

Following a brief review of early indicators of potential reading difficulties, a hands-on demonstration of specific intervention activities will be given. Participants will leave with specific ideas and materials to begin using immediately.

Target Audience: Educators (General and Special Ed, Grades Pre-K – 3), Parents, Tutors

Level: Beginner

B3

Reading Comprehension: Model-Driven Assessment and Instruction

Lyle Hull Davis, Ph. D., Private Practice, Memphis

This workshop is designed to help clinicians evaluate a course of action for instruction based on current research models of reading comprehension. Specifically, the focus will be on students' underlying understanding of specific syntactic structures to develop monitoring and self-questioning strategies for comprehension.

Target Audience: Educators (General and Special Ed, All Grade Levels), SLPs
Level: Intermediate, Advanced

B4

Adding the Fun, Subtracting the Stress: Math Games to Play at School and Home for Grades K-5

Deborah Higdon, M.Ed., Lower School Assistant Division Head, Currey Ingram Academy, Brentwood

This presentation will demonstrate a number of math games using supplies readily available at home or school. Games are inexpensive, educational, portable, and fun! Games reinforce mental computation, number recognition, addition, subtraction, multiplication, and critical thinking. Come ready to play!

Target Audience: Educators (General and Special Ed, Elementary Grades), Parents
Level: Beginner, Intermediate

B5

Making the Most of Word Sorting to Maximize Student Learning

Kathy Ganske, Ph.D., Professor of the Practice of Literacy; Director of Elementary Education, Peabody College, Vanderbilt University, Nashville

Sorting or categorizing words helps children internalize the phonological, orthographic, and morphological structure of words. This session will provide an explanation of how word sorts can be used to maximize learning and engage students in word study.

Target Audience: Educators (General and Special Ed, Elementary Grades), Administrators, SLPs
Level: All levels

B6

Bang, Crash, Pow! 12 Strategies to Unlock the Super Hero in Every Child

John Willson, M.S., TRS/CTRS, Executive Director, SOAR, Balsam, NC

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

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

B7

Understanding Trichotillomania and Compulsive Skin Picking

David Dia, Ph.D., LCSW, CCBT, Owner and Clinician, Germantown Behavioral Health,
LLC, Cordova

Trichotillomania and compulsive skin picking are two conditions not well understood by the general population and professionals. Participants will learn more about these conditions and evidence based treatment options.

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

B8

Strategies for Developing Success Attributes at Home and School

Jonathan Jones, M.S., Director Emeritus, SOAR, Balsam, NC

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

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

B9

Walk a Mile in My Shoes

Rosemary Williams, Exec. Dir., SMILA (Simultaneous Multisensory Institute of
Language Arts), Memphis

In this workshop, participants will learn their individual learning style and understand what it is like to live in a dyslexic world.

Target Audience: Educators (All Grade Levels), Administrators, Parents, SLPs, School Psychologists, Physicians & Nurses, Advocates
Levels: All levels

B10

Reading a Textbook: The Final Frontier for Reading Comprehension

Nancy M. Coffman, M.S., CALT, QI, Director of Outreach, Shelton School, Dallas, TX

For students who struggle with reading, textbooks are often a barrier rather than a vehicle to information. This presentation will cover strategies for reading text books, strongly influenced by strategies developed at the Shelton School in Dallas, TX and by *Rite Flight: A Classroom Reading Comprehension Program* developed at the Luke Waites Center for Dyslexia at Texas Scottish Rite Hospital for Children. These strategies and their implementation in text reading will be modeled.

Target Audience: Educators (All Grade Levels), SLPs
Level: Intermediate

C Sessions

2:00 – 3:00

C1

Linking Phonemic Awareness and Phonics

C. Melanie Schuele, Ph.D., Professor, Vanderbilt University, Nashville

Educators need to “think beyond print” to facilitate children’s learning. This session will improve participants’ explicit phonemic awareness in order to improve ability to scaffold instruction that enables children to link speech sounds with graphemes and graphemes with speech sounds.

Target Audience: Educators (General and Special Ed, Pre-K and Elementary Grades), Parents, SLPs

Level: Intermediate

C2

Differentiating Instruction Based on Curriculum-Based Measurement

Caresa Brooks, Ph.D., Coordinator, Reading and Instructional Interventions, Murfreesboro City Schools

Participants in this workshop will learn how to use data from AIMSWEB to differentiate student instruction. The model being used in the Murfreesboro City Schools will be presented. Much of the information and techniques presented are applicable to other CBM programs that a system might use to assess and monitor students’ progress.

