

The Dunn Institute

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&

The Rhode Island Branch of



present the

2009 Learning Differences Awareness Conference

Dr. Eric Tridas

From ABC to ADHD:

*Making it Work in the Classroom, on
the Playground, & at Home*

**Saturday, October 24,
8:00 a.m. – 3:00 p.m.**

The Slavin Center at Providence College



Dr. Eric Tridas

8:00 – 8:30	Registration, coffee, information tables
8:30	Welcome by Melissa Chafee & Cathy Sanford Presentation of the IDA Leadership in Literacy Award
8:45	Forum address by Dr. Eric Tridas
10:45	Break
11:00 – 12:30	Session I workshops
12:30	Lunch break, RIBIDA Annual Meeting (for IDA members)
1:30 – 3:00	Session II workshops

Workshop Session I: 11:00 – 12:30

1. Struggling with Language: The Impact on School, Behavior, and Social Interactions

Dr. Eric Tridas

Dr. Tridas will address a smaller audience during this breakout, which will focus on students who struggle with language delays, the way they present, and the effect that these symptoms have on their literacy, behavior and social relationships.

✓ For 1st – 8th Grade Educators, Specialists, Administrators and Parents

2. Understanding the Reading Brain

Rick Solomon, Delta Consultants

This workshop will explore the biological and neurological underpinnings of language-based learning differences and discuss formal and informal instruments frequently used in diagnosis and treatment. The workshop will also build an understanding of psycho-educational evaluations, examining the neuropsychological and education instrumentation utilized to make diagnoses and generate intervention strategies.

✓ For All Audiences

3. Reading Fluency: Assessment and Interventions

Terry Harrison-Goldman, Neuropsychological & Educational Services

This workshop will provide information about the essential processes involved in reading fluency, including word decoding, automaticity and reading rate. A focus will also be placed on clinical examples and the effect of poor reading fluency on comprehension. Lastly, a comparison of reading fluency interventions will be discussed.

✓ For 2nd – 8th Grade Educators, Specialists, Administrators, Coaches and Parents

4. Teaching Math to Struggling Learners

Gayle Porter Lewis & Stephen M. Wilkins, The Carroll School

The typical American math student looks at an unfamiliar math problem and says, "I haven't been taught that yet." The better response is, "I'm a problem solver; I can figure this out." Effective math programming for students with language-based learning difficulties must consider: (1) number sense and fact fluency, (2) promotion of student thinking, and (3) visual-spatial model creation by students. Each of these pieces will be addressed in this workshop.

✓ For 1st – 8th Grade Educators, Specialists, Administrators and Parents

5. Visual Communication: Classroom Strategies for Successful Lessons

Alison Anderson & Rosaline Granoff, The Wolf School

This workshop will focus on the appreciation of differentiated instruction for diverse learners. The participants will learn the importance of visual supports that can develop and enhance metacognitive thinking. We will present various visual tools to demonstrate best classroom practices for organization of oral and written output. Visual tools will include the demonstration of graphic organizers, graphic novels, comics and student-centered stories for problem solving. These tools can be used universally for content based classes in the curriculum as well as provide support for individual students with special needs. As a result of this session, participants will make the connection between theory, the individual needs of students and visual classroom lessons.

✓ For 2nd – 8th Grade Educators, Specialists and Administrators

Workshop Session II: 1:30 – 3:00

6. Using Literacy Assessment Data to Effectively Group and Instruct Students

Dawn August, The Dunn Institute

This workshop will present participants with a "class set" of literacy benchmarking data, which they will then analyze and sort according to individual scores. Small instructional groups will be determined -- with specific instructional goals -- and various instructional resources will be discussed. The workshop will explore the growing importance of fluency and comprehension data through elementary grades, as well as how educators across tiers can work together to meet the identified needs of all students.

✓ For K – 6th Grade Educators, Specialists, Coaches and Administrators

7. Struggling Adolescent Readers: How To Spot ‘Em and What To Do If You’ve Got ‘Em

Deb Foster, The MET School

The average adolescent who is struggling with reading can memorize up to approximately a fifth grade reading level. This workshop will explain how to recognize the signs of a student who is struggling because of a specific language learning disability and offer concrete strategies to help struggling students.

