



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

Life in High School and Beyond Virtual Conference & Resource Expo

Sunday, October 18, 2020

Registration before Oct. 17 <https://LdanjFall2020.eventbrite.com> Questions? info@LDANJ.org

**Members FREE with Code, Non-Members \$25, Parents/Families-Students-Adults with LD FREE

Conference Schedule

8:15-8:30	Welcome & Instructions
8:30-9:15	Resource Expo Open
9:15-10:00	Session A
10:00-10:15	Break
10:15-11:00	Session B
11:00-11:15	Break
11:15-12:00	Session C
12:00-12:15	Break
12:15-1:00	Session D
1:00-1:15	Break
1:15-2:00	Session E
2:00-2:15	Break
2:15-3:00	Session F
3:00	Complete Feedback Form to get a Certificates of Attendance for up to 4.5 Professional Development Units (NJ Provider Id #568) emailed to you with workshops you attended.

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 change of speakers or cancellations.

8:15-8:30 Welcome
8:30-9:15 Resource Expo Open

9:15-10:00 Session A

Workshop 1: Finding Success at the Post-Secondary Level: Options for Students with LD & ADHD/Marino (HS-PS) 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: Gap Year Benefits for LD Learning Styles/Bull (HS-A)

There are numerous benefits to taking a gap year before or during college, particularly for students with learning differences. This workshop highlights the benefits as well as covers potential challenges involved in creating a varied year of experiences (particularly this current gap year in a COVID-19 landscape). Types of programs are outlined along with research on gap year students' performance in college. Sample student scenarios illustrate how gap years are structured to match students' varied interests with programs, and a list of resources is provided for researching and vetting program options. A PowerPoint presentation will be utilized for this virtual presentation.

Workshop 3: Perceptions of Faculty Support and Bias on Students with LD/Corbran (HS-PS)}

This is a presentation of Ms. Corbran's dissertation research that involved interviewing students with learning disabilities in higher education settings. She will share what she learned regarding teaching students how to be better self-advocates in preparation for going off to college as well as helping college students learn how to navigate accommodations in the higher education setting. Attendees will leave with information to help them think about ways to better support all students with disabilities.

Workshop 4: Successful Transition to College for Students with Learning Disabilities/Hebert (M-HS)

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 5: Executive Functioning: What it is & What to Do When it is Not Working/Korner (M-PS)

Executive Functions drive an individual's success by linking together cognitive capacities and academic achievement. When they are "firing," all is well. When they are deficient, accessing a person's full cognitive potential can suffer. This workshop will focus on the following by: (1) Defining Executive Function (EF) and some "Brain-Based Stuff"; (2) Defining processing abilities by introducing CHC theory; (3) Describing the linkages between EF and processing abilities for each major academic subject (reading, mathematics, and written expression); and (4) Describing EF "fixes" and how to make them work (i.e. the importance of considering emotions and social interests).

Workshop 6: Accessibility for Virtual Learning: Tips for Educators /Mendez (M-PS)

From e-books to document formatting, there are ways to make learning more accessible. Learn how to solve common accessibility problems to improve access for all students. This session will provide educators 10 quick ways to improve accessibility for virtual learning materials.

10:00-10:15 Break

10:15-11:00 Session B

Workshop 1: Taking Your Learning Differences to College- Part 1/Bass (M-HS)

Discover how to help your child prepare for life at college by fostering their independence and self-advocacy while still at home. The overall benefits of self-reliance and the importance of developing essential life skills from an early age will be discussed.

Workshop 2: It's Complicated! Managing Learning Challenges in the Time of a Pandemic/Glass (M-HS)

We always knew that untangling learning disabilities was complicated under normal circumstances. Now within the unfamiliar context of school during a pandemic, we must attend to other needs. Attendees will learn to understand issues that impact learning in remote and in-person settings, that learning differences are complicated and almost never occur in isolation; and the necessity for trauma-informed learning for all of our students. Learning challenges do not start and stop at the classroom door; and most kids with learning challenges also struggle with low self-esteem, depression, and/or anxiety. They – and all students – require and deserve an empathic “Learning and Wellness” approach, in every setting.

