



Parents, Educators, Adults, Professionals & Students¹⁴⁺
**Information on Learning Disabilities,
Attention Issues & Related Disorders**

**Life in High School and Beyond
Virtual Conference & Resource Expo**

Tuesday, August 11, 2020

Credit card registration <https://LDANJsummer2020.eventbrite.com> Questions? info@LDANJ.org

**Register by August 10: Members FREE with code, Non-Members \$25, Students free with parent

Conference Schedule

8:15-9:00	Welcome & Resource Expo Open
9:00-9:45	Session A
9:45-10:15	Break/Resource Expo
10:15-11:00	Session B
11:00-11:30	Break/Resource Expo
11:30-12:15	Session C
12:15-1:00	Lunch/Resource Expo/Learn 1 or 2
1:00-1:45	Session D
1:45-2:00	Break/Resource Expo
2:00-2:45	Session E
2:45-3:00	Break/Resource Expo
3:00-3:45	Session F
Certificates*	5.25 Professional Development Units (NJ Provider Identification #568) emailed 8/12

**Special thanks for their help in organizing this virtual conference!
The Richard West Assistive Technology Advocacy Center (ATAC)**

Disclaimer: LDANJ does not endorse or recommend any method, treatment, or product; evaluation or remedial center, program, or persons for children and adults with learning disabilities. It does however, endeavor to inform, believing that you have the right to know what is available to assist those who have a learning disability to reach their full potential.

Note: Some changes may occur due to cancellations.

8:15-9:00—Welcome, Resource Expo Open

9:00-9:45 Session A

Workshop 1: Finding Success at the Post-Secondary Level: Options for Students with LD & ADHD/Marino

An overview of the support options available at the post-secondary level for students with learning differences and AD/HD. This presentation will focus around what is needed for students identifying with Learning Differences and AD/HD to succeed in the transition from High School to College.

Workshop 2: 10 Qualities Employers Look for in Job Candidates /Winston

Transitioning to successful careers for young adults with disabilities is challenging and without support, many don't succeed. Learn how you can teach young adults good work values, how to accept criticism, and how to advocate for themselves. See how building skills in self-awareness, organizational skills and flexibility improves their success in the workplace. Hear how you can use role-playing, internships and social coaching to help adults with disabilities become successful employees.

Workshop 3: Insider's Perspective on Tourette Syndrome and Associated Disorders/Lederman

1 out of 100 individuals are diagnosed with Tourette Syndrome or another tic disorder. Told from a parent's perspective, the presentation will describe the symptoms, possible causes, diagnosis and treatments for TS and discuss the associated mental health disorders (ADHD, OCD, anxiety, depression). It will also focus on effective strategies and accommodations to use inside the classroom as well as helpful recommendations for transitioning into adulthood. Together, parent and child will share their personal journey.

Workshop 4: If Virtual School Doesn't Work, What Are Your Options?-Snieckus

For many kids, conventional school is difficult even with accommodations and under the best conditions. For some, the move to virtual "school at home" has been totally unworkable. Given the uncertainty of what school will look like in the fall, what options do you have if you know remote learning is not in the best interest of your child? We'll discuss what options families have to support their child's learning if school isn't working.

Workshop 5: Self-Regulation Strategies & ADHD/Gryta

This workshop will examine typical issues at home and in school, look to explain the potential causes and understand how motivation and impulse control play roles in behavior. How to support developing skills for self-regulation and how to raise confident kids who understand their challenges will be discussed.

Workshop 6: Assistive Technology Within Reach: Free Built-Ins of the Chromebook and iPad /Mendez

Unlock the potential of your device! This session will explore the built-in accessibility features of the Chromebook and iPad. You will leave with a toolbox full of free applications and resources for students with Learning Disabilities. This presentation will provide you information on free built-in accessibility features as well as high-tech solutions and everything in between!

9:45-10:15 Break / Resource Expo

10:15-11:00 Session B

Workshop 1: The Gift of Time: Planning for Growth and Exploration After High School/ R. Hughes

So many young people with ADHD and/or learning disabilities are not ready for adult responsibilities at 18. This workshop will help you and your teen assess readiness for college or job and plan for growth and vocational exploration to help prepare your emerging young adult for next steps. The workshop will include dealing with common obstacles and failures faced by our transitioning young people.

