



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

Dyslexia Southwest 2022

A Virtual, On-Demand Symposium

**LIVE Kickoff & Annual Meeting
Tuesday, February 1, 2022**

***Viewing access for pre-recorded sessions will be available for a 3 month period beginning
February 1 through April 30***

Earn up to 13 CEUs for \$149

CEUs will be available for CALTs, CALPs, and SLPs.

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



Dr. Virginia Berninger, Professor Emeritus - University of Washington

Session: Evidence-Based Teaching Tips for Writing Linked to Assessment

Session Description: Based on NICHD/NIH funded research and Department of Education funded research, this presentation will provide an overview of three tiers of practice: Tier 1 Screen-Intervene for Prevention of Writing Problems, Tier 2 Problem Solving Consultation for Writing Problems, and Tier 3 Differential Diagnosis and Differentiated Instruction for Writing Problems of Specific Learning Disabilities. For Tier 1, the importance of handwriting for facilitating reading and math computation and the importance of spelling and sentence syntax for written composition will be explained and a summary of procedures for screen-intervene will be provided for writing and writing skills related to reading and math. For Tier 2, classroom signs that the multidisciplinary team should assess and problem solve alternative approaches to writing instruction and integrated writing-reading, writing-listening, and writing-oral expression instruction will be covered. For Tier 3, evidence-based profiles for diagnosing dysgraphia (impaired handwriting), dyslexia, (impaired spelling), oral and written language learning disability OWL LD (impaired morpho-syntax), and dyscalculia (impaired numeral writing and written calculation) will be described, along with resources for evidence-based writing teaching tips for diagnosed dysgraphia, dyslexia, OWL LD, and dyscalculia.

Speaker Bio:

Virginia Wise Berninger (Ph.D., Psychology, Johns Hopkins University; APA-approved predoctoral and postdoctoral clinical psychology training, Boston's Children's Hospital) was a general educator in urban and suburban schools, a special educator, and reading specialist before becoming a clinical psychologist and researcher. She was on the Harvard Medical School Faculty, 1981-83; Tufts New England Medical School Faculty, 1983-1986; and University of Washington, Seattle, faculty, 1986-2016, Professor Emerita, since 2016. During retirement she has been active in professional development and translating over 2 ½ decades of federally funded research into educational and clinical practice.



Dr. D.J. Bolger, Associate Professor - University of Pittsburgh

Session: A New Look at the Neurobiology of Dyslexia: Implications for Diagnosis, Intervention, and Instruction

Session Description: In this session, Dr. Bolger will discuss the nature of Dyslexia as a neurobiological disorder and how this may encompass multiple underlying neurocognitive conditions. He will discuss recent evidence regarding early detection in both behavioral and neurobiological tools as well as the latest genetic evidence. Lastly, there will be a discussion of the strong evidence of intervention with respect to plasticity in the brain and lasting impacts on performance.

Speaker Bio:

Dr. Donald J. Bolger, is an Associate Professor at the University of Maryland in the Department of Human Development and Quantitative Methodology where he directs the Laboratory for the Neurodevelopment of Reading and Language. For over 20 years, Dr. Bolger has studied reading and language achievement with typically developing children as well as those with learning disabilities including dyslexia and autism spectrum disorder using behavioral and functional neuroimaging methods. Dr. Bolger has a PhD in Cognitive Neuroscience from the University of Pittsburgh's Learning Research and Development Center.



Erin Brown, SWIDA Board Member - CALT-ICALP, SLDS

Session: Dyslexia 101

Session Description: Dyslexia 101 is an introductory session, which focuses on developing a foundational understanding of dyslexia. Attendees will learn about common characteristics, misconceptions, and considerations for early identification. Word identification difficulties and contributing processes will be explored. An overview of effective instructional components and other school-based supports will be presented, including accommodations and assistive technology. Lastly, classroom tips and resources will be shared to support meeting the needs of students with dyslexia.

Speaker Bio: Erin Brown is a Certified Academic Language Therapist and IDA-Certified Structured Literacy Dyslexia Specialist who works in private practice in Albuquerque, NM providing dyslexia therapy services. Erin has trained in various researched-based programs and techniques related to Structured Literacy and has served as a classroom teacher, reading specialist, and support interventionist in a variety of school settings. As a Certified Instructor of Academic Language Practitioners, Erin also serves as an instructor for the Multisensory Language Training Institute of NM, where she works with dyslexia therapists in training. A SWIDA board member since 2008 and past vice president, Erin currently co-chairs the SWIDA Community Engagement Committee and is a frequent conference presenter. She is also a founding member and current President of the Academic Language Therapy Association, NM Chapter.