Workshop 3: The College Match Rubric: Tools to Determine College Fit/Reinke (HS)

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: 14 Years Old and Beyond: How to Create a Seamless Transition/Head & Smith (E)

Successful transition from high school to the workplace can depend on accessing appropriate vocational rehabilitation supports and services. In this training, Disability Rights New Jersey will present examples and best practices for creating the ideal transition plan within the IEP. In order to develop the transition plan, it is important for members of the IEP team (parents, educators, and Child Study Team members) to understand the services available to each individual student. At the conclusion of this activity, attendees will understand how to develop a strong transition plan and how to access appropriate, individualized vocational rehabilitation services, including higher education services to enable a student to transition successfully from school to employment.

Workshop 5: College Admissions Panel for Non-Traditional Applicants/Snieckus (HS-PS)

Colleges are well-versed in working with applicants who have experiences outside the usual four years at a public or private high school. This session will begin with a review of the various parts of a college application and then discuss how homeschoolers and others with non-conventional educational paths through high school communicate their learning within the application's structure.

Workshop 6: Is it too Late? Reading Remediation at the Secondary Level/Hodgkins (M-HS) (also in D6)

Older students have different needs than younger ones, yet it is often gaps in the same underlying skills which cause difficulties in reading higher level text. Sixty-five percent of the words in written text above the sixth-grade level contain Greek and Latin roots. Learning how to weave in root instruction can improve vocabulary, increase comprehension and allow older children to read and spell more advanced terminology. Basic skills, meanwhile, can be addressed in a more sophisticated manner.

11:00-11:15 Break

11:15-12:00 Session C

Workshop 1: Taking Your Learning Differences to College-Part 2/Bass (M-HS)

Explore the range of learning support services available at the college level. Learn how to find the college where your child can thrive and develop into a capable, resilient young adult, giving you peace-of-mind in the process.

Workshop 2: Anxiety in College: Tools to Help Respond to Common Scenarios/Sullivan & Samul (HS-PS)

This session will explore common issues and scenarios in the first year of college that can be potential stumbling blocks for students with anxiety. Presenters will offer insights from the perspectives of professor, administrator and executive functioning coach. Students will learn tools to help them proactively prepare and parents will gain strategies for supporting their student in moments of anxiety at college. The presenters are not clinicians but are educators currently working with first year diverse-learning college students and their families.

Workshop 3: COVID-19 Resources for Transitioning Students/Pratt (M-PS)

Students who will be graduating will need to be connected to various resources prior to graduating. COVID-19 has changed the way transitions students and their families access adult information and resources. This presentation will provide information on health, work and, recreational resources that are essential to a young adult transitioning out of High School.

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

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: Is My Student Ready for College (Or to Go Back)?/Tuckman (M-PS)

Many parents worry about their high school student's readiness for the freedoms of college, especially when the student has ADHD. We will talk about the necessary skills for success in college and how students (and parents) can work on preparing themselves for that greater level of independence. We will also discuss options if the student is not yet ready or if they need to take time off to go back to school.

Workshop 6: LD Student Survival Skills/Goldstein (M-HS)

This session will provide the participants an understanding of the difficulties students with LD face in the classroom and at home when trying to juggle academic tasks, household chores, and other responsibilities. The role of executive function will be discussed and techniques for time management and completing tasks will be provided.

12:00-12:15 Break

12:15-1:00 Session D Lunch & Learn

Workshop 1: Learning Disabilities - High School Students' Perspectives/STAMP Leaders (M-PS)

High school students share their own unique journey from diagnosis to success in the classroom despite the day-to-day challenges of LD, including Dyslexia. They discuss the characteristics, 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 a person with LD and Q&A session.