Workshop 2: Mental Health Considerations for Students with Learning Differences/Pagirsky, Schuster, & Bellantuono

The presenters will discuss the mental health difficulties that young adults and adults with learning disabilities can face. We will review the statistics and background on these challenges within this population. The discussion will include things that teachers can do to help, supports at home that parents can implement, and types of evidence-based interventions for addressing these difficulties on a clinical level. Case examples of students that have benefitted from intervention will be reviewed.

Workshop 3: The College Match Rubric: Tools to Determine College Fit /Morris-Wood

Students with Learning Disabilities or ASD are attending colleges at an increasing rate, and even with the rise in support programs, the attrition rate for this population does not appear to be changing at a dramatic rate. This presentation will provide applicable tools, including The College Match Rubric, to help breakdown how to find an appropriate college for students, along with information about the realities of services, supports, and resources in the post-secondary world.

Workshop 4: Transition Plans: IDEA/504/ADA-Debunking Common Misconceptions/Freeman

§504/ADA provides strong protections and rights, and can provide services, for K-12 public school students with LD; it is not “IDEA-Lite.” Many misconceptions preclude LD students from benefiting from §504/ADA. This session addresses how to challenge these misconceptions with a focus on evaluations, eligibility, and transitions.

Workshop 5: Developing Literacy Skills in Small Group and In-Class Support Settings/Kenny-Foggin

This session will focus on specific strategies to support struggling high school students in small group and general education classes. Many high school students require direct and explicit instruction in reading and writing. This session will highlight the importance of multisensory instruction, study guides, and technology to support academic growth. Additional discussion will include strategies to support student self-advocacy, and the inclusion of appropriate IEP goals and accommodations to support student academic growth and self-confidence.

Workshop 6: Transition and Assistive Technology/Friedlander

Teachers and caregivers see how to prepare students with new assistive technology tools and organizational techniques for transition planning, as students move from high school to post-secondary education, vocational training, employment, adult services, independent living, or community participation. You'll gain an understanding of transition services and how they impact student success and learn how to implement assistive technology toolboxes to benefit students during and after high school to reduce frustration and maximize independence.

11:00-11:30 Break / Resource Expo

11:30-12:15 Session C

Workshop 1: The Absent-Minded Professor: Executive Functioning, College and Common Sense-Murphy

This workshop will focus on a review of executive functioning skills across the lifespan; with a particular focus on how these skills contribute to social and academic functioning in young adults. The impact of these behaviors on functional independence and the transition to college life as well as appropriate interventions will also be discussed.

Workshop 2: Navigating College or Other Post-Secondary Options/Micari & Perfetto

This workshop will share tips on how you can make college successful or how to launch a satisfying career without a college degree. Information will be provided on what you need to do to advocate for yourself, the kinds of help you'll need to find and where to find it, how to get the accommodations you need, the kinds of organizing tools you'll want, and how your parents can help you (and what they can no longer do now that you are an adult) at this juncture.

Workshop 3: They'll Make Their Own Boxes: The Power of Self-Advocacy for College/Sokolowski

This session focuses on success strategies for ASD/LD students who are transitioning from high school to college. Underlying these practical strategies is the assertion that students with ASD/LD can transform resilience into the kind of self-advocacy that will set them up for success in college. Specifically, I will address how young adults must confront false assumptions about collegiate life and work, build a network of supports, and take a comprehensive approach to student life.

Workshop 4: Applying to College with LD: A Top 10 List-Maxman

What are the top 10 things to consider when students with LD apply to college? Topics will include standardized testing and test-optional schools, documentation and the role of the evaluation, whether or not to reveal an LD on a college application, self-advocacy, and more. Attendees will walk away with a checklist of what needs to be done for LD students to make sure that they are set up for success in college!

Workshop 5: NAMI NJ School & Family Education Programs/J. Hughes

This workshop will include a presentation about mental illness, recovery, and information about NAMI NJ's School and Family Education Programs. The goal of these programs is to educate children and adults about mental health and mental illness. The School Education Programs provide educators with knowledge and strategies that help children and teens succeed in school. NAMI Basics is a NAMI signature education program for parents and caregivers of children and adolescents living with mental illnesses.

Workshop 6: Work Success for Young Adults with LD: Challenges & Practical Strategies/Meyer & Perlman

This presentation will provide a developmental context for understanding of the emotional and behavioral impact of learning differences on personality and the challenges young adults face in the workforce as a result. We will provide an overview of how to manage these challenges through psychotherapy and how therapy helps ready people to use the practical strategies we will provide.

