

2017 OVBIDA Fall Conference
Powerful Reading Interventions
Saturday, October 21, 2017
8:00 a.m. – 3:45 p.m.
Mount St. Joseph University

8 – 8:45	Registration and Breakfast
8:45 – 10:30	<p>Welcome to the Conference from IDA President Kennetha Schmits, M.Ed.</p> <p>Welcome from Mount President Dr. James Williams</p> <p>Honoring Dr. Richard Sparks Dr. Amy Murdoch</p> <p>Keynote Address “Designing Powerful Reading Interventions” Dr. Amy Murdoch</p>

10:45 – 12:00 Session 1 of Breakouts

Title	Presenter	Level	Brief Description
The Value of Phonemic Awareness	Carol Woods	Early Childhood	Phonemic Awareness activities can help struggling readers improve their phonics skills and increase their overall literacy level. This workshop will present specific Phonemic Awareness activities from rhyming to complex manipulation activities, all of which support strong PA abilities. It also will include a quick, brief assessment and suggestions for PA activities with groups.
An Elementary-University Student Literary Pen Pal Project	Jennifer Dobson & Angela Kinney	Early Childhood: K - 2	This project engaged both first-grade students and undergraduate pre-service teachers in reading children's literature and exchanging bi-weekly written communications related to this literature. Presenters will share the logistics of the project and its curricular connections, along with children's literature that will promote rich conversations. Presenters will also explore the mutual benefits for students, including engaging in critical thinking about literature, and participating in authentic literacy activities.

Making the Most of Your DIBELS Next Data	Stephanie Stollar	Elementary: K-6	Are you giving DIBELS but not sure you are getting anything from it? Are you a parent who receives DIBELS scores but not sure what they are telling you? This session will help you maximize the information available from DIBELS for planning instruction. After a brief overview of what is indicated by each measure, the session will focus on how to use DIBELS data to plan and monitor instruction for individual students and for all students within a grade
Teaching Reading to Children with Childhood Apraxia of Speech (CAS)	Ellen Brigger	K – 3 rd grade	I have been teaching children with CAS at St. Rita School for the Deaf since 1999. I developed the Sign 'n Say Program for our students with CAS to meet their unique learning needs. Childhood Apraxia of Speech is a neurologically based oral motor disorder that affects speech and language development. All of my students arrive with severe language delays and most have trouble producing some or all of the sounds of speech. Common and frequent comorbidities are dyslexia, auditory processing disorder (APD) and ADHD/ADD. Reading and writing are challenges for our students. Unless these children receive the appropriate early instruction and instruction that is compatible with their learning needs and learning style, they generally end up struggling with reading and do not reach their full academic potential.
Data-based Decision Making for Tier 2 Reading and English Language Development Interventions for Older English Learners (ELs) with Limited or Interrupted Formal Education	Mireika Kobayashi & Milena Varbanova	Grades 3 & Up	In this session, participants will learn about a systematic data-driven decision making process used to identify cultural and linguistic considerations for choosing appropriate reading interventions for the growing number of older ELs with limited formal education.
Classroom Vocabulary Instruction	Tiffani L. Wharton	Grades 3 - 6	This class will introduce teachers to a quick and easy interactive game/lesson that introduces students to morphemes, their origins, and their meanings. Teachers will learn how to infuse morphology quickly into their daily lessons, while strengthening students' abilities that can be used in all subject areas.