✓ For 4th – 12th Grade Educators, Specialists, Coaches and Administrators

8. Multisensory Writing Strategies for All Students

Nancy Raskind, Language Circle / Project Read

This workshop provides an overview of the Project Read Written Expression strand, offering curriculum and instructional strategies to inspire and energize students as they learn the fundamentals of writing. This curriculum teaches written language sequentially and systematically coupling creative freedom with direct multisensory skill instruction. Instruction moves from bare bone sentences through 5 kinds of paragraph development. The strategies presented provide excellent information for literacy teachers and content area teachers across grade levels

✓ For 1st – 12th Grade Educators, Specialists, Coaches and Administrators

9. Writing, Reading and Thinking across Content Areas

Edward Doucette, Educational Consultant

Content writing is a vast category which includes everything from graphs to cartoons to reports to web pages. If students are to become confident and competent content thinkers they must have opportunities to listen to, view, talk about, read, respond to and create a wide variety of informational texts. Workshop participants will experience and practice powerful classroom structures and strategies which support excellence in content writing. These include writer’s workshop format, targeting key vocabulary, teacher modeling, brain breaks, structured note taking, Partners reading and writing, and idea circles.

✓ For 4th – 12th Grade Educators, Specialists, Coaches and Administrators

10. Executive Function/Dysfunction: Impact in the Classroom

Anjali Palav, Memorial Hospital of RI

This workshop will focus on the various aspects of executive functioning including: working memory, prioritization, strategy use, planning, organization, time management and processing speed. We will focus on clinical cases and how executive dysfunction impacts reading comprehension, writing and mathematics. Various intervention strategies for both home and school will be shared.

✓ For All Audiences

11. The Key Vocabulary Routine: Building the Vocabulary of Adolescent Readers through Content Area Classrooms

Becky DeSmith, Keys to Literacy

This workshop will review a five step routine for teaching new content area vocabulary. It will include how to select the most important words to teach, activities for connecting vocabulary to background knowledge and related words such as semantic maps, using context, and teaching word parts.

✓ For 4th – 12th Grade Educators, Specialists, Coaches and Administrators

12. Learning Differences & the Law

Jon Anderson, Edwards Angell Palmer & Dodge

IEP Team Meetings can be a daunting experience. The participants in this workshop will take away ten strategies that will streamline the IEP process and yield better outcomes for everyone.

✓ For Educators, Specialists, Administrators and Parents

13. Decoding Strategies for Older Struggling Readers

Lisa Rogers, Language Circle / Project Read

This workshop will present an overview of the Project Read Linguistics strand, a curriculum honoring diverse learning profiles by providing lessons built on direct concept teaching, multi-sensory processing, systematic instruction, and higher level thinking skills. Linguistics offers a decoding and encoding scope and sequence for older students who are having difficulty mastering the reading process. Model lessons will demonstrate how Project Read educational principles translate into practice in the classroom. Through active participation, workshop participants will experience instruction that engages and dignifies the older learner who struggles with language.

✓ For 4th – 12th Grade Educators, Specialists, Coaches and Administrators

14. Managing and Facilitating Children’s Feelings and Behaviors

Sarah O'Brien, NE Association for Play Therapy

As educators, parents, and those who work with children, we spend so much energy thinking about children’s achievement and academic learning that sometimes their emotional intelligence and development is overlooked. This workshop will offer participants a client-centered language that focuses on children’s feelings in an effort to prevent problematic behaviors. We will explore how to set limits that build responsibility and accountability while nurturing children’s confidence and competence. When implemented alongside academic content, these strategies help children achieve success while feeling really good about it.

✓ For K – 5th Grade Educators, Administrators and Parents

About the Presenters

15. Strategies for Integrating Social Thinking into the Curriculum

Alison Anderson & Kate Cooney, The Wolf School

This workshop will focus on how to develop social thinking skills for students with learning and social challenges. A brief overview of the principles of social thinking and its philosophy will be discussed. Case studies will be used to explain chosen concepts, highlight possible strategies and offer suggestions on ways to carry-over these concepts into academic blocks throughout the day. As a result of this session, participants will understand the fundamentals of social thinking, know how to implement select social thinking concepts into the curriculum and identify how these concepts improve overall classroom management.

✓ For K – 8th Grade Educators, Specialists, Coaches and Administrators

16. Body Smart, Brain Smart: The Connection Between Movement and Learning

Linnea Johnson & Su Rubinoff, Body Smart – Brain Smart & Meadowbrook Waldorf School

Movement goes beyond bodily coordination to build efficient and effective neurological connections essential for academic success, particularly for children who learn differently. This workshop will introduce participants to the sensory-motor system and its relationship to the brain and discuss stages of sensory-motor development through demonstrations of signs, symptoms, gaps and interventions. Participants will practice exercises designed to facilitate sensory-motor integration and learn common childhood and household activities that foster skill development in this area.