12:15-1:00 Lunch & Resource Expo or Lunch & Learn 1 or 2
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Lunch & Learn 1: Learning Disabilities - High School Students' Perspectives/STAMP Leaders

High school students share their own unique journey from diagnosis to success in the classroom despite the day-to-day challenges of dyslexia. They discuss the characteristics of their dyslexia, common myths they encounter, accommodations and assistive technology they use, self-advocacy and their personal stories. Included is a brief simulation designed to allow attendees to experience what it feels like to be dyslexic as well as a Q&A session.

Lunch & Learn 2: An Overview of CTE Programs and Competitive Work Planning/DOE-Carmona-Bell

This session will provide an overview of College and Technical Education (CTE) Programs in NJ and the considerations for students with disabilities when planning for participation in a CTE program that results in employment with a competitive wage.

1:00-1:45 Session D

Workshop 1: Person Centered Planning Instructional Practices/Shanahan

This session will provide instructional strategies for families, educators and professionals to support self-determination and advocacy for individuals with disabilities in Person Centered Planning to prepare for transition planning meetings.

Workshop 2: Creating Successful Transitions to Life After High School/Peltz

Most transitions in life are difficult, yet the jump from high school to employment or college is one of the largest and most arduous. This talk will discuss the transition process after high school and ways your student/child can be successful. The session will cover: current trends in transition; How can students be successful after high school?

What happens to the IEP after high school? How to know if your student/child is ready to transition? What programs are available to help?

Workshop 3: Helping Students to Build Resilience/Scully

Research shows that students who develop secure attachments, healthy emotion regulation, and good interpersonal skills tend to develop a stronger inclination to be resilient. This workshop is designed to have participants diagnose gaps in resiliency in their school settings and formulate a plan to address those concerns with formal resiliency trainers.

Workshop 4: Using the Gen-Z Experience to Transform Academic/EF Remediation/Kelly

From kindergarten through college, students rely on tutors to remediate their academic/EF challenges, prepare them for standardized tests, and guide them through school apps. However, all too often, tutors use old-fashioned, disempowering approaches that make students dependent on ongoing support. In this session, we'll discuss a new tutoring paradigm designed for today's dynamic and distracted Gen-Zers – one that helps high school students become independent masters of their own education. #tutoring2independence

Workshop 5: Successful Transition to College for Students with Learning Disabilities/Hebert

What can a student in middle school and high school do NOW that will help them embrace strategies for success to prepare them for college? Factors specific to students with a history of a learning disability will be reviewed including academic, assistive technology, social and emotional aspects of the transition.

Workshop 6: Unleash Your Genius!/Steinberg

We're all smart...but in different ways. Unfortunately, in the minds of students who struggle with reading, writing and math, "being smart" and academic achievement are one in the same. Nothing is further from the truth. In this engaging and informative workshop, participants will learn how to inspire middle and high school students to realize their potential and unleash their inner genius.

1:45-2:00 Break / Resource Expo

2:00-2:45 Session E

Workshop 1: Anxiety and Learning Disabilities/Salzman

Many adolescents and young adults struggle with anxiety and worry. Learning Disabilities may exacerbate the anxiety and worry. Additionally, the anxiety and worry may exacerbate the learning disability. This workshop will discuss the various anxiety disorders and strategies to help students better manage their anxiety and worry.

Workshop 2: I Have a Diagnosis, Now What? Navigating Special Education/Meltzer

Attorney Andrew Meltzer will discuss the structure of the IDEA, who is eligible, and how to go about securing an appropriate educational program for your newly diagnosed child. Andrew will also discuss the legal remedies available to families if they disagree with the programming for their child.

Workshop 3: What LD Students Need to Succeed in College/Endlich

Most high school graduates with learning differences enroll in college; unfortunately, less than half of them complete their degrees. In this seminar, you'll learn about the elements of college readiness, how to obtain accommodations and what types of services and supports are available to help these students thrive and succeed.

Workshop 4: The NJ Career Assistance Navigator/DOE-Hamza

NJCAN is a FREE web-based career navigation system, provided by the New Jersey Department of Education, that provides comprehensive information for students to develop well informed college and career plans. It includes tools that encourage self-assessment, career and post-secondary education exploration, goal setting, and decision making. The site helps students make informed decision about their future based on relevant actionable information.

