



**The International Dyslexia Association
Southwest Branch
presents:**

***Dyslexia Southwest Virtual 2021:
An “On Demand” Symposium***

**LIVE Kickoff & Annual Meeting
Friday, January 29th, 2021
6:30-8:00 p.m.**

Viewing access for pre-recorded sessions will be available beginning
January 29th through February 28th.

Earn up to 10 CEUs for \$99

CEUs will be available for CALTs and SLPs.

A link to a downloadable Certificate of Attendance
will be available immediately after completion of a survey following each individual session.

Dyslexia Southwest 2021: Sessions

Teaching Reading IS Rocket Science: What Expert Teachers of Reading Know and Do

Presented by Louisa Moats, Ed.D.:

In reference to the revised and updated “Rocket Science” paper, Dr. Moats will provide an overview of important findings from reading research that should underlie instructional practices. She will contrast these practices with widely used practices that are not supported by research and that need to change if we are serious about preventing reading failure in vulnerable children.

Language Instruction is the Heart of Structured Literacy

Presented by Louisa Moats, Ed.D.:

Reading and spelling development depend on language processing, not on visual-spatial skills or visual memorization abilities. This fundamental fact is widely misunderstood and is at the root of many ineffective teaching practices. We will survey what structured language teaching looks like at the levels of phonology, orthography, morphology, syntax, and semantics.

Discovering the Science of Reading

Presented by Emily Hanford, B.A.:

Journalist Emily Hanford sent shockwaves around the globe when her 2018 podcast and article *Hard Words: Why Aren't Kids Being Taught to Read?* brought mainstream media attention to the importance of teacher knowledge about the science of reading. In this presentation, Emily will tell the story of how she became interested in how children learn to read and what she has learned along the way about why reading instruction does not typically align with scientific evidence and how this hurts children, especially low-income kids and kids with dyslexia.

The Simple View of Reading: Important Research for Educators

Presented by Linda Farrell M. Ed:

Why does research-based reading intervention often yield poor results in spite of excellent instruction? The Simple View of Reading is a formula most researchers understand as critically important, yet many reading teachers do not understand the research and its importance for effectively identifying and remediating weaknesses that impede reading comprehension. This session explains the Simple View of Reading in terms that all teachers can understand. Simple case studies show how to apply this research in the classroom. After this session, you will be able to explain why anyone involved in teaching reading or assessing reading difficulties must use the Simple View of Reading as a framework for guiding assessment and instruction.

Using Decodable and Leveled Readers Appropriately

Presented by Michael Hunter, M.Ed:

Many teachers use both leveled and decodable readers for beginning reading instruction. This session includes a quick review of the differences between decodable books and leveled readers. It explains

how the two types of readers are based on different instructional philosophies, sometimes at cross-purposes. Learn the specific differences between the two types of readers and how to use each effectively with beginning readers. Examples of leveled readers and decodable readers are examined and compared. Finally, learn how to use each type of reader so beginning readers develop accurate, fluent decoding while building vocabulary and background knowledge necessary for reading comprehension.

How and When To Use Decodable Readers for Maximum Effectiveness

Presented by Michael Hunter, M.Ed:

Teachers often ask us how to include decodable readers during phonics instruction. This session answers that question. Teachers will learn how decodable texts are critical for beginning phonics instruction, when to start using decodable text, when it is appropriate to move away from decodable text, and how to track students' progress with decodable texts. Teachers will also learn the importance of using decodable text to practice a new advanced phonics pattern when it is taught, even though students are capable of reading grade level text independently. There is a brief discussion of the difference between decodable and leveled texts.

