



HIGHLANDER
DUNN INSTITUTE
Leveling The Field For All Learners

&

The Rhode Island Branch of



presents

2011 Learning Differences Awareness Conference



Dr. Jack Fletcher

Jack Fletcher, Ph.D.

Why RTI?

*Enhancing Academic Outcomes
for all Students*

**Saturday, October 1,
8:00 a.m. – 3:00 p.m.**

URI Providence Campus 80 Washington Street, Providence

8:00 – 8:30	Registration, coffee, information tables
8:30	Welcome Presentation of the IDA Leadership in Literacy Award
8:45	Forum address by Jack Fletcher, Ph.D.
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. Learning Disabilities: From Identification to Intervention

Jack Fletcher, The University of Houston

Learning disabilities can be represented as a hypothetical classification based on 6 subgroups: word reading (dyslexia), reading fluency, reading comprehension, math calculations (dyscalculia), math problem solving, and written expression. This presentation addresses identification of each subgroup, their cognitive correlates, some of the neurobiological correlates (when known), and intervention as part of a comprehensive framework for conceptualizing and treating learning disabilities.

✓ For All Audiences

2. Understanding the Reading Brain I: Diagnostic Tools & Effective Strategies

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. In Their Own Words: Students With Learning Differences

Jon Green and David Ahlborn, The Hamilton School & The Wheeler School

This interactive workshop will focus on a panel of 4-6 middle & high school students with learning differences (dyslexia, ADHD, executive functioning, and written output issues). Chosen based on their successful adaptation to the demands of school, panelists will discuss their learning styles, teaching techniques that have helped them (or not), how they function independently, effective strategies in the areas of study skills, assistive technology -- and other accommodations & interventions that support their success. Barriers to learning will be explored, but the discussion will center on strategies for success in regular classroom settings.

✓ For All groups interested in teaching students about self-advocacy

4. Leadership Routines that Support Sustainable Literacy Change

Darci Burns, HILL for Literacy, Inc. (HILL)

Key data-driven leadership routines make the difference in developing targeted and successful tiers of instruction for diverse students. Leaders must provide resources for technical assistance, but also must “reculture” a school – change beliefs and deeply embed practices – in order to turnaround their schools. Proven leadership routines and protocols will be shared around the use of assessments to inform a multi-tiered service delivery model for literacy instruction, scheduling and planning interventions, strategies for grouping students, managing data meetings, and leadership routines that have substantial impact on changing student learning.

✓ For Elementary Administrators and Literacy Coaches

5. Multisensory Comprehension Strategies: Project Read Story Form

Nancy Raskind, Project Read Facilitator

This workshop will examine multisensory strategies for teaching narrative comprehension through direct concept instruction. Participants will analyze the underlying structure of narrative writing and discuss a sequential, dependent order of concepts and skills. Eight story genres will be introduced through a process that enables students to interact with a story as active, purposeful, thoughtful readers.

✓ For K-4 Teachers, Specialists, Administrators

6. No-Fail, Multisensory Phonics/Reading/Spelling Strategies to Use Tomorrow

Jane Lydman Emsbo, Educational Consultant

Participants will take part in a hands-on demonstration of a 30-minute phonics lesson inspired by the Orton-Gillingham approach and validated by reading research. Five classic, no-fail, multisensory strategies will be practiced. The easy-to-use and flexible strategies support all students but are critical for those with language-based learning differences. Content can be used for individuals, small groups, staff development, teacher training and regular classrooms. Material from Phonics In A box will be used in the presentation.

✓ For K - 4 Teachers; K - 12 SPED & ESL Teachers; Tutors

7. Struggling Readers and the Law: What Every Parent Should Know

Jon Anderson, Esq - Edwards, Angell, Palmer, Dodge

Federal and State laws have been enacted to ensure that struggling readers are provided with resources and services that will enable them to reach their full potential; parents should be fully aware of these legal structures. This workshop will examine the legal implications of the RI Personal Literacy Plan (PLP) law and the Federal Individuals with Disabilities Act (IDEA) to provide participants with a clear understanding of protocols, procedures, reporting requirements, and the role of Special Education for students who are below grade level in their reading development. This information can help parents understand how they can successfully work with educators to support the needs of their children.