✓ For K – 8th Grade Educators, Specialists, Coaches, Administrators and Parents

17. Multisensory Spelling Strategies

Linda Atamian, The Dunn Institute

Explore direct instruction for teaching sight words that provides multisensory practice leading to automaticity. Grow in your knowledge of the structure of the English language and your ability to teach common spelling generalizations and spelling rules in a systematic, multisensory way. Learn about helpful resources to aid lesson planning.

✓ For 1st – 5th Grade Educators, Specialists, Coaches and Administrators

18. Building RtI Practices in the Mathematics Classroom

Kristin Matthes, RI Department of Education

Students struggling with mathematics can benefit from early interventions aimed at improving their current skills while preventing subsequent failure. Join this workshop to learn eight specific recommendations for building Response to Intervention (RtI) components into your math curriculum framework. Participants will explore how to identify and address the needs of struggling math students through focused interventions. Specific strategies and suggestions will also be discussed.

✓ For K – 3rd grade Educators and Administrators

Alison Anderson, Speech Language Pathologist, The Wolf School. Alison has worked with both middle and lower school students on developing expressive and receptive language skills as well as social thinking skills. Alison enjoys incorporating music into her social thinking lessons and is currently collaborating with other professionals to create a social thinking curriculum for the Wolf School.

Jon M. Anderson, Attorney, Edwards Angell Palmer & Dodge, LLP. Jon represents parents, teachers, school districts, and independent schools in a wide range of litigation, including cases under IDEA. He served for 11 years on the Pawtucket School Committee.

Linda Atamian, M.A., Director of Multisensory Literacy at the Dunn Institute; Literacy Coach at the Highlander Charter School. Linda is a Fellow of the Association of Orton-Gillingham Practitioners and Educators and has taught the Associate Level Orton-Gillingham course since 1986. She is a certified teacher and reading specialist with many years of experience. Linda consults to schools across the east coast on multisensory literacy practices.

Dawn E. August, Literacy Facilitator, The Dunn Institute. Dawn works in schools and districts to build effective assessment and tiered curriculum frameworks for elementary educators. She has extensive experience in building and implementing RtI models. Previously, Dawn was a Reading Specialist and District Literacy Coordinator for Barrington, and has also worked as a Reading Fellow at RIDE.

Kate Cooney, M.A. Occupational Therapist, the Wolf School. Kate worked both in pediatric private practice and in pediatric outpatient services before joining the Wolf School in 2003. At the Wolf School, she incorporates sensory processing supports into the classroom as well as helping students improve fine and gross motor skills and social thinking skills. Kate also enjoys using yoga and relaxation strategies in the classroom with her students.

Becky DeSmith, Senior Associate, Keys to Literacy. Over a 30 year career, Becky has been a classroom teacher, reading/writing specialist, principal and private consultant. She has delivered workshops in literacy for the New England League of Middle Schools, Teachers 21 and privately. Becky currently works for Keys to Literacy, a consulting firm in Danvers, MA which focuses on research-based adolescent literacy practices.

Edward G. Doucette, Ed.D. Educational Consultant, College Teacher. With almost forty years of service in public education, Ed has taught Reading, Math, ESL, and English Language Arts K-12. He served as District Wide ELA Resource Person, New Standards Trainer, Curriculum Consultant, and Secondary Level ESL Coach and Professional Developer. Ed has also worked as a School Change Facilitator for the East Bay Educational Collaborative.

Deb Foster, M.Ed., Director of Orton-Gillingham Services at The Metropolitan Regional Career and Technical Center (The Met). She is completing her final year of Fellow training with the Academy of Orton-Gillingham Educators and Practitioners and has taught the Associate and Certified Level Orton-Gillingham courses. She also serves as a literacy consultant for Big Picture Schools.

Rosaline Granoff, Director of Admissions, Supervisor of Speech and Language Services, the Wolf School. Rosaline has over 30 years experience in speech and language services in a variety of settings. She holds a BA in Communication Disorders and a MA in Speech Pathology. She received a Pre-doctoral Clinical Fellowship in Developmental Neuropsychology. Rosaline consults to several local independent schools.