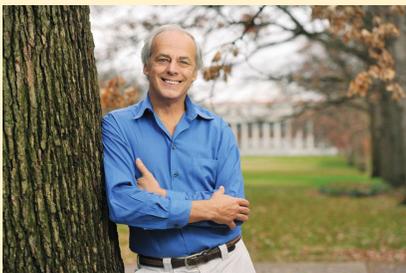
Dr. Claude Goldenberg, Professor Emeritus - Stanford University

Session: Phonics Instruction Is Not Enough For ELs. But It's Still Foundational.

Session Description: EL educators often express skepticism about the importance of phonics instruction for students learning to read English as an additional language. In this presentation, Dr. Goldenberg will examine the arguments and the evidence. While directly relevant studies are not plentiful, those we do have point to instruction in foundational skills (phonemic awareness, letter-sound associations, phonics, and decoding) being as important for ELs as for students already proficient in English.

Speaker Bio:

Claude Goldenberg is Nomellini & Olivier Professor of Education, Emeritus, in the Graduate School of Education at Stanford University. A native of Argentina, his areas of research and professional interest center on promoting academic achievement among language minority children and youth. Prior to his arrival at Stanford, Dr. Goldenberg was Professor of Teacher Education, Associate Dean of the College of Education, and Executive Director of the Center for Language Minority Education and Research (CLMER) at California State University, Long Beach. His latest publication, *Reading Wars, Reading Science, and English Learners*, appears in the September 16, 2020 edition of *Reading Research Quarterly*.



Dr. Steve Graham, Professor - Arizona State University

Session: Connections Between Reading, Writing, and Learning

Session Description: This presentation will examine how writing, reading, and learning are connected, drawing on evidence from several recent meta-analyses. Dr. Graham will propose practical ways that teachers can leverage these connections to help students be better writers, readers, and learners.

Speaker Bio: Steve Graham is a Regent and the Warner Professor in the Division of Leadership and Innovation in Teachers College. For 42 years he has studied how writing develops, how to teach it effectively, and how writing can be used to support reading and learning. In recent years, he has been involved in the development and testing of digital tools for supporting writing and reading through a series of grants from the Institute of Educational Sciences and the Office of Special Education Programs in the U.S. Department of Education. His

research involves typically developing writers and students with special needs in both elementary and secondary schools.

Graham is the former editor of *Exceptional Children*, *Contemporary Educational Psychology*, *Journal of Writing Research*, *Focus on Exceptional Children*, and *Journal of Educational Psychology*. He is the co-author of the "Handbook of Writing Research," "Handbook of Learning Disabilities," "APA Handbook of Educational Psychology," "Writing Better," "Powerful Writing Strategies for all Students" and "Making the Writing Process Work." He is also the author of three influential Carnegie Corporation reports: Writing Next , Writing to Read , and Informing Writing.



Dr. Tim Odegard, Professor - Middle Tennessee State University

Session: Identifying Students with Dyslexia in a Sea of Struggling Readers

Session Description: At this point, almost every state in the U.S. has enacted legislation specific to dyslexia. In 34 states, screening for dyslexia is mandated by law. Yet, analysis of public data in states that require reporting on dyslexia identification, suggests that educators are under-identifying dyslexia. Within this context, we will explore the current assumptions made about specific learning disabilities generally and dyslexia specifically. We will examine models for screening and providing services and protections for students with disabilities under federal and state laws. The presentation will discuss the scale of the challenges we have to address to create a context to improve the identification of students with dyslexia. It also will outline possible ways of addressing these ongoing challenges.

Speaker Bio:

Tim Odegard, Ph.D., is a professor of psychology and holds the Katherine Davis Murfree Chair of Excellence in Dyslexic Studies at Middle Tennessee State University. He also leads the efforts of the Tennessee Center for the Study and Treatment of Dyslexia. He also serves as Editor-in-Chief of *Annals of Dyslexia*. Before joining the faculty at MTSU, Tim served on the faculty at the University of Texas Arlington and UT Southwestern Medical School in Dallas. In addition to being a research scientist, Tim is a reading therapist, having completed a two-year dyslexia specialist training program at Texas Scottish Rite Hospital for Children in Dallas during his NIH funded postdoctoral fellowship.