Target Audience: Educators (General and Special Ed, Grades K-6), SLPs, School Psychologists

Levels: Intermediate

C3

Multi-Sensory Math Instruction: Developing Math Concepts through Concrete and Semi-Concrete Activities

Stephen M. Johnson, Ph.D., Upper Elementary Division Head, Currey Ingram Academy, Brentwood

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

Target Audience: Educators (General and Special Ed, Elementary and Middle Grades), Administrators, Parents

Level: Beginner, Intermediate

C4

Word Journeys: Using the Developmental Spelling Analysis to Plan Effective Word Study

Kathy Ganske, Ph.D., Professor of the Practice of Literacy; Director of Elementary Education, Peabody College, Vanderbilt University, Nashville

This session will provide an overview of the Developmental Spelling Analysis. Interpretation and how to use results in planning intervention will be discussed.

Target Audience: Educators (General and Special Ed, Elementary Grades), Administrators, SLPs

Level: All levels

C5

Engaging Middle and High School Students in Core Instruction

Denise Gibbs, Ed.D, Director, AL Scottish Rite Foundation Learning Centers, Huntsville, AL

Core instruction provided to older students across all content areas can result in much better outcomes when teachers use various strategies to actively engage the students. This session will provide participants with opportunities to use active engagement learning strategies.

Target Audience: Educators (Middle and High Grades)

Level: Intermediate

C6

Walk a Mile in My Shoes

Rosemary Williams, Exec. Dir., SMILA (Simultaneous Multisensory Institute of Language Arts), Memphis

In this workshop, participants will learn their individual learning style and understand what it is like to live in a dyslexic world.

Target Audience: Educators (All Grade Levels), Administrators, Parents, SLPs, School Psychologists, Physicians & Nurses, Advocates

Level: All levels

C7

Effective Homeschool Curricula for the Struggling Reader

Emily Dempster, Homeschool Parent, Knoxville

The presentation will examine several available curricula for homeschooling a struggling reader from the perspective of an experienced homeschool parent. Suggestions for implementing and supplementing curricula and providing effective homeschool instruction will be provided.

Target Audience: Parents

Level: Beginner, Intermediate

C8

Memory Strategies and Techniques for Students

Kimberly Carraway, Ed.M., Director, Carraway Center for Teaching and Learning, Nashville

This seminar will focus on how to help students who struggle with memory. The seminar will begin with a brief overview of the different types of memory and a discussion on how memories are stored and retrieved. Strategies will be provided for how to help students who have difficulties with working memory and long-term memory. The majority of the seminar will be devoted to sharing specific ideas and effective memory strategies for learning new information, studying for tests, and taking tests.

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

Level: All levels

C9 Canceled

Fostering Response-Ability: Encouraging Positive Goals, Actions, & Behavior

John Willson, M.S., TRS/CTRS, Executive Director, SOAR, Balsam, NC

Finding ways to encourage responsibility in children diagnosed with learning disabilities can be challenging. A host of factors should be examined and a thoughtful plan put together to nurture a child's ability to take response-ability for their goals, actions, and behavior. This session will outline strategies to help parents and professionals work with children to produce better results in decision making, follow through, and taking responsibility for their actions.

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

Level: All levels

C10

Flipping the Flops: From Silence to Super Aural Reading Gadgets

Mike Matvy, Ed.S., N.C.S.P., Assistive Technology Consultant, Knoxville

As a person with severe dyslexia, this presenter uses his unique perspective of the daily challenges faced by students who are inadequate readers to examine language development, work habits, learning, and literacy. His solution, assistive technology super gadgets for decoding and spelling, enables bright students with dyslexia to succeed in advanced coursework by using Aural Reading and Writing. Using these systems, students can read at 250 to 350 words per minute with good comprehension, write at 100 to 150 words per minute without typing or spelling, and excel in advanced coursework.

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

Level: All levels

D Sessions

3:00 – 4:00

D1

The Impact of Dialect on Academic Achievement

Jamie D. Fisher, M.A., CCC-SLP, Krystal L. Werfel, M.S., CCC-SLP, and Tiffany G. Woynaroski, M.S., CCC-SLP, Vanderbilt University, Nashville

Many preschool and school-age children speak a dialect of the English language. Features of a specific dialect can differ from Mainstream American English (MAE), which is the language of the classroom and curriculum. The inconsistency between a dialect and MAE used within the academic environment has the potential to affect the academic achievement of children speaking a dialect in the areas of language and literacy. To understand how dialect can affect academic achievement, specific dialectal differences will be identified and current research will be discussed.

