



Learning
Disabilities
Association
of Michigan



Learning
Disabilities
Association
of New Jersey

LINKING INFORMATION ABOUT LEARNING DISABILITIES

Attention Issues and Related Disorders

For Parents, Educators, Professionals, Adults, and Students

Friday - October 15 & Saturday - October 16

Day 1 & Day 2 Conference Schedule

- 8:45-9:00** Welcome & Instructions
9:00-10:00 Keynotes
10:00-10:15 Break
10:15-11:00 Session A
11:00-11:15 Break
11:15-12:00 Session B
12:00-12:15 Break
12:15-1:15 Keynotes
1:15-1:30 Break
1:30-2:15 Session C
2:15-2:30 Break
2:30-3:15 Session D
3:15-4:30 Resource Expo - Vendor Hall
3:15-4:30 Certificate of Attendance-up to 5 hours PDUs (Professional Development Units/NJ Provider Id #568) will be automatically emailed to you immediately after you complete the Feedback Form

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

Disclaimer: LDANJ and LDAMI do not endorse or recommend any method, treatment, or product; evaluation or remedial center, program, or persons for children and adults with learning disabilities. They do, 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.

Day 1 - October 15

Suggested Level Codes: PK=Pre-Kindergarten K2= Early Elementary 3-5=Late Elementary M=Middle School HS=High School PS=Post-Secondary A=Adult E=Everyone

8:45-9:00 Welcome & Conference Instructions

9:00-10:00 Keynotes

Room 1: Disability, Race and Identity/Horne (E; E)

This keynote will draw from the book " Empowering Students with Hidden Disabilities: A Path to Pride and Success." LeDerick Horne will share his own experience as a special education student as well as give advice to help all students develop positive identities as people with disabilities. Strategies to help students reach their transition goals will be provided. The audience will also explore the intersectionality of disability, race, and identity to help them create more inclusive schools and communities.

Room 2: Linking Assessment to Interventions-Educational Strategies-Resources/Flanagan (K-HS;Ed-O)

The purpose of this session is to discuss the value of a comprehensive evaluation for intervention. Several topics will be covered including a) how to organize an evaluation for suspected learning disability using the research on the relations between specific cognitive abilities and academic skills; b) identifying how cognitive processing weaknesses manifest for students in the classroom setting; c) determining how to minimize the effects of cognitive processing weaknesses to provide the student with greater access to instruction and the curriculum; and d) how to write recommendations that are tailored to the students unique learning needs. Dr. Flanagan will also introduce Intervention Library: Finding Interventions and Resources for Students and Teachers. It is expected that participants will understand how to link the findings of a comprehensive evaluation to educational strategies and resources that lead to positive outcomes for students.

Room 3: Lead Poisoning 101: Preventing Exposures in Home & Community/Gregoire/Meuninck(E; E)

Lead poisoning is linked to irreversible brain damage in children. As a result of lead exposure, children may struggle with learning or behavioral issues in school and long-term impacts to lifetime earning potential. The good news is that lead poisoning is entirely preventable. Join us to learn about the impacts of lead and what you can do to prevent exposures in your home and community.

10:00-10:15 Break

10:15-11:00 Session A

Room 1: Identifying SLDs Using AADA, RTI, and PSW; Where Do We Go from Here? Korner (Pk-PS; F-Ed-O)

The evolution of our thinking regarding the neuropsychological basis of learning and learning disorders has spawned the parallel progression of the methods used to identify specific learning disorders (SLD) and accompanying legislative changes.

Room 2: Dyslexia in the Public School Setting: Advocacy Tips & Resources for Parents/Lynam (K-HS; F-Ed)

Parenting a child with dyslexia can feel confusing and lonely. The amount of information to absorb is overwhelming and often compounded by feelings of grief over lost time or undue pressure placed on the child. Parents may even face disillusionment with educational professionals and the general quality of the school's literacy instruction. This session will provide parents information for navigating areas of confusion and for mapping out a plan for effective advocacy.

