



**LDA of IN Annual Conference**  
**November 2, 2018**  
**RITZ CHARLES CONFERENCE CENTER**  
**CARMEL, INDIANA**

**BREAKOUT SESSIONS**

**SESSION I**  
**p.m.**

**11:15 a.m.-12:15**

<p>ROOM <b>A</b></p>	<p><b>Pathways Through the School Maze</b></p> <p style="text-align: right;">PATRICIA USEEM, MA, President, LDA of Indiana LD Specialist, Private Practice Educational Solutions of Indiana</p> <p>It is often hard for families to navigate through the school system, ensuring along the way that their children are heading to graduation ... and then to a positive post-secondary experience. This session will explore the many transitions that students encounter, starting in primary grades and ending in high school. It is sometimes hard to identify what skills and abilities students need to develop: these include not only academic ones, but organizational and executive function ones. Then, as students transition from elementary to middle to junior high and finally to senior high school, there are many adaptations that need to be addressed. Both parents and teachers will learn strategies that are aimed at developing specific student skills for smooth transitioning.</p>
<p>ROOM <b>B</b></p>	<p><b>Improving Writing Outcomes for Students with Learning Disabilities</b></p> <p style="text-align: right;">KELLY WILLIAMS, Ph.D. Assistant Professor of Special Education Indiana University, Bloomington</p> <p>This session is designed for a variety of participants including elementary and secondary general and special educators who teach writing instruction to students with learning disabilities or those with difficulties with written expression. Participants will learn about the characteristics associated with writing difficulties, and how Self-Regulated Strategy Development (SRSD) can be used to improve written expression outcomes. Participants will also learn how to implement the different components of SRSD and will be provided with several examples of writing strategies that can be taught with SRSD.</p>
<p>ROOM <b>C</b></p>	<p><b>The Formula for a Successful IEP</b></p> <p style="text-align: right;">LESA PADDACK INSOURCE Parent Liaison to the Indiana Dept. of Education Regional Program Specialist Supervisor</p> <p>This session will explore that many facets of the Individual Education Plan (IEP) case conference. The roles of the many players - the school personnel, the various therapists, parent advocate to name a few - will be discussed. Basic information about the IEP and dispute resolution are included. This session also helps parents identify issues of concern, organize documents, prepare information, and communicate effectively during the case</p>

	conference. This information will help parents become their child's best advocate and build positive relationships with school personnel.
ROOM <b>D</b>	<p><b>Information on the new “Dyslexia Law” Indiana Senate Enrolled Act 217</b></p> <p style="text-align: right;">JOSEPH RISCH, M.A. BCBA <i>Reading Specialist with training in Dyslexia</i> Indiana Department of Education</p> <p>Learn about the new law, signed by Governor Eric Holcomb, which went into effect on July 1 and is expected to be implemented in Indiana public schools by the 2019-20 school year. The law creates a universal screening process to include dyslexia and to provide resources to help those who struggle with the condition. The new law will eventually require districts to hire at least one reading specialist trained in dyslexia. The presentation will give specifics on how schools can meet their obligations under the new law. Twenty percent of students in Indiana are living with dyslexia. The Mayo Clinic describes dyslexia as a learning disorder that involves difficulty reading because of problems relating speech sounds to letters and words. The Indiana Department of Education has hired a specialist in dyslexia, Mr. Joe Risch, whose job it is to plan for the implementation of the law, SEA 217/PL 95.</p>

**SESSION II**

**1:20 p.m.-2:20 p.m.**

ROOM <b>A</b>	<p><b>An Introduction to Mindfulness in the Classroom: How Imagination, Mindfulness, and Brain Science can Decrease Distraction Due to Negative Emotions Like Fear, Frustration and Anger.</b></p> <p style="text-align: right;">MARGARET JESSOP, PsyD Child Psychologist</p> <p>Margaret Jessop is the author of <i>Hornets and Hippos: How to use Imagination, Mindfulness, and Brain Science to Decrease Fear and Anger and Reach Your Goals</i>. In this session she will present definitions of mindfulness and beginner's mindset, and why these skills build self-awareness and emotional coping strategies. The fight or flight response will be described using brain science and imagination (Hornet in Your Brain) to learn what is happening in the body when we get reactive. Teachers and parents will be able to incorporate basic mindful activities for home and in the classroom to help kids calm their body and stay on task. The session will also include a description of a four-step Mindful MEDS outline that can be incorporated in the classroom and at home. Because of the playful nature of <i>Hornets and Hippos</i>, kids relate to the information. All children benefit from mindful practices, but children with attention or learning disabilities may find it even more useful. Participants will receive a handout with strategies that can be used immediately.</p>
ROOM <b>B</b>	<p><b>Using ‘Growth-Minded’ Feedback to Motivate Reluctant Writers</b></p> <p style="text-align: right;">LORNA TIMMERMAN, Ph. D. Ball State University</p> <p>This session will focus the discussion on how to give effective, growth-minded feedback to reluctant writers. What can we say to motivate them to pick up the pencil in the first place? And, once they have begun (say a rough draft), how can we best word the feedback we give in order to encourage them to keep at it and work to improve their written expression</p>

	<p>skills? These strategies will benefit teachers and parents of middle and high school students, although the same strategies would also work with younger students.</p>
<p>ROOM <b>C</b></p>	<p><b>Skills for Effective Parent Advocates</b></p> <p style="text-align: right;">LESA PADDACK INSOURCE</p> <p style="text-align: right;">Parent Liaison to the Indiana Dept. of Education Regional Program Specialist Supervisor</p> <p>How to be an effective parent advocate for your child: This training is designed to help parents feel more comfortable in the role of advocating for their child at school. Participants will learn what advocacy means, how to improve their advocacy skills, learn to use six skills for effective advocacy, and learn the importance of being organized and using clear and effective communication.</p>
<p>ROOM <b>D</b></p>	<p><b>Music Therapy as a Motivational Tool for Students with LD</b></p> <p style="text-align: right;">KARA TUCKER Board Certified Music Therapist “Sister Strings,” partnering with Creative Pathways</p> <p>In this session, Kara will discuss how music can be used in daily activities as a motivational tool for individual students and how music therapy can be utilized effectively in a classroom setting. She will explain the use of music activities to strengthen goal areas, as transition cues throughout the day, and as a strategy to teach educational subject matter. Participants will learn also how music can influence the home setting, including facilitating family bonding, simplifying family scheduling, and as a reward. Kara will show how music can be soothing, relaxing, and used as a coping strategy. She will explain the concept of her own program, “Sister Strings,” and its goals: communication skills, social skills, cognitive skills, confidence building, creative expression, coping strategies, motor skills, body awareness/image, and coordination/guitar technique. Lessons are student driven to promote learning guitar and music skills while also learning other life skills for the betterment of each student.</p>