Workshop 5: Executive Functions: Why Teens Need to Have Them/Schwartz

There is a lot of talk everywhere about our executive functions. What is the connection between executive function and success in high school and college? This session will provide an in-depth explanation of what exactly our Executive Functions are and why it's so important for your teen to develop them. You'll find out how to assess a teen's executive function skill set and learn some strategies to enhance and support brain maturation.

Workshop 6: Strategies for Life Skills: Balancing Parent Support and Student Independence/Willson

Finding the balance between the work parents put into the development of their children, and empowering children to help themselves can be a difficult minefield to navigate. This workshop will focus on strategies for both parents and children. We will review techniques designed to help parents nurture and support the development of their children, along with strategies children can utilize to foster independence, resilience and self-governance.

2:45-3:00 Break / Resource Expo

3:00-3:45 Session F

Workshop 1: Smooth Transition to College/Employment with Executive Functioning Challenges/Cappelleri

The transition to college and the workforce can be overwhelming for young adults, and even more so for those with executive functioning deficits. The development of executive functioning skills is critical for success in college and employment. This presentation will focus on the differences in skill set expectation between secondary and postsecondary education and employment. Skill development related to being a successful student and employee with a focus on executive functioning skills will be delineated.

Workshop 2: Work Readiness: Preparing Students for the World of Work/Tomasetti

Both anecdotal and statistical information will be presented from vocational supervisors and students explaining what skills are necessary for success on the job. Participants will be educated through case studies as well as be given a blueprint to implement a similar program for their students.

Workshop 3: My Road from Struggling Student to Successful Special Education Teacher/Kramer

Brittany will share her experiences both in school and at home as a person with a Non-Verbal Learning Disability and how she ultimately became a second grade special education teacher. She would like to dispel myths and misconceptions that people may have. In addition, Brittany will talk about the importance of adult support in helping students persevere through their learning challenges to reach their goals.

Workshop 4: Live Your Best Life: Take Control of Your Services/Frattarola-Saulino

As the person using services, and your family, control of your services is important. Helping you get to where you want go, become who you want to be while meeting the support needs you identify is the goal. This means planning is centered around you and your family's needs, and actions following the plan you design. A Supports Broker can help your plan come to life and then you are living your best life!

Workshop 5: Technology Tools for Success/Leibowitz & Danielson

Transitioning from High School to College can be overwhelming for any student, add in a disability then you have doubled the stress. The student with the disability not only has to navigate a new environment but also has to learn their support system has significantly changed. This workshop will focus on steps to make for a smooth transition. Additionally, we will be exploring tools for reading, writing and notetaking to facilitate the transition to college.

Workshop 6: Unleash Your Genius!/Steinberg

We're all smart...but in different ways. Unfortunately, in the minds of students who struggle with reading, writing and math, "being smart" and academic achievement are one in the same. Nothing is further from the truth. In this engaging and informative workshop, participants will learn how to inspire middle and high students to realize their potential and unleash their inner genius.

SPEAKERS

Alex Bellantuono, PhD, is an associate neuropsychologist in the Learning and Development Center at the Child Mind Institute and is a New York State certified school psychologist. During the course of his doctoral training in school psychology, Dr. Bellantuono has accumulated experience conducting neuropsychological evaluations of children with ADHD, Autism Spectrum Disorder, learning disorders and social-emotional difficulties.

Alissa Cappelleri currently serves as the Regional Coach Coordinator and Academic and Social Coach for New Frontiers in Learning, an executive function coaching and tutoring company. Her experiences include professional development on the importance of social skills instruction, authentic learning environments and transition. Alissa is also a certified educator in the state of New Jersey. Her unique range of experiences leads her to value flexibility and understanding when working with others to strengthen executive functioning skills. By meeting students where they are, Alissa helps them to fine tune processes that can be generalized across contexts.

Linda Carmona-Bell has been employed for many years by the New Jersey Department of Education (NJDOE) where she currently works in the Office of Career Readiness. She assists LEAs in using the Carl V. Perkins funds for Career and Technical Education programs and assists in the development of information technology courses. Linda's history with the NJDOE includes working in the areas of vocational education, bilingual education and educational technology. Previously, she worked as a computer programmer and database manager, taught Computer Technology at Essex County Vocational Schools, and was an adjunct professor at Essex County College. She has a BS degree in Computer Science from Pace University and an MA degree in Bilingual/Bicultural Education from LaSalle University. She is the mother of four and an active observer on the journey for independence with her daughter with Down Syndrome.