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

Level: Intermediate

D2

Phonemic Awareness: The Necessary Foundation of our Phonetic Language

Martie Wood, CALT, M.S., Independent Certified Academic Language Therapist, Diagnostician, Educational Consultant, Knoxville and Ivonne Tennent, CALT, M.Ed. Independent Certified Academic Language Therapist, Educational Consultant, Johnson City

Participants will understand the differences between Phonemic Awareness and Phonics and the importance of each to successful language acquisition. They will learn to identify and treat specific weaknesses in these subskills. Various activities addressing the two areas will be demonstrated.

Target Audience: Educators (General and Special Ed, PreK, Elementary, and Middle Grades), Parents, Academic Therapists

Level: Beginner, Intermediate

D3

Music, Movement, and Math

Karla W. Templeton, Houston Middle 6th Grade Math Teacher, Shelby County Schools

Through the use of music and movement, children of all ability levels can learn math to last a lifetime. If you think of songs you learned as a child, you understand how music will help students remember math principals such as order of operations. These techniques help students take their learning to the highest level possible.

Target Audience: Educators (General and Special Ed, All Grade Levels), Administrators, Parents

Level: Beginner, Intermediate

D4

Spelling RULES!

Sandi Sanders, CALT, Certified Academic Language Therapist, ABC FUNdamentals, Jackson

This workshop will focus on learning to spell by discovering spelling rules that work for 85% of English words. These rules include situational spellings, word spelling formulas, rabbit rule, floss rule, and irregular spellings. A multisensory approach to teach spelling mastery will be demonstrated.

Target Audience: Educators (General and Special Ed, Pre-K and Elementary Grades), Parents

Level: All levels

D5

Lessons Learned from the Eagle Who Thought He Was a Chicken

John Willson, M.S., TRS/CTRS, Executive Director, SOAR, Balsam, NC

Teaching children diagnosed with Learning Disabilities and/or ADHD to spread their wings and soar!

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

Level: All levels

D6

Multi-Sensory Instruction: Preschool to High School: A “How To” Guide

Nancy M. Coffman, M.S., CALT, QI, Director of Outreach, Shelton School, Dallas, TX

The presentation will begin with a discussion of the rationale and the basic principles of multisensory instruction. The components of multisensory instruction will also be discussed. Using a combination of video clips and demonstrations, examples of multisensory instruction in the content areas of grammar, reading, and writing will be presented. The examples will cover the scope of instruction from preschool through high school and will demonstrate the use of common materials as well as the use of technology.

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

Level: All levels

D7

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

Jonathan Jones, M.S., Director Emeritus, SOAR, Balsam, NC

This session provides strategies for encouraging and fostering compliance in children with LD, Dyslexia, and ADHD. Child management methods based on understanding of the individual child, the roots of non-compliance, and setting and stress events will be addressed. Hints will be presented for space, task, and time organizers, and suggestions for “nevers” and “always”.

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

Administrators, Parents, SLPs, School Psy., Advocates

Level: All levels

D8

Educational Rights of Families and Their Children with Disabilities: A Roundtable Discussion

Barbara H. Dyer, J.D., Attorney, Adjunct Professor University of Tennessee College of Law and M. Wayne Dyer, M.F.A., Professor, East Tennessee State University, Johnson City

An informal discussion regarding pursuit of the rights of a student with challenges in the educational setting under IDEIA and Section 504 and the provision of a free and appropriate public education (FAPE).

Target Audience: Parents, Advocates
Level: All levels

D9

Testing! Testing! Hear All About It!

Emily R. Kirk, Ph.D., and Amy Mariaskin, Ph.D., School Psychologists, Currey Ingram Academy, Brentwood

This presentation will examine the basic information presented in a psychoeducational report. Discussion will include review of cognitive, academic, and behavioral measures and how to interpret various scores and what these scores mean for intervention.

Target Audience: Educators (General and Special Ed, All Grade Levels), Administrators, Parents, Advocates
Level: Beginner

D10

Super Gadgets for Aural Reading and Writing

Mike Matvy, Ed.S., N.C.S.P., Assistive Technology Consultant, Knoxville

This session will demonstrate the assistive technology super gadgets: iPod Touch, iPad, Victor Reader Stream, Mac computer, built-in screen readers and free apps used for Aural Reading, spelling, and writing. These aural reading super gadgets are enabling students with dyslexia to read any print at 250 to 350 words per minute with good comprehension, write at 100 to 150 words per minute without typing or spelling, and even excel in advanced coursework.

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

