

**The International Dyslexia Association - Georgia Branch  
23rd Annual Dimensions of Dyslexia Conference  
is the  
1st Southern Regional Conference**

**Participating Branches:  
Alabama, Florida, Georgia, Kentucky,  
South Carolina, Tennessee, and Virginia**

**Friday, February 1, 2013  
Saturday, February 2, 2013  
Register at [www.idaga.org](http://www.idaga.org)**

**Friday's Schedule:**

8:30 a.m. School Visits available for Friday conference attendees (limited to 50 people)

- 9:00 - The Schenck School
- 10:30 - The Atlanta Speech School
- 1:00 - The Howard School (lunch provided)

2:00 - 3:00 Registration, Bookstore and Exhibitors\* open

3:00 - 3:45 Friday Session 1

4:00 - 4:45 Friday Session 2

4:45 - 5:15 Coffee Break

5:15 - 5:30 Welcome and Introductions

5:30 - 6:30 Friday Keynote - Bena Kallick, Ph.D.

6:30 - 8:00 Dislecksia: The Movie

8:00 - 8:30 Q & A and Meet the Director/Producer Harvey Hubbell V

***Friday Keynote 5:30-6:30 p.m.***

***Habits of Mind: Dispositions to Empower Student Thinking***

***By Bena Kallick, Ph.D.***

We want our students to be challenged by rigorous, cognitively demanding tasks. The content of those tasks is an important scaffold for fostering student thinking. And, ultimately, we want our students to develop the life-long habits of mind that help them engage not only in the moment but to also help them learn how to engage in future learning. We understand the challenge and know that we cannot start soon enough--habits build over time and developmentally. This presentation will include practical examples of how the habits are integrated into curriculum, instruction, and assessment.

**Friday Breakout Session 1:**

**3:00-3:45**

***Understanding Dyslexia - Brenda Fitzgerald***

The National Institutes of Health states that dyslexia affects 15% of the population. It is often misdiagnosed. We will discuss signs of dyslexia and solutions for the struggling reader.

**Friday Breakout Session 2:**

**4:00-4:45**

***SMART Symphony: The Instruments for Comprehensive Instructional Change - Jennifer Hasser***

As with a symphony, quality instruction requires a harmonious combination of elements. Instruction, identification, intervention, teacher training and support must come together to create an environment capable of fostering long-term academic success. Learn how we have implemented sustainable programs to benefit ALL students and start on the path to change.

**Saturday's Schedule:**

8:00 - 9:00 Registration, Bookstore and Exhibitors\* open

8:00 - 8:45 Meet and Greet in the Bookstore with Southern Region Branch IDA Board Members

8:45 - 9:00 Welcome and Introductions

9:00-10:30 Saturday Keynote

10:30 -10:45 Coffee Break

10:45 -11:45 Breakout Session

12:00 -1:00 Buffet Lunch

12:45 -1:15 Awards and Announcements

1:30 -2:30 Breakout Session

2:30 -3:00 Coffee Break

3:00 -4:00 Breakout Session

4:30 Bookstore closes

\*Interested in learning about opportunities to advertise? Want to find out how you can be an exhibitor? (Exhibitors receive free conference admission for 2-4 people.) Contact Josie Calamari at [josiehg@gmail.com](mailto:josiehg@gmail.com) for information.

**Saturday Keynote 9:00-10:30 a.m.**

**Read Like a Detective: CSI is on the Case!**

**By Nancy Hennessy, M.Ed., LDT-C**

Our students are expected to read like detectives discovering and using the evidence found on the surface of their texts and below to construct meaning. Designing and delivering comprehension instruction requires each of us (Chief Inspectors in Training) to scrutinize the “case notes” related to reading proficiency including the common core standards, relevant theoretical models and research findings. This knowledge base, coupled with an understanding of the contribution of language comprehension, allows us to build the case for effective instruction.

**Saturday Morning Breakout Sessions (Choose 1):**

**10:45-11:45**

***M1. Sentence Comprehension & Construction Workout Time - Nancy Hennessy***

Struggling readers and writers often do not have the “good sentence ears” & “good sentence eyes” necessary for reading and writing proficiency. As students work at constructing their own text or extracting meaning from another’s, they must work with the syntactic structures used to convey meaning within individual sentences and to integrate information between different sentences. *Grammarise, sentence aerobics, cohesive tie conditioning & discourse structure stretches* can strengthen sentence comprehension and construction as well as our understanding of critical contributors to the attainment of reading and writing standards.