Workshop 2: Assistive Technology Supports for Literacy and Organization: The Home Edition/Krass (E)

Now that many students with learning disabilities and related challenges are doing virtual school due to the Coronavirus pandemic, how do we continue to provide assistive technology supports? The reality is that parents and teachers are stepping into a more active role in the selection and support of their children's/student's assistive technology. This workshop outlines easy methods for trying assistive technologies, and demonstrates a wide range of free and low-cost assistive technology supports for virtual learning.

Workshop 3: Kids in the Syndrome Mix of ADHD, LD, ASD Anxiety and more/Kutscher (E)

The talk will focus on problems with executive functions (such as disorganization, "future blindness," over-reactions, and brakeless behaviors) as key difficulties in ADHD. Many people with ADHD also have other parts of a syndrome mix of learning disabilities, Asperger's syndrome, anxieties, and depression. The lecture empathically summarizes the four non-medical rules of ADHD treatment: (1) keep it positive; (2) keep it calm; (3) keep it organized; and (4) keep doing (1) to (3).

Workshop 4: Making the Leap: College Transition Panel Q&A/Moderator-Endlich (HS)

Which route to college is best for your LD student: spending a gap or postgraduate year in a college readiness program, seeking disability accommodations, enrolling in a college with a robust learning support program or hiring an executive function coaching service? If you're not sure, this is the perfect opportunity to learn more in a live discussion with representatives from a variety of colleges and programs. We look forward to hearing your questions!

Workshop 5: Transition and Community Partnerships/Frattarola-Saulino/Jedele (E)

As students age out of the education system and graduate, planning for transition services and life beyond high school 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. Connecting to community resources and establishing partnerships can help your plan come to life so that you, your loved one, or your student are living your/their best life!

Workshop 6: Is it too Late? Reading Remediation at the Secondary Level/Hodgkins (M-HS) (also in B6)

Older students have different needs than younger ones, yet it is often gaps in the same underlying skills which cause difficulties in reading higher level text. Sixty-five percent of the words in written text above the sixth-grade level contain Greek and Latin roots. Learning how to weave in root instruction can improve vocabulary, increase comprehension and allow older children to read and spell more advanced terminology. Basic skills, meanwhile, can be addressed in a more sophisticated manner.

1:00-1:15 Break

1:15-2:00 Session E

Workshop 1: Learning To “Ride the Wave” through Executive Function Skills/Cappelleri (HS-A)

Transitions can be challenging for individuals with learning differences. Individuals are expected to transition to new contexts in new ways and a tangible frame of reference is not always available. Through executive function skill development, we are able to evaluate processes required for goal-directed behavior and arm individuals to engage with what is unknown. Strategies to address cognitive flexibility/shifting, self-monitoring, and metacognition will be presented in the context of transitioning to life beyond high school.

Workshop 2: Transition to Adulthood Planning Using SMART Goals-Pratt (M-PS)

Transition services” are a coordinated set of activities designed as part of a results- or outcome-oriented process; this process focuses on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to “post-school activities. This workshop will provide guidance on the use of SMART Goals to show how it can benefit of measuring and ensuring realistic transition goals are achieved.

Workshop 3: Are You Ready for College?/Endlich (HS)

Students often put a lot of effort into getting admitted to college, but it’s equally important to consider the skills they need to thrive once they arrive. Being ready for college involves not just academic proficiency but emotional maturity, time management, social skills and more. We’ll review how students can begin to master these skills now, and where they can find support services once they’re in college.

Workshop 4: DVRS, Transition & Pre-Employment Transition Services/Vail (HS-A)

DVRS overview of eligibility, including discussion of Pre-Transition services and Project SEARCH. Find information out regarding benefits counseling and where to get free information regarding the impact to be fits and social security when you go to work. You can work and keep your benefits!

Workshop 5: Beyond Academics: Hard Facts and Soft Skills for Post-Secondary Success/Price (HS-PS)

What is college readiness? Why are “soft skills” more important than a high GPA? This presentation will help you differentiate between the laws governing disability support at the secondary and post-secondary levels and understand how these changes impact college readiness. Participants will learn strategies for incorporating executive function, social skills and self-advocacy skills into transition planning at home and at school and discuss the pros and cons of beginning college virtually instead of on campus.