Laura Sena, OTR/L

Session: Getting Ready to Write

Session Description: What happens when we give very young children writing tools before their hands are ready to write? Why do some bright students struggle to form letters and spell words? Should we bypass handwriting altogether and substitute a keyboard for the pencil? Occupational therapist, Laura Sena, will explore these topics in her presentation, *Getting Ready to Write*. Based on her experience incorporating Structured Literacy principles into her OT practice, Laura will share useful insights and interventions to build handwriting skills for the pre-writer, the beginning writer and the developing writer.

Speaker Bio: Laura Sena, BA, BS, OTR/L, graduated from the University of New Mexico where she studied psychology, special education and studio art. She went on to the University of Washington for her training in occupational therapy. Laura returned to the Southwest where she worked as an OT in a variety of settings. As an author of several activity programs, Ms. Sena has given presentations based on her work to therapists and educators in the Santa Fe and Albuquerque area. Over the course of her long career, Laura learned to incorporate multisensory principles based on Orton-Gillingham training into her occupational therapy practice—to the benefit of countless children with learning challenges.



Dr. Louise A. Spear-Swerling, Professor Emerita - Southern Connecticut State University

Session 1: Using Poor Reader Profiles to Understand Reading Difficulties

Session Description: Research on poor reader profiles is very helpful for understanding different types of reading problems, for students with and without disabilities and across the K-12 grade range. This presentation provides an overview of three common poor reader profiles – specific word recognition difficulties, specific reading comprehension difficulties, and mixed reading difficulties – including supporting research. Each profile is described with examples of students illustrating the profile and practical implications for assessment and intervention, in written expression as well as reading.

Session 2: An In-depth Look at Students with Different Poor Reader Profiles

Session Description: This presentation builds on the previous overview to consider individual case studies of students with different poor reader profiles in greater depth. Cases include students with disabilities such as dyslexia and autism spectrum disorders, as well as those whose reading difficulties do not involve disabilities (e.g., most English learners). For each student, detailed assessment data are presented, with discussion of how those data exemplify the poor reader profile and inform literacy intervention. Attendees interested in this presentation should be sure to view the previous overview of poor reader profiles first.

Speaker Bio:

Louise Spear-Swerling, Ph.D., is Professor Emerita in the Department of Special Education at Southern Connecticut State University in New Haven CT. She has prepared both general and special educators to teach reading using Structured Literacy approaches for many years. She is the author of *The power of RTI and reading profiles: A blueprint for solving reading problems*, published by Brookes, and the editor of a forthcoming volume from Guilford Press, *Structured Literacy interventions: Teaching students with reading difficulties, K-6*. She also is a member of several journal editorial boards, including those for *Annals of Dyslexia*, *Teaching Exceptional Children*, and *Reading Psychology*. Dr. Spear-Swerling served on the working group for IDA that produced national professional standards, the KPS, for teachers of reading. She continues to consult widely for school districts in Connecticut, mostly on cases involving students with severe or persistent literacy difficulties and ways to improve their achievement.



Dr. Tammy Stephens, Senior Clinical Assessment Consultant - Riverside Insights



Angélica Cuevas-Durán, SWIDA Board Member - RRPS Director of Special Services

Session: Using Core-Selection Evaluation Process (C-SEP) for Dyslexia Evaluations

Session Description: This session will provide an introduction to the Core-Selection Evaluation Process (C-SEP). Special considerations when conducting a dyslexia evaluation through the application of C-SEP will be reviewed and resources will be provided.

Speaker Bio: Dr. Tammy L. Stephens is an architect and founder of Core-Selective Evaluation Process (C-SEP) , a pattern of strengths and weaknesses (PSW) model for SLD identification. She is a Clinical Assessment Consultant at Riverside. She has a doctorate in Special Education with an emphasis on assessment. She is an educational diagnostician as well as a former special education teacher and assistant professor. She has written multiple peer-reviewed journal articles, provides trainings on topics pertaining to assessment, C-SEP, and special education, in addition to presenting at the national and international conferences in her field. She is the author of the Core-Selective Evaluation Process: Overview and Procedures manual. Her research interests include assessment and intervention practices, and the implications of resilience on learning. Finally, Dr. Stephens is the founder of the Beyond the Score Webinar Series, a platform for complimentary professional development.