Priscilla Danielson has been a practicing speech/language pathologist for over 30 years, with experience in varied settings. She has focused on AT/AAC for about 17 years. Presently, she is an adjunct professor at Temple University and University of Delaware in the areas of UDL, AT, and high incidence disabilities. Additionally, she maintains a private practice focusing on consultation in the areas of AAC, AT, and UDL.

Eric Endlich, Ph.D., psychologist and founder of [Top College Consultants®](#), helps students worldwide overcome challenges and access college. A special needs parent himself, Dr. Endlich is on the Learning Differences/Neurodiversity Committee of the Independent Educational Consultants Association and the Clinical Advisory Board of the Asperger/Autism Network. Dr. Endlich presents nationally on learning differences and college admissions, and has been interviewed by media including *Forbes*, *Business Insider*, *CollegeXpress*, *College Confidential* and *U.S. News & World Report*.

Marian Frattarola-Saulino has worked for over 20 years in partnership with people with disabilities to co-produce sustainable support systems that are designed, delivered and evaluated at the direction of people themselves, along with their families, and allies. Her career has included many experiences including DSP and Supports Broker roles. She is a leader in the movement to enhance self-directed support options, including the development of microboards, Support Coordination and Supports Brokerage organizations.

Hillary D. Freeman, Esq. is deeply committed to her work representing people with disabilities and their families. She helps individuals and families zealously advocate for services and supports in special education under the IDEIA, Section 504, guardianship matters, estate planning and adult services. Ms. Freeman is a frequent presenter on the legal rights of students and adults with special needs. She has spoken both nationally and internationally on special education matters related to the rights of students with learning and developmental disabilities. She was named a Rising StarSM by Super Lawyers & Magazine for from 2013-2018. She holds a JD from Widener University School of Law and practices in both Pennsylvania and New Jersey. **Freeman Law Offices is a Silver Sponsor of this conference.**

Brian S. Friedlander, PhD, is an associate professor of education at the College of St. Elizabeth in Morristown, NJ, where he coordinates graduate programs in special education and teaches graduate courses in assistive technology. A school psychologist with expertise in the area of assistive technology, Brian has a passion for using all kinds of technology in his professional work.

Virginia Gryta has been an instructor at Hunter College for the past 9 years, teaching graduate students in the masters in special education program. Prior to her time at Hunter, she taught for 15 years in co-taught classrooms in elementary and middle schools, worked in early intervention, taught in an inclusive preschool, and began her career working in a hospital setting with young adults with congenital and traumatic brain injuries. Her interests include differentiated instruction, neurodiversity, and sensory processing.

Joanne Hamza is a project coordinator at the Heldrich Center and is responsible for all training and user services for the New Jersey Department of Education-sponsored web resource, New Jersey Career Assistance Navigator. Prior to joining the Heldrich Center, Ms. Hamza worked on New Jersey's Transportation, Logistics and Distribution Talent Network, helping job seekers find employment by assisting to facilitate effective industry and education partnerships. Hamza was also an educator with over seven years of experience teaching in New Jersey public schools. Ms. Hamza holds a B.A. in education and psychology from Rowan University and a Master's in the Art of Teaching from MaryGrove College.

Mary Hebert, Ph.D., is the Florham Campus Director of the Regional Center for Learning Disabilities. She has been with the program since 2013, serving as the academic counselor prior to assuming her current position. Mary has been a professor of undergraduate and graduate psychology courses for 14 years, including teaching for the FDU psychology program. She has taught courses in learning and memory, child and adolescent behavior, testing and assessment, counseling theory and teaches an annual seminar for educators on the social and emotional needs of students with learning differences. She presents at conferences on the transitional needs of students with learning disabilities entering college and participates in research and writing on topics related to students with learning disabilities. Mary earned her B.A. in Psychology from The College of St. Elizabeth, her MA in Clinical Psychology from FDU, and her doctorate of Clinical Psychology from Seton Hall University.

Jennifer Hughes is an Associate Director of Program Quality Assurance at NAMI NJ. She has an MSW from Columbia University and a BA in Psychology from Ramapo College of NJ. Jennifer began her career as a social worker in 2015, working with youth and families in a school setting. As a Licensed Clinical Social Worker (LCSW), Jennifer has training in psychotherapy, crisis intervention, and program management/evaluation. She is passionate about educating and advocating for individuals and families affected by mental illness.