✓ For All Audiences

8. Using iPads to Develop Early Reading Skills

Michael Smith, CBS Therapy

This workshop will explore the use of iPads to develop phonemic awareness – the skills of hearing, identifying and manipulating sounds within words. This foundational reading skill is essential for reading success and is a critical part of early reading instruction. Participants will be introduced to the iPad as an instructional medium, and explore the potential of this technology tool to deliver a phonemic awareness program designed by a speech and language pathologist. Issues of student engagement, differentiation, flexibility and assessment will be discussed. Participants will also investigate related apps that are found in the App Marketplace.

✓ For All Audiences

9. Professional Learning Communities: Shifting Culture to Embrace Change

Jessica Robins Miller, Anna Johnson, & Jennifer Martinous, The Wolf School

Schools are being challenged to make dramatic changes in instructional practices to meet all student needs in the 21st century. All learners within general and special education settings must acquire essential skills in order to reach their potential and become active, responsible citizens. This workshop will examine Professional Learning Communities as a critical part of school reform. Presenters will share lessons learned from a two-year training project that is based on embedded professional development - including student and teacher outcomes around student achievement, faculty satisfaction, personal and professional growth and staff retention.

✓ For Teachers, Administrators, Coaches

10. Application of Stern Structural Arithmetic for LBLD Students

Olympia T. Shields & Sarah Wilkins, The Carroll School

This workshop includes demonstrations of materials and activities -- including games and hands on practice -- for the four basic operations of mathematics.

Through use of the Stern Structural Arithmetic program, a renowned standard for effective mathematics instruction, teachers will be equipped with a multisensory, structured, systematic and thorough program that gives children a strong foundation for attaining higher level skills. This approach encourages children at the beginning stages of math education to discover mathematical concepts with manipulatives, develop computational facility, and enhance problem solving abilities.

✓ For Parents, Teachers (Pre-K-5), Administrators, Coaches, Tutors

11. Adolescent Literacy: Research to Practice

Elissa Arndt, Keys to Literacy

The recent report from Carnegie Corporation's "Time to Act" points out that "good early instruction does not inoculate students against struggle or failure later on." Fortunately there has been growing recognition that literacy planning must focus on upper grades. This workshop will define adolescent literacy, review the status of American adolescents' literacy skills, and review the most recent research about how to improve literacy achievement for students in grades 4-12. Up-to-date resources will be identified, including essential reports, practice guides, and websites.

✓ For All Audiences

12. The Nuts and Bolts of Response to Intervention (RtI)

Sally Grimes, Grimes Reading Institute

Response to Intervention (RtI) is a school-wide framework for improving student achievement by directly linking early screening and ongoing assessment to instructional decision-making. This workshop will provide an overview of RtI and its implications for providing reading instruction that is jointly planned and monitored by general education and special education administrators and staff taking "collective responsibility" for all students.

✓ For K-4 Teachers, Administrators and Specialists



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is a non-profit community of educators and professionals working to improve the academic proficiency of students who struggle with learning. Our methods are based in the latest research and best practices from universities and research centers. Dunn signature initiatives include supplementary tutoring for students, literacy, math & technology reform models for schools, RTI support, Data Coaching, literacy intervention coursework, and family support & advocacy.



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Workshop Session II: 1:30 – 3:00pm

13. Common Core Standards: A Gap Analysis

Dawn August, Highlander Dunn Institute; Kristen Matthes, Barrington Schools

Teachers are juggling local curriculum, state GLEs as well as the new national common core standards. Combining all these components to ensure a concise, meaningful, and compelling curriculum is essential. Successful alignment of instruction must begin with teachers developing a clear and consistent understanding of what it is students are expected to learn and sound assessments to determine the effectiveness of instruction. Plan ahead to ensure a seamless transition from current state standards to the new national common core standards in the areas of literacy & math. This workshop is designed to prepare teachers and administrators to smoothly accomplish this transition.