Why Johnny Can't do Math- and What to do About it

Presented by Christopher Woodin, Ed.M:

A student with specific learning disabilities who is confused by typical arithmetic instruction can excel when instructed using methodologies that are tailored to address their primary areas of weakness. Dyscalculic deficits in quantity representation are developed by establishing a robust understanding of visual patterns of quantities so that their values may be compared in a relational context. Math disabilities resulting from general cognitive deficits in language processing, executive functioning or memory systems can be addressed using whole-to-part, multimodal therapies that show the big picture first, and structures how the parts are connected to the whole. Students develop language skills necessary to describe math concepts and relationships as they perceive and process them. Simply put, students take familiar patterns apart, then reassemble them while describing the process. Various games and activities involving both fine and gross motor skills will be demonstrated, and supported with free online materials.

Drive Math Reasoning from Whole-to-Part

Presented by Christopher Woodin, Ed.M:

A student who is confused by typical math instruction can excel when instructed in a way that always shows the big picture first, uses visual-spatial images, and directly examines how the parts are connected to the whole. This program is quite different from how most of us were taught math, and it is different from most modern curriculum approaches as well. A variety of whole-to-part graphic organizers will be presented that model whole number and fraction concepts and procedures, word problems, and equations. The methodology to be presented enables such comparison by limiting demands on language processing, working memory, and executive function skills. Various games and activities involving both fine and gross motor skills will be demonstrated, and supported with free online materials.

The Intersectionality of Reading Challenges and Social-emotional Health and Well Being

Presented by Brandi B. Kenner, Ph.D.

While a great deal of necessary attention has been placed on the science of reading development and associated interventions for those who experience language-based learning challenges, conversations about the ways in which social-emotional well-being impacts children's reading acquisition and overall learning are less common-place. Children's brains must be in a learning activation state to effectively engage in the learning process and benefit from the science of reading instruction. This presentation speaks to the intersectionality of social-emotional health and well being, and reading development and intervention. Recommendations for fostering and implementing learning environments and practices that activate the "learning brain" and dismantle the "survival brain", within the context of language and literacy interventions, are explored.

Apps and Websites to Support Literacy and Math Skills

Presented by Dr. Elaine Cheesman

This session provides an in-depth look at some of the best and most affordable apps and websites to support literacy and math skills. The session will include technology to support instruction in phonemic awareness, decoding and spelling one-syllable and multi-syllable words, morphology and vocabulary, content background information, typing skills, math computation fluency and math vocabulary.



You can join the International Dyslexia Association now!

<https://dyslexiaida.org/membership-account/membership-levels/>

The International Dyslexia Association® (IDA) is an international organization that concerns itself with the complex issue of dyslexia. IDA membership consists of a variety of professionals in partnership with individuals with dyslexia and their families. They actively promote effective teaching approaches and intervention strategies for the educational management of dyslexia. The organization and its branches do not recommend or endorse any specific speaker, school, instructional program or remedial method.

The Southwest Branch of The International Dyslexia Association® is a non-profit organization whose mission is to provide information to the public regarding dyslexia and to support the rights of people with dyslexia so that they may receive appropriate education and lead fulfilling lives. The branch disseminates information, publishes a newsletter, provides referral services, and offers workshops, professional trainings, and conferences. The Branch's geographical area covers all of New Mexico and the El Paso, Texas area.

Meet our Dyslexia Southwest 2021 Speakers



Louisa Moats, Ed.D., has been a teacher, psychologist, researcher, graduate school faculty member, and author of many influential scientific journal articles, books, and policy papers on the topics of reading, spelling, language, and teacher preparation. She served as a board member and officer of the International Dyslexia Association for many years. As such, she led the committee that developed IDA's *Knowledge and Practice Standards for Teachers of Reading* and has written many articles for IDA's publications. Her text, *Speech to Print*, is in its third edition, and her professional development program, LETRS, is used nationally and internationally to help teachers learn about the science of effective literacy instruction.



Emily Hanford is a senior correspondent and producer for APM Reports, the documentary and investigative journalism group at American Public Media. She's been covering education for more than a decade. Her work has appeared on NPR and in *The New York Times*, *Washington Monthly*, *Los Angeles Times* and other publications. For the past several years, Emily has spent the majority of her time reporting on early reading instruction. Her 2018 podcast and article "Hard Words: Why aren't kids being taught to read?" won a public service award from the Education Writers Association. You can find all of her reporting on reading at apmreports.org/reading.