Room 3: Online Tools You Should Be Using-No Matter What You Teach/Guiff (3-HS; Ed)

All teachers are responsible for helping students gain digital literacy skills. No matter what content you teach, this session will introduce you to three online literacy tools to help your students think more deeply and communicate their understanding of what they are reading. Attendees will be introduced to Insert Learning and Actively Learn. These platforms allow you to use whatever topic you are focusing on, find relevant websites or texts, and make them interactive and accessible for your students. You will get the opportunity to try each platform from a student's perspective as well as learn to use the teacher features. Time will be allotted for attendees to create/find lessons they can use in their classrooms.

Room 4: Role of the Vocational Rehabilitation Counselor/Monaco (HS-A; E)

Vocational Rehabilitation (VR) is a program that helps people with disabilities find and keep a job. Often, families, young adults with disabilities, and professionals are unsure exactly how to utilize the VR program and how a VR Counselor can help. This webinar will discuss how to work with a VR counselor to successfully find and keep employment.

Room 5: Vocabulary Word Selection: Tools and Strategies for Classroom Teachers/Chambre (PK-5; Ed-O)

This workshop provides classroom teachers with tools and strategies for efficiently determining which words to teach during classroom instruction. The session will review research and criteria for word selection as well as provide resources for locating available word lists. Participants will have hands-on experiences selecting words from a variety of texts across grade-levels. The session will conclude with techniques for embedding vocabulary instruction throughout the school day to provide cyclical review of key terms and concepts

Room 6: Large Print & Audiobooks from NJSL Talking Book & Braille Center/Apgar (E; E)

Recent changes in federal law allow certified reading specialists, teachers, and other school professionals to register students with print disabilities (reading disabilities, low vision, physical handicaps) for TBBC's free services. It's easier than ever to get students signed up to borrow TBBC's collection of accessible material. Audiobooks and large print books can be mailed to students at home and school; or download audiobooks any time to your mobile device.

Room 7: Help! My (Middle/High) Child Is Not Reading! What Do I Do? /Van Brocklen/Letchford (M-HS; E)

Some students have spent years in intervention programs yet have not thrived. In this session, we explore often overlooked foundational language skills critical to become "skilled" readers. Lack of "language skills" appears impossible, yet this challenge exhibits itself through inaccurate reading, "guessing" at words, and limited comprehension. Through exploring every aspect of the reading process, this session provides solutions. Providing engaging, age-appropriate strategies many more students can overcome reading challenges to be successful.

11:00-11:15 Break

11:15-12:00 Session B

Room 1: Mythologies of Dyslexia & the 'Soup Pot' of Variables/Selznick (Pk-HS; F-Ed-O)

Over the past decade parents increasingly want to know whether their child has "dyslexia." There is a broad array of mythologies that parents and school professionals maintain regarding dyslexia that interfere with understanding will offer an overview of dyslexia and the major mythologies associated.

Room 2: Reading Motivation and the Adolescent Learner/Crumback (3-HS; Ed)

It is well known that reading motivation declines after the elementary years. This is particularly true of struggling readers. While studies support motivation as a meaningful factor in reading comprehension, it is an area too rarely targeted for intervention. The aim of this workshop is to discuss the different types of motivation, their impact on reading comprehension, and best practices to increase both reader engagement and achievement.

Room 3: Techniques to Increase Learning, Manage Attention & Understand Executive Functions/Elrom (K-HS ;E) Highlighted throughout the workshop is how ADHD and Executive Function challenges impact learning and behavior. The presenter will provide a basic understanding of Executive Functions and share tips, tools and strategies to support students in and out of the classroom. Attendees will walk away with an understanding of the impact of communication, connection and empathy as the foundational work. This workshop is for parents and educators to support learners in the Elementary thru High School years.