✓ For K – 12 Teachers, Coaches, Interventionists and Administrators

14. Early Reading Difficulties: How to Identify, Intervene and Interweave RTI

Terry Harrison-Goldman, Neuropsychological & Educational Services

It is well appreciated that literacy skills form long before children enter kindergarten. While it is also not uncommon for students to experience some difficulties with learning and behavior from time to time, a consistent unevenness in the mastery of skills, even with children as young as 4 and 5, may indicate a cause for concern. This workshop will focus on the foundational skills for literacy development: phonological awareness, oral language and alphabet knowledge and the development of effective interventions to teach these skills to PreK - K children. A brief review of evaluative tools and the role of RTI will also be discussed.

✓ For Pre-K, Kindergarten and Early Elementary Teachers and Administrators

15. Executive Function Dysfunction

Anjali Palav, Memorial Hospital of RI

This workshop will review how the various aspects of executive functioning - working memory, processing speed, prioritization, planning, organization, and time management - affect reading comprehension, written expression, mathematics, and overall academic performance. Strategies for accommodations and interventions for executive dysfunction will be discussed.

✓ For All Audiences

16. Reinforcing Reading and Spelling Concepts through Games

Lisa Brooks, Commonwealth Learning Center

This hands-on seminar explores ideas and strategies for reinforcing language concepts in a motivating format. Participants will learn to create and play multisensory games and activities in order to practice sound discrimination, decoding, syllable types, and spelling concepts. Handouts and game templates will be provided.

✓ For Elementary Teachers, Parents, Language Specialists, Tutors

17. Improving Fluency in Struggling and Developing Readers

Susan Orcutt, Read Naturally Consultant

This workshop examines the role of fluency in building foundational reading skills for students. Participants will learn how to identify struggling and developing readers, individualize a fluency program for them, and assess the impact of instruction over time. Strategies such as teacher modeling, repeated reading and progress monitoring will be demonstrated for participants to use in their classrooms with any reading programs or materials. The Read Naturally program will also be introduced and offer context for how fluency instruction can be effectively delivered to address specific student needs across instructional tiers.

✓ For K – 12 Teachers, Coaches, Interventionists and Administrators

18. Unpacking a Comprehensive Educational Evaluation

Andrea Winokur Kotula, Educational Consultant

It can be difficult to obtain a comprehensive educational evaluation and daunting to interpret the report. This session will discuss what an evaluator needs to do before, during, and after testing; necessary components to provide a full picture of a student; and examples of a test battery. We will interpret different components of the evaluation in isolation and as a part of sample profiles to understand what individual test scores mean and how the various components interact with each other. Finally, we will explore classroom recommendations and accommodations based on student strengths and needs.

✓ For Grade 1-12 Educators, Interventionists, Specialists, Coaches, & Administrators

19. The Key Comprehension Routine: Primary Grades

Elissa Arndt, Keys to Literacy

Research strongly supports direct & explicit instruction in comprehension strategies that are modeled and practiced with students in grades 1-3. This session reviews a routine for teaching comprehension strategies that uses existing literacy and content materials and integrates spoken language, reading, and writing skills. The workshop examines categorizing, identifying main ideas, top-down topic webs, two-column notes, generating and answering questions (using Bloom's Taxonomy), and creating oral and written summaries.

✓ For Elementary Teachers, Administrators, Coaches and Tutors

20. Fostering Success: Integrating Language Based Learning Goals into Curriculum

M Rogers, R Granoff, R Wheatley, M O'Hara, The Hamilton School at Wheeler

How can a classroom teacher and a Speech Language Therapist collaborate to enhance learning for students with language-based learning differences? This workshop offers an effective, sequential and practical model for integrating specific language goals into the classroom. Explore how to weave skills into active learning exercises and classroom projects, provide ongoing practice, and develop auditory perceptual and memory abilities. Specific strategies for language organization and thinking skills are coupled with semantic development and appropriate for grades 1 - 5. This model is especially helpful for children who need executive functioning support in oral communication and written expression.