<p>Orthographic Structure</p> <p><i>(This session dovetails nicely with "It All Adds Up: Understanding How Latin Surfaces in English" led by Cathie Arnold at 1:00; however, each session stands independently.)</i></p>	<p>Sara Harig</p>	<p>All Grades</p>	<p>A natural <n + ate/ + ure/ + al> inclination of people is to look for structure <struct + ure>, and discovering structure in words taps into this same predisposition. Even though most people have not been taught to look for orthographic structure, the structures are waiting to be discovered. A written orthography is designed for the people who already speak the language. Therefore, English-speaking people can connect the capsules of meaningful information revealed through the structures and discover firsthand that spelling is sense and meaning made visible through text. This presentation's focus is to practice the orthographic inquiry process so the participants can be empowered to study any word's structure.</p>
<p>Erasing the Misery of Reading and Spelling Multi-syllable Words</p>	<p>Really Great Reading Company</p>	<p>Grades 1 - 12</p>	<p>When students don't have strategies for reading big words, they often guess, skip or misread words. They struggle to comprehend complex text and often get stuck at reading below level. Attend this workshop and learn how to provide functional strategies that can be applied to many big words.</p>
<p>Foreign Language Exemptions for Students Classified as Learning Disabled: Beliefs, Myths, Evidence, and Best Practices</p>	<p>Richard Sparks</p>	<p>All Grades</p>	<p>Conventional wisdom suggests that students classified as learning disabled (LD) will exhibit inordinate problems with foreign language (FL) learning, and some educators propose there is a "disability" for FL learning. While beliefs about a FL "disability" are supported by anecdotes, personal opinions, and case studies, the beliefs are not supported by empirical evidence, which has shown that there is not a special relationship between FL learning and LDs, nor is there a unique "disability" for FL learning. Presenter will review reasons why a definition and diagnostic criteria for a FL "disability" are problematic, cite several myths about LDs and FL learning, explain the evidence falsifying each myth, and describe how potential problems with FL learning should be determined.</p>
<p>Simplifying Syntax: Use Writing as a Comprehension Tool</p>	<p>Alicia Sparks</p>	<p>All Grades</p>	<p>Syntactic awareness or 'sentence sense' is an underutilized tool for comprehension. During this interactive session, participants will practice four techniques to be used with primary students and older struggling writers to develop syntactic awareness and sentence writing fluency as tools to comprehend text. Through discussion and example, participants will deepen their understanding of how comprehension is developed and secured as syntax is clarified.</p>

12:00 – 1:00 Lunch at MSJU

1:00 – 2:15 Session 2 of Breakouts

Title	Presenter	Level	Brief Description
The Value of Phonemic Awareness	Carol Woods	Early Childhood	Phonemic Awareness activities can help struggling readers improve their phonics skills and increase their overall literacy level. This workshop will present specific Phonemic Awareness activities from rhyming to complex manipulation activities, all of which support strong PA abilities. It also will include a quick, brief assessment and suggestions for PA activities with groups.
Fluency Instruction	Pam Swan & Gina Tierney	K - 3	This presentation will review the research on fluency instruction and its connection to comprehension and provide various methods for teaching fluency.
Content Area Reading Indicators from the Authors of DIBELS at DMG	Stephanie Stollar	Middle & High School Grades 7- 12	Middle schools and high schools struggle to find research-based assessments for universal screening and progress monitoring. The authors of DIBELS at Dynamic Measurement Group have created Content Area Reading Indicators (CARI) to assess reading in the content areas. CARI is a set of indicators of skilled reading in the domains of Science, Social Studies, and prose. This workshop will provide an introduction to the CARI assessments, explain how they will be used in a multiple gating procedure for screening, and discuss implications for instruction in a three-tier model in secondary schools.
Research-Based Integrative Comprehension and Writing Instruction	Elizabeth Corbo	4 th and Up	The focus of this presentation is to explore the connection between reading and writing and how one can develop and enrich the improvement of the other. We will explore a number of basic writing strategies that enhance reading skills along with research-based integrative comprehension and writing strategies.
Orton-Gillingham in the Classroom—Grades 4 – 6	Martha Chidoi	Grades 4-6	An overview of Orton-Gillingham; how to use it in groups in the classroom; choosing groups; keeping Progress Sheets; breaking the lesson into two or more days; materials used. Learn how to ‘watch/learn’ from student’s mistakes...both oral and written errors.