Room 4: Leveraging Strengths for Student Growth: A How-to-Guide for Dynamic IEPs/Loftin (K-HS; F-Ed-O) Tackling the IEP process through a strengths-based model remains largely ignored, even after many decades of research indicating its efficacy. A strengths-based approach creates a positive, inclusive school climate where the academic, social, and emotional needs of all learners are met. This presentation presents both teachers and parents practical strategies and questions to ask so that the focus of the IEP's goals and objectives shifts from what a student cannot do to what a student can do, ultimately providing a pathway to greater student engagement and learning.

Room 5: Cutting the Apron Strings: How to Shift from Enabling to Empowering/Knight (HS-PS; F) The transition from high school to college can be just as challenging for parents as it is for the student. While intentions of parents are to support their young adults in having a successful first year of college there is a fine line between empowering and enabling. Areas that individuals may struggle with are time management, prioritizing, planning, and metacognition. Sometimes when we offer too much help, we are enabling instead of empowering. Fortunately, we can support our students in creating new habits to empower them to become independent learners.

Room 6: NJCAN360-The New Jersey Career Assistance Navigator; Not Only for NJ!/Hamza (M-A; F-Ed-O) What can your state do to help students with career exploration? NJCAN360, a free career navigation system provided by the New Jersey Department of Education that contains resources to support students' lifelong career exploration and planning and address the New Jersey Student Learning Standards for 21st Century Life and Careers. NJCAN360, which is powered by a career information system developed by intoCareers, includes resources to engage students in the process of career awareness, exploration, and preparation. It also gives students a tool to help develop an understanding of available career opportunities.

Room 7: Intro to the Wide Range Assessment of Memory and Learning, 3rd Edition/Oliver (K-A; Ed-O) Memory plays an essential role in learning and development. Deficits in memory are evident in a wide array of learning disabilities and related disorders. The ability to identify one's memory profile can enhance critical intervention and learning strategies. This presentation will provide an overview of the Wide Range Assessment of Memory and Learning, 3rd Edition with a focus on test structure, visual, verbal, immediate, delayed, and working memory, recognition, and attention/concentration.

12:00-12:15 Break

12:15-1:15 Keynotes

Room 1:Practices Promoting Executive Functioning In & Out of the Classroom/Delman/Lohman(Pk-A;E) This hour focuses on the solutions teachers can implement to promote better executive functioning of their students, a result that is a win for each student and, in many ways, even more of a win for the teacher who, after all, has many students to help each day. After providing a brief background on what executive function skills are and how they play out in the classroom, the keynote will focus on how teachers can help their students do better both in the classroom and in completing their homework. The keynote will offer specific, pragmatic adaptations that can be implemented with little to no extra effort!

Room 2: Emotions and Learning: How to Support Kids with Both/Kaufman (Pk-A; E)

Kids with learning disabilities and ADHD have a higher risk of anxiety, depression, and low self-esteem. This was true even before the coronavirus pandemic caused higher levels of stress, uncertainty, and loneliness. Many kids may also feel like they've fallen behind academically. Join this session to learn more about how academic and emotional challenges can fuel each other and how we can better support kids this year.

Room 3: Social Skills After Covid/Maguire (E; F-Ed-O)

Months of quarantine and social distancing has caused children and teens to lose valuable opportunities to practice their social skills, and to make and keep friends. What happens when children are starved of socialization or their mental health is not treated? Parents often lack the social and emotional resources to help their child(ren). The presentation will advise parents on what they can do NOW at home to strengthen their children's social skills.

1:15-1:30 Break

1:30-2:15 Session C

Room 1: Effective Strategies to Support Students with Language-Based Learning Disabilities/Franklin (E; E)

This presentation will offer a wide array of strategies to support students with language-based learning disabilities at home and at school. These strategies will include support in the areas of reading, writing, memory, and executive functioning.