✓ For Elementary Administrators, Teachers and Coaches

21. Understanding the Reading Brain II: Neuroscience & Early Intervention

Nadine Gaab, Children's Hospital of Boston

This workshop will begin with an overview of the most recent cognitive neuroscience research in the field of reading development, and the methods currently being used to study the reading brain. Participants will learn how brain imaging is being used to better understand physiological predictors of atypical reading development (such as dyslexia), and how neuroimaging is supporting innovative research on identifying the early markers of dyslexia, evaluating the impact of various intervention methods, and uncovering dyslexia predictors in infants and young children.

✓ For All Audiences

22. Adopting a Core Program: A District-Wide Curriculum Model

Lisa Digiovanni, Cumberland Public Schools

The adoption of a comprehensive core literacy program system-wide can be a challenging task. When the Cumberland Schools began the curriculum selection process in the winter of 2010, no one anticipated the size of the task: the challenges to teachers' beliefs and practices, the amount of training necessary, and the sheer

amount of learning required on the part of principals, reading coaches and teachers! After the first year of implementing Reading Street, join us as we share challenges, lessons learned, and powerful and positive student outcomes.

✓ For Elementary Administrators, Teachers and Coaches

23. Demystifying Touch Technology in the Classroom

Shawn Rubin, Highlander Dunn Institute

Current technology is transforming education. iPads, Smartphones and SMART Boards are revolutionizing the way teachers deliver content, differentiate instruction and challenge students at their exact learning levels. Whether you are a rookie or an iPad expert, this workshop will help you take the plunge toward fully integrating touch technology in your classroom. We will discuss how to take calculated risks with hardware and software, examine troubleshooting tools & techniques, and share resources to get you started (web, iTunes, Android Market). There will be plenty of time to experiment with touch-technology. Play with an iPad. Design a Smartboard lesson. Conduct an assessment on a Smartphone. Let the transformation begin.

✓ For All Audiences

24. Project Read Phonics

Lisa Rogers, Project Read Facilitator

This workshop presents an overview of Project Read Phonics, a curriculum built on direct concept teaching, multisensory processing, systematic instruction, and higher level thinking skills. Phonics offers a decoding and encoding scope and sequence that progresses from the simplest to the most complex concepts. Instructional highlights include phonemic awareness, letter formation, sound/symbol recognition, vocabulary building, syllabication, sentence dictation, and text reading. Through active participation, participants will experience instruction that engages and dignifies the learner who struggles with language.

✓ For K – 4 Educators, Specialists, Administrators

25. Practical Tools and Strategies for Implementation of Universal Design for Learning (UDL)

Elizabeth M. Dalton, The Sherlock Center for Disabilities

Universal Design for Learning is an educational concept with the potential to effectively address widely varying student needs in the general classroom setting. Core principles include providing students with multiple options around presentation of learning content, expression of knowledge, and engagement in the learning environment. After brief review of UDL basics, this interactive presentation will use classroom videos and discussion to focus on implementation -- addressing tools and knowledge necessary for effective implementation of UDL in classrooms.

✓ For All Audiences

Grateful Thanks to our 2011 Conference Sponsor



About the Presenters

David Ahlborn, Hamilton School at Wheeler. David directs the Hamilton Alumni Support Program at the Wheeler School. He helps motivated students with learning differences to negotiate Wheeler's rigorous, competitive college preparatory academic environment with a comprehensive plan of advising, advocacy, and academic support. As part of the program, he teaches 9th grade history and English. He is a current member of the Rhode Island Board of the International Dyslexia Association.

Dawn E. August, Literacy Facilitator, the Highlander-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, District Literacy Coordinator and RIDE Fellow.