Ruth Hughes, Ph.D., is a psychologist, a mother of an adult son with ADHD and learning disabilities, and author (with Chris Dendy) of a new book, Ready or Not: The Transition to Adulthood with ADHD. She is the former CEO of CHADD, the national association on ADHD. In retirement she has found a new vocation – helping student with disabilities at Howard Community College.

Matthew Kelly completed his undergraduate studies at Brown University (Phi Beta Kappa, Magna Cum Laude) before earning his PhD and MPH in Sociomedical Sciences and History from Columbia University. In addition to his scholarly work, he actively writes for the stage, and his plays have been nominated for several awards. He founded Act 2 Tutoring LLC (A2T), where he works with students in grades K through college, using 21st-century tutoring solutions to tackle 21st-century challenges.

Elizabeth Kenny-Foggin, an Orton Gillingham Therapist (IMSLEC), has worked over 30 years with children and adults, grades Pre-K through adulthood, in the field of special education, focusing on Structured Language Literacy, learning strategies and executive functioning development. Elizabeth teaches graduate students at Fairleigh Dickinson University, concentrating on relevant topics in special education, including Structured Language Literacy. In 2014, Elizabeth was the recipient of the IMSLEC Innovator Award, 2011 Outstanding MSLE Teacher, from the International Multisensory Structured Language Education Council. Elizabeth works with students, parents, school districts, and other organizations, developing Structured Language literacy curriculum, providing

educational presentations, and support services for students struggling to read and write. Elizabeth is a teacher-author, providing multisensory resources for small group and whole class instruction. Elizabeth's resources are available at: <https://www.teacherspayteachers.com/Store/Dyslexia-And-Multisensory-Education>

Brittany Kramer is presently a second grade special education teacher in Montclair. She chose this career because of her personal connection to the experience of going through school with learning disabilities. She states that she would not be who she is today were it not for the sensitive, compassionate teachers who supported her in her journey. Brittany is currently seeking a Dyslexia reading specialty, but her end goal is to be in private practice counseling children and adolescents with learning disabilities, NVLD, high functioning Autism and executive function issues.

Tracy Lederman, M.S., Ed.D., received her Master's in Secondary Education from the University of Pennsylvania, and doctorate in Curriculum and Teaching from Teachers College, Columbia University. She worked eight years as a high school teacher and four as a Supervisor of Curriculum in a NJ public school district. Dr. Lederman left her job with a Student Information System Software company, to parent full-time her two children, one of whom has TS and associated disorders.

Naomi Leibowitz is an Assistive Technology Specialist who has evaluated and prescribed interventions to support clients' goals in a variety of settings for over 20 years. Naomi has also provided leadership to Temple University to ensure that students with a disability have full access to the university experience. She has presented at various national conferences including CSUN, AT Summit and Pacific Rim on how assistive technology benefits all - not just people with disabilities.

Amanda Marino has worked for the past 10 years assisting students with the transition from high school to college. She holds her Masters in Counseling Psychology and brings a person-centered individualized approach to understanding each student's needs and how they can be successful. She has worked directly with students at the post-secondary level in a comprehensive academic and social skills program as the Assistant Director. Currently, she works as the Director of Admissions for Living Learning Support Programs at Mitchell College in New London, CT.

Sherri Maxman, aka The College Maven, has visited over 200 colleges (and counting) to learn more about everything they have to offer to students with and without LDs. She is a Professional Member of the Independent Educational Consultants Association and a member of the Learning Disabilities Association of America. She works with students on the college application process and speaks to groups of parents about college and the LD student.

Andrew Meltzer is a special education attorney and advocate with Sussan, Greenwald & Wesler. He knows on a deeply personal level the challenges families of children with special needs encounter because he was a classified student with learning differences. Mr. Meltzer's goal is to help students with special needs attain the success in school and life they are capable of. His unique personal insights and professional experiences in special education law makes him a natural and effective advocate for his clients.

Alexandra Mendez is an Assistive Technology Consultant and Owner of AT Solutions LLC. Alexandra provides Assistive Technology services to students and adults with disabilities through comprehensive evaluations, equipment recommendations, and training. Alexandra has years of experience in both Assistive Technology and Education; as the Assistant Director of a non-profit organization, Special Education Teacher, Mathematics Teacher, and Special Education Case Manager.

