



**The International Dyslexia Association
Southwest Branch (SWIDA)**

presents:

Dyslexia Southwest 2023

A Virtual, On-Demand Symposium

LIVE Kickoff including Panel Discussion and Q&A

February 6, 2023 at 6pm MST

***Viewing access for pre-recorded sessions will be available for a 3 month period beginning
February 6 through May 1***

Earn up to 11 CEUs for \$149

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

Wilson Reading System® (WRS) certified educators may use the certificate of attendance toward the renewal of their
Wilson® Dyslexia Practitioner (W.D.P.) and Wilson® Dyslexia Therapist (W.D.T.) credentials.

**A link to a downloadable Certificate of Attendance for all attendees
will be available on the event website under the *Certificate of Attendance and Continuing Education* tab.**



Dee Rosenberg

Structured Literacy Across the Tiers: Alignment Makes Sense

Session Description:

This session will define the Science of Reading (SoR) and acknowledge the importance of implementing practice that is based on research. The key components and principles of Structured Literacy (SL), grounded in the science of reading, will be examined. This session will also look at the impact of aligning Tier 1 SL instructional practices with those in Tier 2, as well as provide guidance for intensifying instruction for the most challenged reader.

Speaker Bio:

Dee Rosenberg has degrees in both regular and special education, and a Masters in Learning Disabilities. She has over 40 years of experience in both public and independent schools, working as a regular and special education classroom teacher, an educational diagnostician, and as an administrator. She co-founded the Laurel School, in Princeton, New Jersey, for students with dyslexia in grades 1-12, and served as the Head of School for over 10 years.

Dee is certified as a Learning Disabilities Teacher Consultant (LDTC), and provides educational evaluations for individuals with learning disabilities. She served as the Director of the Robinowitz Education Center, for over 20 years, and consulted with many school districts, training educators nationally and internationally about the science of reading, dyslexia, assessment, early intervention, improving literacy and other issues in special education. She is a certified trainer of various literacy and language programs including Wilson Reading System, Foundations, and Language Essentials for Teachers of Reading and Spelling (LETRS). Dee has been very involved in the New Jersey branch of the IDA, serving on its board as President for two terms. She co-authored the New Jersey state Dyslexia Handbook and co-founded the New Jersey state chapter of the Reading League. Dee is a Dyslexia Therapist and has been a Wilson teacher and teacher trainer since 1999. She joined the Wilson Language team this past December, as the Senior Director of Literacy Solutions and Educator Success and is a member of the Wilson Fidelity Team.



Dina Zoleo and Toni Ann Vroom

The Writing Revolution: An Overview of the Hochman Method

Session Description:

Few activities are as cognitively demanding as writing. In this session, Drs. Vroom and Zoleo provide an overview of the Hochman Method, an explicit set of specific writing strategies that teachers use in every grade and in all subjects, including ELA, social studies, science, world languages, and math.

This evidence-based and proven instructional methodology enables students to master the skills that are essential if they are to become competent writers. Those skills equip students to become better readers, to communicate more effectively in writing and speaking, and most importantly, to elevate their thinking. The Hochman Method will be discussed in relation to the challenges of writing; the cognitive demands of writing, the interplay of writing with reading comprehension and knowledge, the scaffolding of writing instruction, and the importance of planning and revising. Participants will learn key strategies that can be implemented immediately with students in writing or through oral practice.

Speakers Bio:

Dr. Vroom and Dr. Zoleo are the co-executive directors of The Writing Revolution (TWR). TWR is a national nonprofit that trains educators and supports schools and districts in implementing the Hochman Method, an evidence-based method of writing instruction that transforms the way students write, learn, read, think, and express themselves. Vroom was previously a lead social studies teacher and school-wide writing coordinator at New Dorp High School. Zoleo was previously the assistant principal at New Dorp, where she co-led the effort to bring the Hochman Method of writing instruction to the school. Both Vroom and Zoleo have been with TWR since its founding in 2014. Today, TWR trains thousands of teachers each year and partners with schools and districts across the United States. Vroom and Zoleo have developed content for TWR, as well as for textbooks and curriculum guides, and presented at the Aspen Institute, South by Southwest, and the College Board Foundation, as well as many other venues, on the topic of writing. Both Vroom and Zoleo earned doctoral degrees in student literacy from St. John's University.