***M2. Advocating for your child with a learning difference: Understanding your rights and the rules - Rachael Barron***

Advocating successfully for your child can be a daunting task especially if he or she has recently been diagnosed with a learning disability. Should he receive an IEP? Should she have a 504? What is the difference? Rachael Barron, Non-Attorney Advocate from the Zimring Law Firm will provide you with tips and tools to speak knowledgeably about how the eligibility process should work and how to ensure your child receives appropriate research based, remediation and instruction.

***M3. Medical Panel Discussion: Evaluations, Social Supports and Medication: Which Doctor Do I See? - Dr. Leslie Stuart, Dr. Todd Iwanicki, and Dr. Jeffrey Jones***

This panel discussion will outline the roles of each doctor in understanding your child’s profile. Additionally, each doctor will discuss his/her role in assessment and treatment of dyslexia and common issues in the life of the dyslexic child including attention-related concerns, social issues, and behavioral concerns. Each member of the panel will explain his/her role in the development of a complete profile and the services each provides. Then, the panel will open for questions from the audience.

***M4. Dyslexia and the Brain - Kristen Thompson***

This session will discuss how Cognitive Skills affect students and adults with dyslexia and strategies for dealing with these deficits. The presentation will concentrate on Cognitive Skills, namely Auditory Processing, Visual Processing, Executive Processing Speed and Word Attack and how those skills affect learners in the classroom and in the workplace. Attendees will leave knowing what each cognitive skill is responsible for in the reading, spelling, and writing processes. Additionally, attendees will learn how to identify weak cognitive skills and training techniques that can be implemented to address weak cognitive skills.

***M5. Fluency Facts and Faux Pas - Trudy Stegelman Odle***

More than a decade has passed since the National Reading Panel report identified Fluency as one of the five major components of reading. Since then, fluency measures have been broadly used by public and private schools to assess growth in reading. This session will address the critical need to understand what our fluency assessments do and do not tell us and what research tells us about fluency for our dyslexic students. Examples of real students and their profiles will be used to drive a discussion regarding how we can best address fluency in the general classroom and in OG instruction.

**Afternoon Breakout Sessions:**

**1:30-2:30 (Choose 1.)**

**A1. Panel Discussion: Understanding Multi-sensory Instruction - Rosalie Davis, D'Anna Houston, Ava White, and Jean DeRosa**

This panel will discuss different approaches and curriculum that utilizes multisensory instruction to teach the dyslexic learner. Panel members will explain the differences between common approaches, commonalities between quality instruction, and ways to ensure that your child is receiving appropriate instruction. The panel will entertain questions from the audience.

**A2. Teaching Self-Regulation in the Classroom - Sucheta Kamath**

Successful students are those who can guide their own behaviors and learning throughout the day-at school and even at home. Self-regulation is evident in ways in which a student identifies the goals, gets ready for work, engages in tasks/learning and adjusts to the roadblocks or interruptions by problem solving. Russell Barkley describes two essential elements of metacognition-executive functions and self-regulation. Effective classroom management hinges on teaching self-guided redirection. This evidence-based presentation will explore Whys and Hows of optimal achievement in classroom via effective self-observation and self-redirection techniques. Educators are urged to consider the interactive effects of executive function, self-regulatory process, and language proficiency when addressing the needs of students with LD & ADHD.

**A3 (2 parts with A8) Issues in Phonology - Marcia Mann**

The Orton - Gillingham tutor / therapist, at whatever level he or she is working, must have a clear and concise understanding of the language to be learned, in all its aspects, before attempting any remediation. This session will address the physiologic and phonetic properties of vowels and consonants as an aid in making the necessary visual, auditory, and kinesthetic - tactile connections for spelling and reading. The function of voiced and voiceless cognates will be discussed in order to appreciate phonetic environments and their impact on spelling, reading, speaking and cognition. And above all, the relationships between oral and written language will be explained.

**A4: Ipad in the Classroom - Holli Bice and Kim Youmans**

This presentation will discuss information gathered from a pilot program studying the use of iPads at our school and real-life experience implementing iPad technology into the classroom school-wide. The presenters will discuss the benefits of iPads in the classroom and share what apps they have found most helpful for dyslexic students. The presenters will also share practical ideas and multi-sensory projects that teachers can implement in their own classrooms. This presentation will center around the following apps: *Notability*, *Scribble Press*, *Story Buddy*, and *Show Me*. Ms. Youmans and Ms. Bice will also give a list of recommended apps with a brief description of each.