Room 2: AT DIY (Do It Yourself): Getting Started with Assistive Technology/Krass (E; E)

Assistive technology appears mysterious or confusing to many, but the beginning steps of matching technology to a person with a disability can be done by people with disabilities, and/or their families, teachers, therapists, child study team members or others. This workshop will utilize the AT Consideration model and case studies to demonstrate a step-by-step technique to BEGIN the process of matching AT to an individual, including those with learning disabilities.

Room 3: Preparing Neurodiverse Students for the Transition to College/Sommer/Ramsay (HS-A; F-Ed-O)

For many individuals on the autism spectrum and/or with learning differences, navigating the world after high school can be very daunting. In this interactive workshop, participants will develop a deeper understanding of a young adult's readiness in six key areas: social, emotional, executive functioning, life skills, academics, and careers, and will learn how to manage parent expectations in the letting go process.

Room 4: Parents at the Center: How Parent Coaching Boosts Child Therapy Success/Goldrich (Pk-PS; F-Ed-O)

Parents play a central role in helping reduce the impact of ADHD and executive function challenges, especially when it comes to emotional regulation. To do so, parents must understand the social and emotional impact that ADHD and executive function challenges have on learning, motivation, behavior, and the whole family system. Parent coaching provides parents with tools and strategies to shift their interactions from emotional to skill-based interventions with specific tools, strategies, education, and insights.

Room 5: All Things Considered...From the Lens of a School Psychologist/Siefert (Pk-A; F-Ed-O)

The goal of this workshop is to clarify common questions regarding support for students with learning differences. The following will be reviewed: 1) School Evaluations VS Neuropsychological Evaluations (including the importance of triangulating data and the meaning of adverse impact) 2) What is a Reasonable Accommodation? 3) How can you advocate for your child?

Room 6: Resilience Can Be Taught: 4 Strategies to Build Resilience in Every Students/Moore (Pk-PS; Ed-O-S)

Resilience is something we're all born with. In this presentation, participants will learn about the vital skills of resilience found in Why Try Founder Christian Moore's book, "The Resilience Breakthrough: 27 Tools for Turning Adversity into Action." This engaging presentation will empower you to deliver these skills to students of any background and learning style, enabling them to thrive not only in school, but in life.

Room 7: Using Data from the WIAT-4 for Eligibility and Programming-Part 1/Oliver (K-HS; Ed-O)

This presentation covers the Wechsler Individual Achievement Test, 4th Edition, a comprehensive measure of oral language, reading, written expression, and mathematics. Using sample data from the WIAT-4, the presenter will describe the process educators and school psychologists use to make diagnostic decisions and instructional recommendations for students. show how to use data to determine eligibility for direct specialized instruction; describe the interpretive process for WIAT-4 scores; discuss the skills assessed by WIAT-4 subtests.

2:15-2:30 Break

2:30-3:15 Session D

Room 1: The Ultimate Selfies to Take to College/Hebert (HS-PS; E)

A discussion of key components for transition to college for students with learning disabilities...self-advocacy, self-awareness and other aspects of self-development will be presented as they are related to the transition to college. Strategies for implementation of these 'selfies' will be discussed.

Room 2: Learning to Navigate and Advocate for Self-Directed Services/Goodrich/LeBron (HS-PS; F-O-S)

This workshop will discuss how to navigate the existing Division frameworks which enable Self-Direction as well as provide practical information on how to advocate for further self-directed options for individuals with I/DD. Discussion will also examine the legal and financial considerations of Self-Directed Services and how families can prepare for their roles in future planning.

Room 3: A Frickin' Elephant-Developing Language Comprehension/Mancuso (Pk-5; F-Ed-O)

It takes more than phonics to recognize an African Elephant. You need a mental picture of the creature and a little information about his habits. In 1986, Gough and Tunmer reduced their Simple View of Reading to the equation: Decoding (D) x Language Comprehension (LC) = Reading Comprehension. As in the case of the elephant, D is good, but not enough. This workshop will teach participants simple activities to develop LC, the listening and speaking skills that lead to reading and writing.