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

Elissa Arndt, Ph.D., CCC-SLP, Director of Literacy Planning, Keys to Literacy. Elissa is a speech-language pathologist and reading specialist with experience providing instruction and intervention in language and literacy to individuals in both school and hospital settings. From 2005-2010, Elissa worked as a curriculum and intervention specialist at the Florida Center for Reading Research at Florida State University.

Lisa Brooks, Director of Training, Commonwealth Learning Center. Lisa trains and observes teachers in Lindamood®, the Orton-Gillingham approach, and presents on topics related to special education and assessment throughout New England. In addition to teaching courses for Commonwealth Learning Center, she teaches graduate courses at Simmons College in Boston.

Elizabeth Dalton, PhD, Assistant Professor of Special Education, Rhode Island College; Coordinator of Universal Design for Learning and Assistive Technology, Paul V. Sherlock Center on Disabilities. A former teacher and counselor, Betsy currently presents internationally on effective strategies for teacher preparation, with emphasis on UDL.

Darci Burns, PhD, Executive Director, HILL for Literacy. Darci consults with national, state and local agencies on effective reading instruction, leadership routines and assessment. In addition, Dr. Burns recently finished her doctoral degree in Special Education at the University of Oregon with a specialization in English-language learners, instructional design and research methodology. She is the author of the Intergenerational Literacy Tutoring Program (ILTP) manual and co-author of Leading Literacy Change.

Lisa Digiovanni, MA, Literacy Coordinator, Cumberland Public Schools. A graduate of Rhode Island College, where she received her Master's Degree in literacy, Lisa served as a reading teacher in Cumberland for ten years before taking on the leadership of the Cumberland Literacy initiative.

Jane Lydman Emsbo, LDTC; FAOG (Learning Disability Teacher/Consultant; Fellow Academy of Orton Gilligham) Classroom Teacher, American Montessori Certification, Private Psychoeducational Evaluator/Therapist; Founder of Orton Discovery Program; Teacher Trainer; Author of Phonics In A Box

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.

Nadine Gaab, PhD. Assistant Professor of Pediatrics, Children's Hospital Boston/Harvard Medical School Dr. Gaab conducts research within the Laboratories of Cognitive Neuroscience that focuses on the brain correlates of reading development in typical and atypical children as well as possible pre-markers of developmental dyslexia. Dr. Gaab collaborates with numerous universities and researchers, and assigns major significance to the clinical translation of her research as well as community outreach.

Sally Grimes, Ed.M. Founding Director, the Grimes Reading Institute. Sally provides consultation and professional development in Literacy. She assisted the MA DESE in designing and delivering professional development for the Bay State Readers and Reading First Grants and has taught at levels ranging from Pre-K to Graduate School. Her career of 35+ years includes clinical evaluations and vast expertise in learning disabilities.

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.

Jon Green, Ed.M. Director, The Hamilton School at Wheeler. Jon has led the Hamilton School in Providence for the past 18 years. Hamilton is an innovative school within a school for children in grades 1-8 who have been diagnosed with dyslexia and other language-based learning differences. Jon serves on the Board of The International Dyslexia Association and the Rhode Branch of IDA. He was also one of the founders of the Highlander Dunn Institute.

Anna Johnson, MAT, MA, Director of Education, The Wolf School. A veteran educator with classroom and leadership experience, Anna mentors teachers, oversees scheduling and staffing, develops curriculum and assists in providing day-to-day management of the school. Anna has presented workshops on topics related to professional learning communities, learning differences, classroom strategies, and early identification of learning differences.

Andrea Winokur Kotula, Ed.D. Research Scientist, Education Development Center, Inc. (EDC); Educational Consultant: At EDC, Andrea is the principal investigator of a federally-funded four-year research study. In addition, she maintains a private practice as an educational consultant to schools, hospitals, advocates, attorneys, and families, conducting comprehensive evaluations and advising on appropriate instructional interventions and accommodations.