Benjamin Meyer, LCSW, is a psychotherapist and coach with experience working with young adults with learning differences as they adapt to employment and social demands. He provides individual, group, and couples psychotherapy in English and Spanish. He has published multiple articles for the NVLD Project and other organizations that specialize in working with individuals with learning differences. He has also ran a dating skills group for young adults on the spectrum.

Susan Micari, MS. Ed. is a Board-Certified Educational Therapist and co-founder of EdTherapyNYC. In her 30 years of teaching people with learning disabilities, she has taught reading to children of all ages as well as young adults and adults. She has advocated for people with learning disabilities locally and nationally, and has appeared on The Today Show. She writes for the NVLDProject.org, The Educational Therapist Journal, and on EdTherapyNYC.com. Her popular YouTube channel contains short talks on learning issues. The web-based community, The Diversability Exchange, provides a place for young people and parents to share.

Alexander Morris-Wood is the Director of Transition Services & Outreach Beacon College in Leesburg, FL. A member of Florida AHEAD, his goal at Beacon is to help students with learning differences and their parents prepare for the transition to college by developing unique programming that focuses on social-emotional and executive functioning skills. Alexander has a BA in History and an MS in Mental Health Counseling.

Hilary Murphy, PhD, is a licensed clinical psychologist and formally trained neuropsychologist with a specialization in the neuropsychological assessment of neurodevelopmental and neuro-medical disorders. She has extensive experience evaluating individuals across the lifespan. Dr. Murphy has participated in interdisciplinary treatment teams in both medical and educational contexts to treat clients presenting with a variety of neurological, neurodevelopmental, and psychological needs. Her training in school psychology provides a unique perspective in collaborating with educators and parents.

Matthew S. Pagirsky, PsyD, is a Pediatric Neuropsychologist and New York State Certified School Psychologist. Dr. Pagirsky currently serves as the Director of Psychology Training and Education and Upper School Senior Psychologist at the Quad Preparatory School in Manhattan, an independent school in New York City that serves Twice Exceptional (2E) students grades K-12. He is responsible for the training of all on-site psychology and mental health counseling trainees and works directly with students in the upper school. Prior to his current role, he was a clinical neuropsychologist at the Child Mind Institute where he provided coordinated treatment with providers and consultation with educators to provide individualized high-quality care and interventions, participated in social media outreach for families, and conducted neuropsychological and educational evaluations for children, adolescents and young adults with learning, behavioral and social-emotional challenges.

Daniel Peltz, M.Ed. founded Shift NJ in 2012 due to the lack of appropriate transition support for individuals with disabilities. Shift NJ helps empower individuals with disabilities through a variety of services including case management, job development and coaching, skills training, transition planning, and college support. Since its inception, Shift NJ has helped countless individuals successfully transition to adulthood, and now serves over 1000 individuals a month.

Annalisa Perfetto, Ph.D., has over 10 years of experience in the field of education. She co-founded EdTherapy NYC to address the underserved population of adults with learning differences and disabilities, working to destigmatize learning issues and promote awareness and acceptance for the neuro-atypical. Annalisa holds a doctorate in Literacy from St. John's University. She has published articles in edited various journals and been nominated for awards. Annalisa was featured in the 2019 TedX CUNY conference and, along with Susan Micari, was a featured collaborator for the NVLD Project.

Sheri Perlman, LCSW, is an experienced occupational therapist and psychotherapist who is well-versed in working with young adults with learning differences. She understands the mind-body connection, and how deficits in fine-motor and executive skills impact workplace and social challenges. She has extensive training in psycho-dynamic therapy and CBT, and has identified how these approaches can help those who learn differently to adapt to their environments. She maintains a practice in Manhattan and New Rochelle, NY.

Debra G. Salzman, Ph.D., is a Licensed Psychologist in New Jersey and has been with Behavior Therapy Associates for over 25 years. Dr. Salzman has extensive experience in the assessment and treatment of children, adolescents and adults. Dr. Salzman has conducted numerous workshops on the topics of behavior therapy with children, adolescents, and families.

Kenneth Schuster, PsyD, is a neuropsychologist in the Learning and Development Center and Director of Clinical Training at the Child Mind Institute. Dr. Schuster has extensive experience conducting diagnostic evaluations, as well as neuropsychological, developmental, educational and personality assessments in children as young as 18 months and across the life span. He specializes in evaluating and working with individuals struggling with issues related to ADHD and learning disorders.