Workshop 6: Product-Increase Reading/Writing Skills to the College Level/Van Brocklen & Planty (E)

Senior University Professors demand exceedingly advanced comprehension and writing skills, which few dyslexic, and advanced placement high school students possess. After 20 years of research learn how to quickly give your intelligent, highly motivated, dyslexic student the critical skills needed to comprehend advanced written material, using Walt Disney's biography, Walt Disney, The Triumph of The American Imagination, as an example. This material has been approved by senior university professors and can easily be adapted to teachers unique teaching style.

2:00-2:15 Break / Resource Expo

2:15-3:00 Session F

Workshop 1: Don't DIS My Abilities/Hearns (HS-A)

This workshop is designed to assist students, parents, and administrators with the transition to post-secondary education. Discussion on the differences in accommodations procedures and requirements and important questions to review when selecting a potential college/university will be discussed. Additional information regarding services provided at Montclair State University is also included.

Workshop 2: Listening Comprehension in the Age of Zoom Meetings, Ted Talks & Virtual Lectures/Miller

(HS-A) Have you ever heard of a teacher providing explicit Listening Comprehension instruction? Usually, we hear a lot about teaching reading comprehension skills to our students with SLD's. Many of them go off to college only to struggle to comprehend orally presented discourse, especially lengthy lectures and academic related videos. Session participants will learn about the research on listening comprehension, how to measure listening comprehension and how to best prepare for those virtual lectures.

Workshop 3: Facilitating Success in the Workforce for Young Adults: How Therapy Helps/Meyer & Perلمان

(E) Individuals with learning differences can identify and implement their unique strengths to succeed professionally. These include identifying the appropriate job, advocating for oneself, finding a mentor, and compensating for weaknesses. Specific examples of implementing one's strengths will be discussed. Attendees should leave the workshop with an understanding of a variety of different strategies those with learning differences can use to achieve in their place of employment.

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

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: Continuation E5: Beyond Academics:Hard Facts & Soft Skills for Post-Secondary Success

Workshop 6: Navigating the College Search for Students with Learning Differences/Bork (HS-PS)

From the dual perspectives of someone in college admissions and mother of a Landmark College alum with ADHD, this presentation gives students and parents the tools they need to determine fit as they explore a variety of college options and to help students prepare for a successful transition. Participants get in-depth information about what to consider, the questions to ask, and the wide range of accommodations, supports, and programs that exist in postsecondary education today.

SPEAKERS

Judith S. Bass, CEP is an internationally recognized expert in the field of college/postsecondary placement for students who learn differently. She is a contributing author of *Navigating the Transition from High School to College for Students with Disabilities* and has developed CollegeWebLD, www.collegewebld.com, a one-stop source for disability services at 400+ colleges in the US. She is past Chair of the AICEP Commission on Credentialing and a past Board Member of IECA.

Ferne Bork is the Regional Enrollment Specialist for Landmark College. Her son, Aaron, attended LC's High School Summer Program in 2010 and entered the college as a freshman in 2011. After receiving an Associate of Arts in Liberal Studies in 2013, Aaron transferred to American University. Because his experience at Landmark was so transformative, Feme was drawn to a position in Admissions in 2018. She especially enjoys working with families, and this workshop is the result.

Holly Bull is President of the Center for Interim Programs, founded in 1980 as the first independent gap year counseling service in the U.S. She is an expert in this unique field, drawing on her own two gap years and thirty years working as a gap year counselor with over three thousand students. She has visited numerous programs worldwide and been a keynote and panel speaker at NACAC, IECA, HECA, NAFSA, Gap Year Association, USA Gap Year Fairs, and high schools nationwide. Holly has a BA in Anthropology from the University of Virginia and a Master of Education from Harvard University.