Jennifer Martinous, ORT, Director of Therapy, the Wolf School. Jennifer is an occupational therapist with over 15 years of pediatric experience in schools, rehabilitative and private practice settings. Jennifer is certified in Sensory Integration & Praxis Test/SIPT and Therapeutic Listening. She has worked extensively with children with sensory processing disorders and developed classroom-based strategies to address learning challenges.

Kristen Matthes. Barrington Public Schools. 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.

Jessica Robins Miller, MSW. Head of School, The Wolf School. Jessica has over 30 years' experience in education, health care and human services. Throughout her career she has focused on children with special needs and their families. Her work includes leadership, management, clinical, research, consultation and program development. She has published and presented nationally in the area of adjustment to disability and family stress. She has also served on local and national committees, task forces and Boards.

Megan O'Hara, MAT, The Hamilton School at Wheeler. Megan is a graduate of the Brown MAT program, Megan has been a 4th grade teacher at the Hamilton School at Wheeler for 9 years. Trained in Orton Gillingham, Project Read, SMART board™ and Linda Mood Bell's Visualizing and Verbalizing, Megan brings a multi-sensory approach to her classroom each day.

Susan Orcutt. Educational Consultant, Read Naturally. A retired teacher, Susan has over 30 years of teaching experience and 12 years of experience as a reading specialist. Realizing the power of fluency in her teaching career, Susan advocates for fluency through workshops and presentations.

Anjali Palav, PhD. Clinical Neuropsychologist, Neurodevelopmental Center of Memorial Hospital of RI. Anjali conducts neuropsychological evaluations for children with a wide variety of attention and learning difficulties.

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. Since 2004 Nancy has taught graduate courses at Simmons College School of Education

Maura Rogers, Third Grade Teacher, Hamilton School at Wheeler. Maura is a graduate of Boston College School of Education with Elementary and Special Ed degrees. Maura taught fifth grade for nine years in the Wheeler Lower School. When she moved over to Hamilton she was a resource teacher in Lower and Middle Schools before returning to the classroom.

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. Lisa oversees Project Read district programs, curriculum implementation, and product development. Lisa holds a BA in Linguistics and English from the University of Minnesota.

Shawn Rubin, Technology Facilitator, Highlander Dunn Institute. A founding faculty member of the Highlander Charter School with 10 years of classroom experience, Shawn has developed a multi-sensory, ELL-centered, K program that relies heavily on the integration of touch technology. Currently, Shawn supports schools and districts in integrating touch technology while developing new educational apps.

Olympia Shields, M.Ed. A graduate of Vanderbilt University's Peabody School of Education, and Boston University's Master's Program, Olympia teaches math at the Carroll School, a school for students diagnosed with specific learning disabilities in reading and writing, such as dyslexia. In addition to teaching and tutoring, Olympia presents workshops, conducts teacher training in the Stern Structural Arithmetic math program, and is an integral contributor to the Carroll Math Summer Seminar.

Michael Smith MS, CCC-SLP. Regional Clinical Director, CBS Therapy. Michael has worked in a variety of settings from acute care to schools (K-12) and early intervention programs providing bilingual speech and language pathology evaluations and treatments. He has designed, implemented, and supervised bilingual curricula and is a frequent presenter on bilingual language development. Currently, Michael is collaborating on a listening awareness program designed for both bilingual and monolingual students.

Richard Solomon, PhD. Clinical and School Psychologist, Co-Director of Delta Consultants, Inc. Rick directs a multi-disciplinary practice, works extensively with children, adolescents and families and completes neuropsychological assessments. He also teaches in the Psychology Department at the University of Rhode Island and supervises interns in the graduate training program.

Rita Wheatley has a BA from Boston University in Elementary Education. She has been teaching at the Wheeler School for fifteen years, the last three of those years in the second grade at the Hamilton School at Wheeler. She has training in Montessori Education, Project Read, Orton-Gillingham, and Visualizing/Verbalizing which are incorporated into her multi-sensory approach to education.