Terry Harrison-Goldman, Ed.D. Director, Neuropsychological & Educational Services. Terry has extensive experience in working with children with learning differences. She presents nationally and trains and consults with professionals both in the schools and the community; and has done research in the area of dyslexia.

Linnea Johnson, C.R.E., M.B.A. Educational Therapist, Body Smart-Brain Smart. Lin provides direct support services to strengthen the developmental, sensory-motor and academic foundations necessary for school success. She has developed programs to help children with behavioral and learning challenges in educational and mental health settings.

Sarah O'Brien, LICSW, RPT-S. Sarah is a Registered Play Therapy Supervisor and the president of the New England Association for Play Therapy. She also works as a consultant and trainer throughout New England.

Anjali Palav, PhD. Clinical Neuropsychologist, Neurodevelopmental Center of Memorial Hospital of RI. Clinical Assistant Professor, Department of Psychiatry and Human Behavior, the Warren Alpert Medical School of Brown University. At the Neurodevelopmental Center, Anjali conducts neuropsychological assessments and coordinates neuropsychology training for interns and postdoctoral fellows.

Gayle Porter Lewis. Head of the Math Department, The Carroll School. Gayle has dedicated her career to math education, including 28 years at Carroll. Her leadership has helped generate a school-wide approach to effectively teaching math to students with language based learning difficulties.

Kristen Matthes. RTI Fellow at the Rhode Island Department of Education. Kristin has worked as a special educator and DPT in Barrington Public Schools for over 20 years, and has been an active presenter in the Rhode Island RtI Initiative. She is also on the faculty at Providence College, where she specializes in assessment best practices.

Nancy Raskind, M.Ed. Language Circle Trainer, Project Read Curriculum. Nancy has over 20 years of teaching experience in the elementary and middle grades. In addition to her Project Read training, Nancy is certified in Orton-Gillingham and was an instructor in the Garside Institute for Teacher Training (an outreach program of the Carroll School) for a decade.

Lisa Rogers, Staff Development Specialist, Language Circle Enterprises. Lisa has over 10 years experience with Project Read curriculum under the tutelage of program author, Victoria Greene. She currently works on Project Read district program overviews, curriculum implementation, and product development. Lisa holds a BA in Linguistics and English from the University of Minnesota.

Su Rubinoff, M.Ed. Early Childhood Program Director, Meadowbrook Waldorf School. Su has over 25 years of experience as an early childhood teacher. She has presented numerous workshops to help parents and teachers better appreciate the importance of providing young children with a rich, multi-sensory environment.

Rick Solomon, Ph.D. Co-Director, Delta Consultants; Adjunct Associate Professor of Psychology, University of Rhode Island. Rick is the Co-Director of Delta Consultants, a multi-disciplinary practice offering clinical and evaluation services to children, adolescents, adults and families and consultative services to schools and agencies in RI, Connecticut and MA. Rick is an Adjunct Associate Professor of Psychology at the University of Rhode Island, teaching courses in Child Maltreatment, Developmental and Social Psychology and supervising masters and doctoral level interns in the School Psychology Department.

Steve Wilkins. Head of School, The Carroll School. In addition to his leadership responsibilities, Steve is a 7th grade math teacher. His interests include developing the thinking skills of struggling children and he presents often on "building better brains for reading."

Directions

From Points North
Follow I-95S to Rhode Island Exit 23 (Charles Street). Proceed right onto Charles Street and go 0.2 miles to the first light at Admiral Street. Take a left onto Admiral Street and proceed approximately 1.2 miles to the third light at River Avenue. Take a left onto River Avenue to the next light (0.4 miles) at Eaton Street. The gate of the campus will be on your left.

From Points South
Take I-95N to Rhode Island Exit 23 (State Offices). Turn right onto Orms Street. After the first light, veer right onto Douglas Avenue (Route 7). Proceed 0.7 miles to the third light on Douglas and make a left-hand turn onto Eaton Street. Proceed about 0.6 miles to the second light at the intersection of Eaton Street and River Avenue. The gate of the campus will be on your right.

Parking is available on-site.

Workshop Assignments

Workshop assignments will be made on a first come, first served basis. Please make sure to select both a first and second choice on your registration form. Final workshop assignments will be disseminated to participants at the conference registration table on October 24. Workshops with less than 10 participants will be cancelled; some workshops have limited space. When appropriate, participants will be notified by phone or email so they may make another selection.