Alissa Cappelleri graduated from The College of New Jersey with a Masters of Teaching in Special Education. She has had many experiences in a wide variety of classrooms and is deeply dedicated to educating through the fostering of resilience. Encouraging self-advocacy skills is the root of Alissa's practice and she teaches tools and strategies with each individual student in mind. She believes that academic performance is informed by abilities to navigate the “unwritten curriculum” of society. Alissa currently serves as the Regional Coordinator for New Frontiers, an executive function coaching and tutoring company. Her experiences include professional development on the importance of social skills instruction, authentic learning environments and transition.

Carolyn Corbran has been providing disability support services to students in colleges and universities since 2010. She worked at Fordham University for four years, Barnard College for four years, and has been in her present position at Seton Hall University for over two years. Carolyn has a Masters in Counseling and will be graduating with her PhD in Education this year.

Eric Endlich, Ph.D., clinical psychologist and founder of [Top College Consultants](http://www.TopCollegeConsultants.com)®, helps neurodiverse students worldwide transition to college. A special needs parent himself, Dr. Endlich is on the LD/ND Committee of the Independent Educational Consultants Association and has presented at LDANJ, Let's Talk LD, ASPEN and the CUNY Neurodiversity Conference. Dr. Endlich as taught psychology at Boston College, Tufts University, Suffolk University and UMass/Boston and has been interviewed by *Forbes*, Business Insider, ColledgeXpress, Colledge 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.

Anne Glass has been an ardent advocate for students with learning differences throughout her career as a learning specialist,. As Head of School at Purnell, a boarding school for girls with learning challenges, Anne established a Learning & Wellness Program to optimize access to curriculum and engagement for all learners. Purnell supports each student through this holistic, multidisciplinary lens. Previously, Anne was a Learning Specialist at The Chapin School in Manhattan and has also been an adjunct lecturer at CUNY Hunter College and Teachers College, Columbia University. Anne is an alumna of Wellesley College and earned a MA in Reading and an Ed.M. in Learning Disabilities from Teachers College. She was awarded a fellowship to the Neuroscience of Reading Institute at MIT to study the brain bases of reading development and disability and implications for early identification and intervention.

Fern Goldstein, MS, President of G Whiz Educational Resources, author of *Looking Glass Spelling* and *Oops: Grammar in Context*, LDAA's 2009 Special Educator of the Year, has spoken at national and state educational conferences. She has over three decades of experience teaching, writing curriculum for students with LD, and in training and mentoring other teachers. She has been active in LDA since 2005 as VP of LDANJ and is now President of LDA of Delaware.

Susan Head has worked at Disability Rights New Jersey as a senior staff advocate and program coordinator for 12 years. As a member of the agency's employment team, Susan advocates for individuals requiring assistance seeking or receiving vocational rehabilitation services. Through the mandate of Disability Rights New Jersey's Client Assistance Program, Susan advocates on behalf of individuals concerning their access to appropriate and individualized vocational rehabilitation services. Susan holds a B.A honors degree and an MSW degree from Rutgers School of Social Work, where she received the Dean's award for outstanding student of the year in nonprofit and public management.

Meghan Hearns, with almost 15 years of experience in higher education student affairs and a passion for inclusion and representation in higher education, Meghan brings a comprehensive approach to Disability studies and understand the varied needs of students. She states, "Providing opportunities for students to develop social, professional, stress management/coping, and academic skills throughout their college experience is my legacy and contribution to society." As promoting inclusion is a societal responsibility, she also enjoys working with and educating faculty, staff, and anyone interested in decreasing the stigma associated with disabilities. Meghan firmly believes nothing is impossible; the word itself says, "I'm possible".

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.

Katie Hodgkins, beginning as a special education teacher and now as the Director of Instruction and Master Instructor for Brainspring Educator Academy, Katie specializes in oversees curriculum and training educators in the Orton Gillingham method as a Certified Dyslexia Practitioner. Katie strives to educate as many teachers and parents on the best practices for addressing the needs of struggling readers using scientifically based research.