Sarah F. Wilkins. Director of Beginning Reader Program, The Carroll School. In her various roles as classroom teacher, Orton-Gillingham tutor, Learning Skills Specialist, Master Teacher, and Guest Lecturer, Sarah has developed, implemented and reported on instruction that supports struggling learners in math and literacy.

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

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Venue:

URI Feinstein Providence Campus
 80 Washington Street
 Providence, RI 02903

Directions

URI Feinstein Providence Campus is located in the Shepard Building between Washington and Westminster Streets.

Driving North on I-95: Take Exit 22A, proceed to light and turn right onto Francis Street. Take another right onto West Exchange Street. Continue onto Dorrance Street (towards Kennedy Plaza), take a right on Washington Street. Continue for 2 blocks – the Shepard Building will be on your left.

Driving South on I-95: Take Exit 22A, proceed forward from light onto Memorial Drive and take first right onto Exchange Street. Take another right onto Exchange Terrace, follow Exchange Terrace onto West Exchange Street. Follow directions above.

Parking

Parking options include the RI Convention Center, the Providence Place Mall, or along Washington St.

Workshop Assignments

Workshop assignments will be made on a first come, first served basis. Please select both a 1st and 2nd choice on your registration form. Final workshop assignments will be disseminated to participants at the conference registration table on October 1. Workshops with less than 10 participants may be cancelled. 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 Sept 12. Participants may register on the morning of the conference if space is available. Pre-registered participants will receive confirmation through email. Conference updates and reminders will be provided through email only. Registration forms can be downloaded from our website: www.highlanderdunn.org.

For more information

Contact: Deb Arnold

831-7323

darnold@highlandercharter.org

REGISTRATION FORM Learning Differences Awareness Conference – October 1, 2011

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I am attending as a

Parent Teacher Tutor

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REGISTRATION FEES:

Early Registration Discounts

(must be received by September 12, 2011)

- Early Registration \$75
- RIBIDA Member \$60
- Team Registration \$50 (4+ from same school)
- Parent Registration \$40
- Full Time Student Registration \$40
- \$100 (All Registrations received after 9/12/11)

The option of a box lunch is included:

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

Workshop Selection: (write in selected number)

Session I (1- 12)

1st Choice ____ 2nd Choice ____

Session II (13-25)

1st Choice ____ 2nd Choice ____

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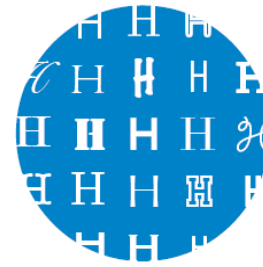


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2011 Learning Differences Awareness Conference
Saturday, October 1

Featuring Jack Fletcher, Ph.D.

Jack Fletcher, PhD is the Hugh Roy and Lillie Cranz Cullen Distinguished Professor of Psychology at the University of Houston. For the past 30 years, Dr. Fletcher, a child neuropsychologist, has conducted research on children with learning and attention disorders, and brain injury. Dr. Fletcher directs a Learning Disability Research Center grant involving neurobiological factors and learning in spina bifida, both funded by the National Institute of Child Health and Human Development. He served on the NICHD National Advisory Council, the Rand Reading Study Group, the National Research Council Committee on Scientific Principles in Education Research, and the President's Commission on Excellence in Special Education. Dr. Fletcher received the Samuel T. Orton award from the International Dyslexia Association in 2003 and was a co-recipient of the Albert J. Harris award from the International Reading Association in 2006.

In his keynote presentation, Dr. Fletcher will address the implementation of Response to Intervention (RTI) models in elementary and secondary schools to achieve two main goals: (1) Improve academic and behavioral outcomes for **all** students and (2) Support the identification of learning disabilities.

Critical components (and examples) of effective RTI models will be reviewed, including aligning service delivery between general education, special education & entitlement programs; screening and progress monitoring; integrating evidence-based interventions; coordinating multi-tiered instruction; and complying with IDEA regulations. The presentation will conclude with an overview of the series of decisions necessary to effectively implement RTI models.