Linda Farrell is a founding partner at Readsters, located in Alexandria, VA. She has the career of her dreams, which is helping children, adolescents, and adults learn to read. Linda works nationally in schools helping districts select and implement instruction that ensures all students learn to read. The process always starts with using the right data to select appropriate instruction even before training teachers to deliver effective instruction. Linda's favorite work is modeling in the classroom and coaching teachers. Linda also presents workshops all over the country about effective instruction for beginning and struggling readers. She's written assessments and curriculum with her business partner, Michael Hunter. In the last five years, Linda has worked on two projects in Africa helping children learn to read in languages she doesn't even speak!



Michael Hunter, M.Ed., is a founding partner of Readsters. Michael found his passion for teaching struggling readers as a volunteer teaching adult nonreaders. He is now dedicated to helping teachers teach all students to read. Michael has co-authored instructional materials with his business partner, Linda Farrell. Michael presents workshops and advises schools nationally. His work with schools includes coaching and modeling in the classroom. This work with students and teachers keeps Michael's skills fresh. This work also continues to inform the creation of additional teaching materials for beginning readers and struggling readers of all ages. Michael's work at Readsters has even taken him to Africa to consult on early reading instruction.



Christopher Woodin, Ed.M., is a specialist in the fields of mathematics and learning disabilities. He has been with Landmark School since 1986 where he holds the Ammerman Chair of Mathematics and is the Math Department Head. He is a graduate of Middlebury College and the Harvard Graduate School of Education. Chris has published several articles, including a recent one through the Yale Center for Dyslexia and Creativity and is the author and director of WoodinMath.com. His latest book is entitled Multiplication and Division Facts for the Whole-to-Part Visual Learner, and he is currently developing a computer-based numeracy program with Nessy Learning in the UK. Chris was the 1997 Massachusetts Learning Disabilities Association (LDA) Samuel Kirk Educator of the Year, and he served on the Massachusetts Department of Education's Mathematics 2011 Curriculum Frameworks Panel. He presents internationally on topics involving multimodal math instruction and learning disabilities.



Brandi B. Kenner, Ph.D. is the founder and CEO of [Choice-filled Lives Network](#), a social change capacity building organization.

Dr. Kenner holds expertise in cognitive development broadly, language and literacy acquisition, the intersection of social-emotional learning and literacy, organizational development, program evaluation, and experimental research and methodology. She has founded several schools and other educational programs, and provides consultation in many areas to start-ups, social enterprises and non-profits with social change-driven missions.

Dr. Kenner holds a Ph.D. in Psychology: Cognition & Development from Emory University, a Master of Education in Behavior and Learning Disabilities (with a focus in reading disabilities) from Georgia State University, and a Bachelor's degree with foci in Elementary Education and Sociology from the University of Michigan, Ann Arbor. She has dedicated her career to obliterating the many opportunity gaps that exist in our country. Dr. Kenner has a large blended family that includes 3 children and 3 additional bonus children. They each inspire, and simultaneously are, her life's work each day.



Dr. Elaine Cheesman is an Associate Professor Emerita at the University of Colorado in Colorado Springs. She specializes in teacher-preparation in scientifically based reading instruction and the use of technology in literacy education. Her articles have been published in academic journals and several book chapters, including the lead author of the “Technology Recommendations” chapter in *Woodcock Johnson IV: Recommendations and Strategies* (Mather and Jaffe, 2015), *Multisensory Teaching of Basic Language Skills* by Judith Birsh, *Literacy Foundation for English Learners: A Comprehensive Guide to Evidence-Based Instruction* (Cardenas-Hagan, 2020), and *Fundamentals of Literacy Instruction & Assessment, Pre-K–6, 2nd Edition* (Hougen and Smartt, 2020). She was the co-editor of the Technology Issue of *Perspectives on Language and Literacy* (Fall, 2020).



International Dyslexia Association
the Southwest Branch

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