Erin Brown

Dyslexia 101 (from our archives) and Live Dyslexia Simulation

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.

Session Description:

In this live simulation experience on February 25th at 9:00 am, participants will be guided through several learning exercises that simulate various language-related tasks similar to those encountered by individuals with dyslexia in some traditional classrooms and workplaces. Referred to as a "sensitivity training," this experience often leads to greater empathy and understanding, and provides insight into working more effectively with dyslexic learners.

*Please note that this session will include a limited number of participants engaging directly with the facilitators virtually. Additional attendees will participate in the simulation experience in real-time but in view-only mode, including the opportunity to ask questions via the chat box moderator.

Speaker Bio:

Erin Brown is a Certified Academic Language Therapist and Structured Literacy Dyslexia Specialist whose work in education spans 15+ years. Erin specializes in dyslexia therapy and has trained in various researched-based programs and best practices related to the science of teaching structured literacy and supporting students with learning differences. She has served as a classroom teacher, reading specialist, support interventionist, and literacy coach in a variety of school settings, as well as maintaining a private dyslexia therapy practice. As a Certified Instructor of Academic Language Practitioners, she also serves as an instructor of dyslexia therapists in training and contributes to professional development opportunities for educators. A board member of the Southwest Branch of the International Dyslexia Association since 2008 and past Vice President, Erin currently co-chairs the SWIDA Community Engagement Committee and is a frequent conference presenter. She is a founding member and current president of the Academic Language Therapy Association, New Mexico Chapter.



Doris Baker

***Identifying English Learners with Learning Disabilities:
Is it a language problem or a learning problem?***

Session Description:

In this presentation we will discuss the similarities and differences between English learners who appear to have a learning disability versus developing their second language skills. We will focus mainly on students who speak Spanish as their native language given that the majority of English learners in the U.S. are Spanish-speakers. However, identifying students who don't speak Spanish as their native language will be addressed.

Speaker Bio:

Dr. Doris Luft Baker is Associate Professor in the Department of Special Education and in the Department of Curriculum and Instruction in the College of Education at the University of Texas at Austin (UT Austin). She is an affiliate of the Texas Center for Equity Promotion, and a board member of the Meadows Center for Preventing Educational Risk. Her research focuses on developing and testing interventions and assessments designed to improve academic outcomes for bilingual students, particularly Latinx bilingual students. As part of this work, she has focused on Latinx family engagement, and the use of technology to reduce academic inequities among underserved populations. Dr. Baker is the senior author of the *Indicadores Dinámicos del Exito en la Lectura*, a formative assessment to screen and monitor students at risk for reading difficulties in grades K-3. Dr. Baker has been a Principal Investigator or Co-Principal Investigator on grants funded by the Institute of Education Sciences (IES), and the National Science Foundation, among others. Her work has been published in the *Journal of School Psychology*, *Exceptional Children*, *Review of Research in Education (RRE)*, *Bilingual Research Journal*, *International Journal of Bilingualism and Bilingual Education*, *Learning Disabilities: Research and Practice*, *Reading and Writing: An Interdisciplinary Journal*, *Teaching Exceptional Children*, *Learning Disability Quarterly*, and *School Psychology Review (SPR)*, among others. Her review of bilingual education appeared in the *RRE Centennial Volume* in 2016. She is editor in chief of the book: *Second Language Acquisition. Methods, Perspectives, and Challenges*. Dr. Baker has provided workshops or conducted reading research internationally in Mexico, Argentina, Chile, Finland, Spain, Qatar, and Korea. She is fluent in English, Spanish, Portuguese, and semi-fluent in German.