**A5 Conquer the Code: From Phonemes to Phonics -Judith Cohen**

This session will focus on the connection between phonemic awareness and phonics. The speaker will demonstrate research-based strategies to help students “conquer the code” of the English language by understanding sounds, symbols, and syllables. A variety of manipulatives, visuals, and graphic organizers will be presented. If time permits, the results of a related research study will be discussed.

**Afternoon Breakout Sessions:**

**3:00-4:00 (Choose 1.)**

**A6. Making Math Meaningful (M<sup>3</sup>): Evidence Based Instructional Strategies for Struggling Mathematicians - Mary Murray Stowe**

Students who struggle in reading, often struggle in math as well! Much guidance exists to assist teachers and parents in supporting struggling mathematicians in their journey to a conceptual understanding of math, from the National Math Advisory Panel, National Council of Teachers of Mathematics, and the Center on Instruction, to name a few. This session will operationalize the recommendations from these documents with evidence based instructional strategies and explore the Concrete-Representational-Abstract (CRA) approach to a conceptual understanding of mathematics.

**A7: *Developing RTI Frameworks that Benefit All Students - Dr. Denise P. Gibbs***

As states develop RTI frameworks ensuring early identification and intervention for students with academic difficulties, students with dyslexia have an opportunity to overcome their difficulties before they become disabilities. The realization of this opportunity will occur only if the stakeholders developing the tiered interventions incorporate into their frameworks multisensory interventions along with effective screening and progress monitoring processes. District-level and state-level RTI frameworks, which support provision of dyslexia-specific, multisensory structured language intervention will be described.

**A8: (2 parts with A3) *Issues in Phonology - Marcia Mann***

The Orton - Gillingham tutor / therapist, at whatever level he or she is working, must have a clear and concise understanding of the language to be learned, in all its aspects, before attempting any remediation. This session will address the physiologic and phonetic properties of vowels and consonants as an aid in making the necessary visual, auditory, and kinesthetic - tactile connections for spelling and reading. The function of voiced and voiceless cognates will be discussed in order to appreciate phonetic environments and their impact on spelling, reading, speaking and cognition. And above all, the relationships between oral and written language will be explained.

**A9: (Registration limited to 30) *Walk a Mile in My Shoes: A Simulation Session - Rosemary Williams***

This session is limited to 30 participants, so register early! Rosemary Williams will lead participants on a discovery of different learning styles. Then participants will get to experience the way the dyslexic learner might feel in a classroom when he struggles with auditory, visual, or kinesthetic input.

**A10: *Practical Teaching Strategies: Applying Brain Research to Classroom Instruction – Kimberly Carraway, Ed.M.***

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.

**REGISTER at [www.idaga.org](http://www.idaga.org).**

**Register by January 11 to get the Early Bird discount!  
Discounts are also available for IDA members  
and for groups of 5\* or more.**

**\*Each member of the group registers individually and is prompted on the registration page to list the other members in the group.**

## **Interested in exhibiting and advertising?**

(Deadline extended to January 11.)

### **Sponsorship Levels:**

- Bronze: \$250

Bronze level sponsors will receive exhibitors table and admission for two conference attendees. (Conference attendees will be able to attend keynote speakers, breakout sessions and meals and coffee breaks.)

- Silver: \$ 500

Silver sponsors will receive a quarter page of advertising space in the conference program as well as receive an exhibitors table and admission for two conference attendees. The sponsor's logo will appear on the IDA-GA website.

- Gold: \$1,000

Gold level sponsors will receive a half page of advertising space in the conference program. They will be the company sponsor for a coffee break on Saturday as well as receive an exhibitors table and admission for two conference attendees. The sponsor's logo will appear on the IDA-GA website.

- Platinum: \$2,500

Platinum sponsors will receive a full page of advertising space in the conference program. They will be the company sponsor for breakfast on Saturday morning as well as receive an exhibitors table and admission for two conference attendees. The sponsor's logo will appear on the IDA-GA website.

- Diamond: \$5,000

Diamond sponsors will receive their name and logo on all signage used at the conference and to promote the conference. They will be the company sponsor for the events held on Friday as well as lunch on Saturday. Their name and logo will be on the back of the program, and the company will have full-page advertising space. A Diamond Sponsor will also receive a table for exhibiting and admission for four conference attendees. The sponsor's logo will appear on the IDA-GA website.

### **For Program Advertisers only:**

\$75 Quarter Page (business card size), \$150 Half Page, \$225 Full Page