Mindy Schwartz is an ADHD coach and executive function specialist, working primarily with teens and college students. She was trained as a coach through ADDCA (ADD Coaching Academy), and has specialties in both ADHD and family coaching. In her coaching practice, she educates teens about their own specific ADHD and collaborates with them to create individualized, compensatory strategies, which help them overcome their ADHD symptoms and challenges. Humor is a big part of her practice, as it allows her to lessen the intensity and weight that so often accompanies life with ADHD.

Jennifer L. Scully is the Head of School at Maplebrook School. She holds a B.A. from SUNY Albany and an M.A. from Fordham University. Ms. Scully has served as the President of the International Association of Special Education as well as the 9th Biennial Conference Chair. She has an expertise in the acquisition of social skills in adolescents, building resilience in students and an advocate for character education. Ms. Scully has spoken at national and international conferences and conducted workshops in social skills, resiliency and character development. She has published a handbook on the subject for teachers, parents and administrators entitled, *The Power of Social Skills in Character Development: Helping Diverse Learners Succeed*.

Lynda Shanahan is a Special Education Teacher at Pennsauken High School, NJ and mother of two sons on the Autism Spectrum. She holds a MS Ed in Special Education/Autism from Monmouth University and completed post graduate work Transition Specialist Certificate from Seton Hall and Supervisor Certificate from Rowan University. She is also recent graduate of Partners in Policy Making class of 2019 Rutgers/Boggs Center and sits on the Special Education Advisory Council with NJDOE. Her hobbies are playing the piano, working out and tap dancing.

Alison Snieckus is on staff at [Princeton Learning Cooperative](#), and serves on the board for [Liberated Learners](#), a network of self-directed education centers. Alison has been working with homeschoolers since 2003 and is co-founder of E-Cubed--a weekly meeting of teen homeschoolers. She previously worked for ETS and has taught graduate-level statistics for Rutgers University. Alison holds an M.Ed. in learning and cognition and an Ed.D. in educational measurement and statistics from Rutgers University.

Mary Sokolowski, Ph.D., has worked in post-secondary education as a professor and administrator for over twenty years. She currently serves as Admissions Coordinator for the College Internship Program (CIP)-Berkshire, where she is responsible for cultivating relationships with neurodiverse students and their families. She also works with CIP's Student Council and Student Ambassadors to facilitate their participation in outreach and community events. She is an advocate for and practitioner of student-centered and multi-modal teaching and learning.

STAMP is a peer-to-peer mentoring program sponsored by LDA of America. New Jersey is the first state in the country to have this program and will serve as a model for other states. STAMP aims to provide students with self-advocacy skills and strategies to navigate the challenges a learning disability presents inside and outside of the classroom. STAMP Leaders take their message of hope and perseverance on the road year-round, attending various conferences and events across the country.

Barbara Steinberg has been educating, mentoring and inspiring students and educators for over 25 years, first as a classroom teacher and now as a dyslexia and educational consultant. She is the founder and owner of PDX Reading Specialist, an organization whose mission is to Inspire Individuals to Become CONFIDENT and CAPABLE learners. Barbara is passionate about educating and supporting parents, educators and students themselves.

John Tomasetti has spent his 27 years at Maplebrook crafting an unprecedented vocational internship program. He works closely with community business owners as a liaison between their needs as vocational supervisors and the student interns. John has presented at national and international conferences on his achievements in work readiness for students with learning challenges.

John Willson is the Executive Director of SOAR, a non-profit residential boarding school, adventure summer camp, and GAP program serving youth with learning and attention challenges. He has a Masters degree in Outdoor Therapeutic Recreation Administration and is a certified Wilderness First Responder. He has served on the national board for CHADD, and as a State President for the Learning Disabilities Association of North Carolina. He has led hundreds of adventure courses with youth diagnosed with LD & ADHD. He actively presents to parents and professionals at local, state and national conferences.

Priya Winston is a licensed social worker and lead instructor at Transitions, a college and career support program for young adults with Autism and LD. Diagnosed with learning differences herself, Priya is uniquely equipped to provide her students firsthand, personalized supports on how to succeed at college and in the workplace, a topic she recently presented in Brazil. She is working on her PhD in Social Work at SUNY Albany.