Kareem Weaver

Advocates and Educators: Collaboration and Conflict

Session Description:

Parents have to know when and how to switch gears. They must be partners with schools in trying to identify and promote the best possible learning environment for their child. Then, when necessary, they have to be willing and able to cross institutional and cultural lines to advocate for their child’s right to a Free and Appropriate Public Education. But when, why, and how does one ‘switch gears’? How do parents ensure they are generating light, not just heat, in attempting to help children get what they need. Furthermore, how do parents navigate the sensibilities of educators who may interpret the advocacy as a sign of disrespectful antiestablishmentarianism.

Speaker Bio:

Kareem is the Co-Founder of [FULCRUM](#) (Full and Complete Reading is a Universal Mandate). Kareem previously led the Western Region for New Leaders, a leader development organization that supports the professional growth of teachers and administrators and prepares them to serve schools and communities desiring improved outcomes. Prior to New Leaders, Kareem was an award-winning teacher and administrator in Oakland, California, and Columbia, South Carolina. Kareem has an undergraduate degree from Morehouse College, and a master's in Clinical-Community Psychology from the University of South Carolina. He is a member of the Oakland NAACP Education Committee and a Senior Visiting Fellow at the National Council on Teacher Quality. His professional heroine is the late, great Marva Collins.



Kymyona Burk

The Science of Reading: The Shift Starts with You

Session Description:

Teaching children to read is at the core of education, but there has been a decades-long debate over the “right” approach to teach reading. This session will explore how the science of reading has become a catalyst for change and why the road to systemic change in reading instructional practices begins with teacher knowledge.

Speaker Bio:

Kymyona Burk is a Senior Policy Fellow at ExcelinEd. In this role, she supports states pursuing a comprehensive approach to K-3 reading policy by assisting state leaders in building new or improving existing K-3 reading policies, with a heavy focus on supporting successful policy implementation.

Kymyona most recently served in Mississippi as the Executive Director for the Jackson Public School District’s Office of Teaching and Learning and led all aspects of the district’s instructional programming. Prior to this, she was the State Literacy Director at the Mississippi Department of Education where she led the implementation of Mississippi’s Literacy-Based Promotion Act. Kymyona began her career as an elementary reading teacher and has also taught middle and high school English. At Jackson State University, she earned a Bachelor of Arts in Political Science, Master of Arts in Teaching English, Master of Science in Education Administration and Supervision and a Doctor of Education in Early Childhood Education.



Margaret Goldberg

The Thrill of Skill

Session Description:

This session will share the experiences of students and teachers who discovered confidence and skill in meaningful practice. Their stories will be analyzed alongside the Conscious Competence Ladder, a model that explains how our level of competence impacts our perception of ourselves, our work, and our students.

Speaker Bio:

Margaret Goldberg is a literacy coach in a large urban district in California. She's held a variety of roles including district Early Literacy Lead, site-based literacy coach, reading interventionist, and classroom teacher. In every role, she's worked to help schools and districts align instruction with reading research. She is the co-founder of The Right to Read Project, a group of teachers, researchers, and activists committed to the pursuit of equity through literacy. Her writing is published on The Right to Read Project blog (<https://righttoreadproject.com>) and on Reading Rockets (<https://www.readingrockets.org/blogs/right-to-read>).



Nanci Shepardson

Executive Functions and Reading Comprehension: Technology to Support the Merger

Session Description:

Executive Functioning impacts a student’s ability to comprehend text. Attendees will understand the term Executive Functions and how these essential skills impact a person’s ability to make sense of what is read. Technological tools, both low and high tech, provide scaffolding for this essential skill. Participants will learn about these tools and how to match the right tool to the right student to facilitate positive student outcomes in reading comprehension.

Speaker Bio:

Nanci Shepardson is a Reading and Educational Specialist. She graduated from Simmons University with an M.S.Ed. in Language and Literacy and an Ed.S. in Assistive Technology.

She is a seasoned teacher, a credentialed K-12 Reading Specialist, and an International Dyslexia Association and Wilson Reading System Dyslexia Practitioner (WRS Level 1 Certified). Nanci has taught preschool, kindergarten, second grade, and fourth grade, was a Reading and Educational Specialist for grades 7 through postgraduate, and has tutored all ages. She consults for the International Dyslexia Association, she is a published author, an advocate for students with disabilities and their families, and is also a professional speaker on dyslexia, language-based disabilities, executive functioning, and assistive technology throughout the country.