Working With Your Child's School	All Early	Parents All Grades	Presentation of topics for parents of children in grades 4-12 who are experiencing difficulty in school. 1) Advocacy, 2) School's Obligation to Identify and Test Students 3) IEPs 4) Transitions and 5) Commitment.
It All Adds Up: Understanding How Latin Surfaces in English <i>(This session dovetails nicely with "Orthographic Structure" led by Sara Harig at 10:45; however, each session stands independently.)</i>	Cathie Arnold	Grades 3 & Up	The influence of other languages, including Romance and Latinate sources, has gifted English with a robust collection of lexical words. To gain a deeper understanding of our beautiful and logical English spelling system, participants will travel through time and examine how Classical Latin roots support the basic orthographic structure of Present-Day English. After hypothesizing morphemes, attendees will develop and test word equations, learning how they and intermediate or secondary students can provide scientific evidence to affirm accurate word structure analysis or confirm the need for further investigation.
Morphology	Jeanne Anderson	Intermediate	Morphological awareness is the recognition, understanding, and use of word parts that carry significance, but it is often overlooked in the learning process. Learn activities that help integrate morphological awareness for students learning to read and write.
The Simple View of Reading	Richard Sparks	All Grades	The Simple View of Reading (SVR) model posits that reading is the product of word decoding and language comprehension skills and that both make separate, independent contributions to reading skill. In L1 research, the SVR model has generated considerable empirical support for its accuracy in predicting students' reading skills, identifying their reading deficits, and proposing teaching strategies. The presenter will examine the SVR model, review research supporting the model, introduce the four types of readers, and explain the model's relevance for teaching reading.
Developing Phonemic Awareness with Older Struggling Readers: Isn't it too Late?	Alicia Sparks	Grades 3 and Up	"Orthographic mapping is the process we use to turn an unfamiliar word into an instantly accessible and familiar 'sight word', " (Kilpatrick, 2017). For struggling readers, the most common cause of poor orthographic mapping is the lack of basic through advanced phonemic proficiency. During this session, participants will deepen knowledge of advanced phonemic awareness and practice how to advance the system of orthographic mapping by developing and refining phonemic awareness skills.

2:30 – 3:45 Session 3 of Breakouts

Title	Presenter	Level	Brief Description
Promoting Mathematics With Young Children	Laura Saylor	Early Childhood: PreK-K	Young children have exceptional mathematical minds. This workshop will provide teachers and parents with strategies that will develop mathematical thinking and promote conceptual understanding through an effective and coherent curriculum; high expectations and strong support; and responsive teaching. An introduction to creating a learning environment that is rich in mathematical discourse will also be provided.
Orton Gillingham in the Classroom	Blythe Wood	Elementary	This presentation will focus on implementing OG in the classroom using both small and large group instruction and would benefit any teacher of elementary students.
Diagnostic Assessment of Reading with DIBELS Deep	Stephanie Stollar	Grades K - 9	Diagnostic assessment of reading is necessary when teachers need more information to target instruction for students who are at risk or those who are not progressing with Tier 2 instruction. DIBELS Deep from the authors of DIBELS at DMG is a set of brief, DIBELS-linked, diagnostic tools for targeting instruction in the areas of phonological awareness, phonics and decoding, vocabulary and oral language, oral reading fluency, and reading comprehension. This workshop will provide an overview of the DIBELS Deep assessment tasks, and present information on using the diagnostic information to guide instruction.
What Does an Orton Gillingham Lesson Look Like	Kathy McKee	All Grades	A brief overview of the pieces of an Orton Gillingham lesson followed by an actual lesson with a student.
How Orton-Gillingham Affects the Understanding of Pieces of the Language and Writing.	Martha Chiodi	All Grades	Understanding the process students go through in writing; understanding different types of words in our language (synonyms, antonyms, and multi-meaning words); and learning how O-G can help in the writing process.
Fluency Instruction	Pam Swan & Gina Tierney	K - 3	This presentation will review the research on fluency instruction and its connection to comprehension and provide various methods for teaching fluency.

Experience Dyslexia	IDA Board	All Grades	Participants rotate among six learning stations that simulate language-related tasks similar to those encountered in the classroom and the workplace by people with dyslexia (specific language learning disability).
Using Peer Assisted Learning Strategies (PALS) to Improve Reading Achievement	Hayley Lantz	K-1	Peer Assisted Learning Strategies (PALS) is a wonderful addition to the classroom to help improve the fluency of your students. PALS is easily implemented in the classroom, and it is designed to enhance the current reading program used—not replace it. Come and hear about how PALS works as well as the positive effects it will have for your students!
Research-Based Integrative Comprehension and Writing Instruction	Elizabeth Corbo	4 th and Up	The focus of this presentation is to explore the connection between reading and writing and how one can develop and enrich the improvement of the other. We will explore a number of basic writing strategies that enhance reading skills along with research-based integrative comprehension and writing strategies.
Leveraging Technology to Support Students With Weak Executive Function Skills	Barbara Hunter	Intermediate & High School	When a student has tools to accommodate organization, planning, reading comprehension, written output, and memory aides, anxiety is reduced, and confidence soars. Familiarize yourself with tech tools that are available for student support.