Speaker Bio: Angelica Cuevas-Duran is a native New Mexican with a multi-faceted background in bilingual education. Her service began as a bilingual kindergarten classroom teacher and spans to her current position as one of the Special Services Directors for Rio Rancho Public Schools. As a licensed Bilingual Educational Diagnostician, Mrs. Cuevas-Duran served on the consulting team for the NMPED Special Education Department's revision of the NM TEAM Identification of Dyslexia Worksheet in 2017-2018.



Erica Suarez, Literacy Specialist Heggerty

Session: Developing Phonological Awareness in Spanish

Session Description: Phonological awareness is a foundational skill that is essential for students learning to read not only in English, but also in Spanish. Learn more about the importance of phonological awareness, the progression of skills, and how syllable awareness and phonemic awareness play a huge role in developing true phonemic proficiency. Other foundational skills, a focus on explicit metalinguistic instruction and explicit phonological awareness instruction create the foundation for students to flourish as readers.

Speaker Bio:

Erica is an experienced teacher and Instructional Literacy Coach. She has had the opportunity to work with a variety of grade levels ranging from K-5, teaching in Mexico and the United States. Erica has earned a Bachelor's Degree in Elementary Education with a Spanish major from Western Washington University, a Master's degree in Bilingual Education from the American College of Education, and a Master's degree in Literacy from Judson University. Erica is currently a Literacy Specialist with Heggerty and loves sharing the importance of explicit phonological awareness instruction with teachers and administrators around the world. Erica is passionate about dual language education and believes in providing all students with the early foundational literacy skills that they need to be successful.



Alisa VanHekken, Chief Academic Officer Heggerty

Session: Developing Phonological Awareness

Session Description: Phonological awareness is a foundational skill that is essential for learning to read. Through systematic and strategic instruction in multiple phonological awareness activities, teachers, parents, and coaches can help build a foundation for literacy that is focused on hearing the sounds in words and not focused on print. Oral and auditory instruction in phonological and phonemic awareness teaches skills including rhyme, phoneme isolation, blending phonemes, segmenting words into phonemes, and manipulating phonemes in spoken words. Participants will gain an in-depth understanding of what phonological and phonemic awareness is and how it works alongside phonics instruction, and why it is so important. They will also learn how they can incorporate phonological and phonemic awareness instruction into daily classroom reading instruction.

Speaker Bio:

Alisa is an experienced teacher and Reading Specialist. Alisa taught Kindergarten, 1st grade, and provided reading support services as a Reading Specialist. She holds a master's degree in Reading and Literacy, along with an ESL endorsement and an administrative endorsement. Alisa was trained in the phonemic awareness curriculum by Dr. Heggerty himself and worked closely with him for over six years. Alisa began working at Literacy Resources, LLC in 2013 and serves as the Director of Consulting Services.



Dr. Tracy Weeden, President and CEO - Neuhaus Education Center

Session: Transforming the Family Tree Through Literacy

Session Description: Home is where literacy takes root, and family support and engagement, including having a culture of literacy in the home, are essential for student achievement. Dr. Weeden shares the role that literacy played in her life as a child and the doors of possibility that opened as she began her professional journey. Join Dr. Weeden as she shares her recollections of being a classroom teacher and the impact that her family, especially her mother, had on her schooling and reading.

Speaker Bio: Dr. Tracy Weeden is a seasoned and passionate leader dedicated to advancing literacy and academic excellence. She has spent her career developing scalable and innovative programs, systems, and teams. In her current role as President and CEO of Neuhaus Education Center, Dr. Weeden is expanding the reach and impact of the Neuhaus Education Center (NEC) within the State of Texas, and on a national level. The NEC mission provides evidence-based professional learning to educators, information and resources to families, and adult literacy services. Prior to serving at NEC, Dr. Weeden was the Executive Director of Academic Planning for Scholastic Achievement Partners. Dr. Weeden spent 5 years as the Assistant Superintendent of Curriculum, Instruction and Assessment for the Houston ISD. A graduate from the University of Detroit, with a B.A. in Speech Communications and English, Dr. Weeden also received her M.Ed. and Ed.D. in Educational Leadership from the University of Houston.

The International Dyslexia Association Southwest Branch

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(in alphabetical order)

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