Registration Details

To guarantee a place in a workshop and a box lunch, return your registration and payment by October 9. Participants may register on the morning of the conference if space is available. Pre-registered participants will receive confirmation and 3 articles written by Dr. Eric Tridas – through email. Conference updates and reminders will be provided through email only. If you are registering on behalf of other participants, please make a copy of the registration form for each participant. Registration forms can be downloaded from our website: www.dunninstitute.org.

**For more information,
contact Cathy Sanford
831-7323 x17 or
sanfordcw@aol.com**

REGISTRATION FORM

Learning Differences

Awareness Conference – 10/24/2009

Name _____

I am attending as a

Parent Teacher Tutor

Administrator Other _____

School / Organization

District _____

E-mail* _____

Phone _____

* required for confirmation

REGISTRATION FEES:

- Early Registration (*due by October 9*) \$70
- Regular Registration \$95
- RIBIDA Member \$60
- Parent Registration \$45
- Undergraduate Registration \$45

The option of a box lunch is included with all registrations:

- Please order a box lunch for me
- I would like a vegetarian lunch

Workshop Selection:

(write in selected number)

Session I (1 - 9)

1st Choice _____ 2nd Choice _____

Session II (10-18)

1st Choice _____ 2nd Choice _____

Send your registration form and check (payable to the Dunn Institute) to:

Dunn Institute Conference
16 Borinquen Street
Providence, RI 02905

Register and pay with a credit card at
www.dunninstitute.org (registration)

CVS CAREMARK

the Wolf School

www.thewolfschool.org



www.techaccess-ri.org



www.dimeo.com



www.projectread.com



www.keystoliteracy.com

The Rhode Island Branch of



RIBIDA, and the IDA National Affiliate, is dedicated to the study and treatment of dyslexia. A strong force in the educational and scientific communities for over 50 years, IDA works internationally, nationally, and locally on public awareness, education, research, and legislation.

JOIN IDA / RIBIDA

Membership includes

- ⊗ Access to cutting-edge information on effective methods of reading instruction, early intervention and remediation
- ⊗ Our peer reviewed journal, Annals of Dyslexia and quarterly newsletter, Perspectives
- ⊗ An international network of professionals in the fields of reading and dyslexia
- ⊗ Support and resources for individuals with reading difficulties
- ⊗ Automatic affiliation with RIBIDA

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Middlebridge School

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The Dunn Institute

a world of difference

The Dunn Institute is a non-profit organization providing direct support for students with learning differences, disseminating proven teaching practices, increasing community awareness, serving as a local resource for information and assisting schools in creating effective models for teaching students with diverse learning styles. Every year, Dunn has worked with over 1,200 educators and 200 students in the region.

New School Consulting Services

- ❖ Comprehensive Literacy Assessment Frameworks
- ❖ Tailored, Tiered Curricular Models
- ❖ Effective Literacy Leadership Practices
- ❖ Interventions for Struggling Readers & Writers
- ❖ Research-based, Comprehensive K – 12 Literacy Plans

Fall Professional Development

- ❖ **Project Read Phonics:** September 22 - 24
- ❖ **Orton-Gillingham Associate Level Course:** October 26 – 30, 2009

After School Tutors Wanted

The Dunn Institute is looking for After School Math and Literacy Tutors. Preference given to candidates with SPED or Reading Specialist certification, and training in multi-sensory instructional approaches. Interested educators should email a cover letter and resume to Pat Lisi at pidalisi@yahoo.com.

www.dunninstitute.org

The Hasbro Center for Teaching Excellence

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16 Borinquen Street

Providence, RI 02905

Register Online at

www.dunninstitute.org
(Registration)

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From ABC to ADHD:

*Making it Work in the Classroom,
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Dr. Tridas is the author of *From ABC to ADHD: What Parents Should Know about Dyslexia and Attention Problems*. A developmental and behavioral pediatrician, Dr. Tridas is the Medical Director of the Tridas Center for Child Development, a Clinical Assistant Professor in Family Practice at the University Of South Florida School Of Medicine, and serves on the Executive Board of the International Dyslexia Association. Dr. Tridas is also the State Medical Director for Pediatric Health Choice-Prescribed Pediatric Extended Care Facilities.

In his keynote, Dr. Tridas will provide a review of the factors that combine to cause impairment in children with learning, reading, and attention problems and the different multidisciplinary intervention strategies that can help improve their quality of life.