Amy N. Jedele is a Resource & Development Director at Values Into Action NJ. Her experience as a former Care Manager with Partnership for Children of Essex and as a private consultant for youth provider agencies has fueled her dedication of service for the I/DD population where she continues to be an ally for young adults and people with disabilities. Amy is a trainer for Rutgers CSOC, UBHC on the topic of Transition. She volunteers as a Co-Chair for the Community Networking Association of Essex County and is committed to increasing opportunities and connections for social services agencies to create greater impact within the communities across the state of NJ.

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.

Dr. Steven Korner earned the doctorate from the University of Pennsylvania and has been appointed to the following positions: director of the child and family unit of the Benjamin Rush Center in Philadelphia; director of psychology and assistant professor of psychiatry, New York Medical College-Metropolitan Hospital Center; and associate professor (tenured) in the doctoral program in child-clinical psychology and director of the school psychology program at Seton Hall University. Dr. Korner has been appointed to chair the continuing education and media committees of the New Jersey Psychological Association, was elected president of the Bergen County Association of Licensed Psychologists, and was coordinator of special education for the Harrington Park School District. He has either published or presented over 70 papers and was editorial consultant for the journals Private Practice in Psychotherapy and Psychotherapy in Independent Practice. Dr. Korner was awarded the 2018 Sam Kirk Award for Educator of the Year from the Learning Disability Association of America.

Adam Krass, MS, ATP, president of Adam Krass Consulting, LLC, has close to 30 years of experience in all phases of assistive technology. He has provided assistive technology services to children and adults with disabilities in school, work and home settings. Adam is also an adjunct professor at Kean University in Union, NJ, teaching courses on assistive technology in the School of Special Education and Literacy.

Dr. Martin L. Kutscher is board certified in Pediatrics and in Neurology; and was an Assistant Clinical Professor at the New York Medical College for over two decades. He has more than 25 years of experience diagnosing and treating families affected by ADHD, autistic spectrum, LD, anxiety, tics, and other neurobehavioral disorders. He has lectured internationally and has published five books on the topic. Video-telemedicine care is available. Phone (914) 232-1810. His website is www.KidsBehavioralNeurology.com.

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. Amanda is not 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.

Alexandra Mendez, M.Ed., 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 a former 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 E. Miller is a New Jersey licensed LDT-C and holds her Teacher of the Handicapped certificate. She is a certified Dyslexia Therapist (W.D.T.) and credentialed presenter for Wilson Language's Foundations program. Susan holds Dual Master Degrees in Learning Disabilities and Reading from New York University, Steinhardt School She is a Certified Regional Trainer for LETRS (professional development courses for Teachers of Reading and Spelling) and a Certified Mentor of Acadience (formerly, DIBELS Next (Dynamic Measurement Group), and trainer for the Developing Metacognitive Skills (Neuhaus) curriculum. She currently holds a Board position on the New Jersey Branch of the International Dyslexia Association and serves as the Assistant Director of the Robinowitz Education Center (part of the Laurel Education Group).

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.

Madalynn Planty's research interest is finding a way to increase the motivation in learning different students as it pertains to improving their writing processes. This may be done through finding a universal theme in their writing that students can relate to which would, in theory, result in them becoming more interested in the content and therefore increasing their motivation.

Nicole Pratt is a single working mom of two adult children who both have special health care needs. She is a strong advocate for both her children and for other families who struggle to obtain appropriate education supports and healthcare services for their children. Nicole works for The SPAN Parent Advocacy Network as a Senior Parent Professional Trainer educating parents and professionals - teachers, administration, and community organizations - on an array of education and health topics across NJ and nationally. Nicole is also the Project Director on the Empowering Women in Community Leadership for Healthier Families project coordinating training and support for women around healthcare messaging. In addition, she is also the Diverse Parent Engagement Development & TA Facilitator on the Leadership in Family Professional Partnership project. Nicole sits on several New Jersey State, national and local parent leader advisory committees/boards that support/empower families and children. Nicole has a BS in Psychology and Masters in Teaching along with extensive training in Human Behavior/Positive Behavior Supports, Mental Health Facilitation, Social Determinates of Health and Trauma-Informed Care.