As the Director of Accessibility and Assistive Technology Solutions at Wilson Language Training, she works in the Program Development Department. She stays abreast of the current accessibility policies and technological trends and serves as a resource for parents, teachers, and schools on Assistive Technology. Equity and access for all, especially regarding access to research-based reading instruction and assistive technology services, are at the forefront of the work she does. Nanci is also a parent of a grown child with Dyslexia.



Dr. Carol Tolman

It's all Semantics! Classroom Activities to Enhance Vocabulary

Session Description:

Join this interactive session as Dr. Tolman explores the 'How', 'Why', and 'What' behind vocabulary: 'How' human brains code language, 'Why' direct and indirect classroom instruction is crucial, and 'What' every student needs to experience to support comprehension. Educators across all content areas and grade levels will take away practical activities to enhance students' abilities to listen, speak, read, and write at deeper levels.

Speaker Bio:

Carol Tolman, Ed.D., is a national and international literacy consultant at the state, district, and school levels. As a special educator with over 25 years of public school experience, she spent 12 of those years designing and implementing an innovative, exemplary program for academically challenged high school students.

Along with Dr. Louisa Moats, Dr. Tolman is the co-author of *LETRS, 3rd ed.* (Language Essentials for Teachers of Reading and Spelling), revolutionary professional development aimed at providing educators with the knowledge necessary to improve literacy rates for all students. Beyond LETRS, Carol is the published author of numerous chapters and articles centering on the knowledge necessary to support educators, administrators, and parents as they support children in their journey to becoming proficient readers and writers.

As a mother, teacher, presenter, and author, Carol's life passion centers on her family and on enabling access to high-quality instruction for every child. She is excited to share the science of reading (SOR) with New Mexico educators, information that continues to transform literacy rates throughout the world.



Amy Miller

Supporting Adolescent Students with Dyslexia

Session Description:

This session will discuss the key components of effective reading and writing instruction at the secondary level, the role of executive function and self-regulation in literacy, and the integration of explicit literacy instruction in the content areas.

Speaker Bio:

Amy Miller is founder and Executive Director of May Center for Learning, a school, outreach and evaluation center for students with learning differences in Santa Fe, NM. Amy has taught English, reading, and writing for over 20 years at the elementary, middle school and high school levels. She is a Certified Academic Language Practitioner (CALP) and a certified trainer for the IMSLEC accredited SEE Multi-Sensory Language Teaching Program. She is a frequent professional development provider for the New Mexico Public Education Department, school districts, schools, and non-profit organizations, focusing on best practices for students with learning differences, the science of teaching structured reading and writing, and the importance of structuring the learning environment to improve executive functioning skills. Amy also founded Dyslexia Justice League, a community that connects students with dyslexia with adult mentors through superhero stories and artistic expression as a vehicle for learning about self-advocacy and their own personal strengths. *Where I Come From*, a book that Amy co-authored with May Center students, won the 2014 New Mexico/Arizona Young Adult Book of the Year.



Tawnya Yates

Digging Deeper to Determine Next Steps

Session Description:

This session will support educators in answering the question: How do I Determine a Student’s Literacy Intervention Needs? We will discuss how to access low or no cost assessments which support systematic analysis of students’ current literacy performance in order to develop appropriate next steps towards improvement. We will also discuss appropriate progress monitoring methods.

Speaker Bio:

Tawnya Yates is a Certified Academic Language Therapist. She has worked as a reading interventionist in the public schools, serving students with dyslexia in both general and special education settings. She supports teachers in building knowledge of the Science of Reading and effective literacy instruction for all students through careful observation of students’ reading and writing behaviors and analysis of informal and formal assessments in order to determine appropriate instructional next steps. Tawnya currently supports special education teachers, helping them apply knowledge of reading acquisition as they individualize instruction for students with disabilities. She also assists teachers in appreciating the value of rich complex text and how to make it accessible to students with word recognition difficulties.

The International Dyslexia Association Southwest Branch



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