Janet Price is the Assistant Vice President for Outreach and Admissions at College Living Experience. She has 10 years previous experience as an educational advocate, and has co-authored two books, [Take Control of Asperger's Syndrome](#), winner of the 2010 Legacy Book Award, and [Take Control of Dyslexia](#), as well as numerous articles. Janet has been a guest lecturer for graduate programs at Towson University and American University and frequently presents at national conferences.

Katelyn Reinke is the Assistant Director of Transition Services and Outreach at Beacon College and she serves as a Transition Counselor for Navigator PREP. Katy earned her B.A. in Communication-Public Relations at Florida Gulf Coast University and her M.S. in College Student Affairs-Counseling and Student Development at Eastern Illinois University. During her master's degree program, she engaged in research focused on creating an effective learning environment at colleges across the nation for students with learning differences.

Ron Samul, MFA is an educator and author in southeastern CT. He is the Assistant Director of Thames @ Mitchell College where he has worked for 12 years. He is also a graduate writing mentor and instructor at Western Connecticut State University in the Masters in Creative and Professional Writing program. He is also the author of *The Staff*, a fiction novel.

Regina Ann Smith graduated in August with honors from Creighton University School of Law. She will be sitting for the bar exam for the first time in February 2021. Prior to law school, Regina received her M.Ed. from the University of Pennsylvania in Language and Literacy and her B.S. from Elizabethtown College in Special Education. She was a special education teacher for nine years in New Jersey. Regina had the distinct pleasure of being the inaugural teacher for the district's middle school autistic support program. She then designed the 18-21 year old transition program and taught within that program for two years. Regina's greatest teaching accomplishment was the student-led IEP process, where each student in the transition program developed their own IEP and independently led their annual review. She currently works for Disability Rights New Jersey on the Community Inclusion and Juvenile Justice teams.

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.

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.

Jennifer Sullivan, M.S. is an executive functioning coach and author based in southeastern CT. She is founder of [Fast Forward College Coaching](#) and offers customized college readiness support for diverse learners and their parents as they prepare for the transition to college. She speaks nationally to high schools, educators, and parent groups about differences between disability support in high school and college, executive functioning success in college and the parent perspective of the college transition. She is author of the book, [Sharing the Transition to College: Words of Advice for Diverse Learners and Their Families](#).

Ari Tuckman, PsyD has given more than 400 presentations and routinely earns excellent reviews for his ability to make complicated information understandable and useful. He is the author of four books: "ADHD After Dark: Better Sex Life, Better Relationship", "Understand Your Brain, Get More Done", "More Attention, Less Deficit" and "Integrative Treatment for Adult ADHD". He is a psychologist and sex therapist in private practice in West Chester, PA and co-chair of the CHADD conference committee.

Cheryl Vail is a Program Planning Development Specialist with the Department of Labor and Workforce Development, NJ Division of Vocational Rehabilitation Services. She has worked in the public and non-profit sectors to improve employment opportunities for People with Disabilities in New Jersey through counseling, program development, education, training and advocacy. She holds a Master degree in Rehabilitation Counseling from University of Medicine and Dentistry, now Rutgers. She is a National Certified Rehabilitation Counselor and Nationally Certified Sign Language Interpreter.

Russell Van Brocklen combined the brain research in *Overcoming Dyslexia* by Sally Shaywitz with the three default writing strategies By Dr. James Collins. As a result, his research was funded by the NYS Senate and is owned by the SUNY Research foundation. He found that motivated high school students with dyslexia increased their writing skills 7-8 grade levels in one academic year. Russell presented at The Everyone Reading Conference in Manhattan from 2014-2020.