Room 4: Preparing for Your IEP Meeting/Brinkley (K-HS; F-Ed-O)

This workshop will focus on important considerations for families as they prepare for an IEP meeting during this unique school year. We will review key questions that families may want to ask as well as tools to help organize their preparation. Finally, we will share ways that families can keep informed about the ever-changing landscape.

Room 5: Dyslexia and Dysgraphia Assistive Technology Toolkit and Resources/Mendez (K-PS; E)

This workshop will focus on assistive technology tools and resources to enhance learning opportunities for students with Dyslexia and Dysgraphia. You will leave with a toolbox full of assistive technology tools and resources, some of which may already be available FREE on your devices. Tools will focus on supporting reading and writing for K-12 learners. Experience technology demos of tools for the iPad and Chromebook/laptop.

Room 6: The Story Behind Reversed: A Memoir/Letchford (3-A; E)

The presenter will share a personal long-term case study. In 1994, her middle son failed first grade. Tests revealed he could only read 10 words, displayed no strengths, and had a "low IQ." The prognosis was dire and school expectations that he would read or write were very low. Unexpected circumstances arose and his and her world changed dramatically. The presentation tells of the journey behind the book, "Reversed: A Memoir".

Room 7: Using Data from the WIAT-4 for Eligibility and Programming-Part 2/Oliver (K-HS; Ed-O)

See description of Session C Room 7 Using Data from the WIAT-4 for Eligibility and Programming-Part 1

3:15-4:30 Resource Expo-Vendor Hall

3:15-4:30 Certificate of Attendance-up to 5 hours PDUs (Professional Development Units -NJ Provider Id #568)
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Day 2 - October 16

Suggested Level Codes: PK=Pre-Kindergarten K2= Early Elementary 3-5=Late Elementary M=Middle School
HS=High School PS=Post-Secondary A=Adult E=Everyone

8:45-9:00 Welcome & Conference Instructions

9:00-10:00 Keynotes

Room 1: Teaching Practices to Promote Executive Functioning In & Out of the Classroom/McCloskey (E)

This workshop will explain the distinction between learning difficulties and producing difficulties. The role of executive control in production will be discussed, emphasizing the difference between executive functions (knowing when to produce) and executive skills (knowing how to produce) along with techniques for strengthening executive control to improve production.

Room 2: Launching into Young Adulthood...Ready or Not!/Dendy (M-HS; F-Ed-O)

The quantum leap from high school into young adulthood and the work world can be especially challenging for teens with ADHD and LD. Scientific evidence indicates that ADHD can result in up to a three- to five-year delay in brain maturation and executive functioning skills. Consequently, many young people with ADHD and LD may not be developmentally ready to meet the demands of this transition. Many key executive skills that are critical for success in middle and high school are also essential for success in the work world. This session offers guidance regarding strategies you can use now to provide the foundation for teens to launch successfully into young adulthood.

Room 3: Student Perspective-Succeeding with Language-Based Learning Disabilities/STAMP (K-PS; E)

Delivered by a group of middle school, high school, and college students, this interactive workshop allows attendees to experience what it feels like to have a language-based learning disability and other related disorders. The students explore their experiences growing up with a learning disability, including accommodations, assistive technology, self-advocacy and personal stories.

10:00-10:15 Break

10:15-11:00 Session A

Room 1: Dyslexia and Good Evidence Based Methods to Use for Remediation/Levy (PK-HS; E)

Dyslexia is a language-based reading disorder. Students can have difficulty in decoding and encoding words. They may also have reading comprehension or writing difficulties. The session will go over symptoms of Dyslexia. It will also go over the scope and sequence of the Orton-Gillingham program which is systematic, explicit, and multisensory in the teaching of phonics from K-12 grade. It will also show strategies to teach fluency, phonemic awareness, vocabulary, reading comprehension, and writing.

Room 2: Everything You Need to Know About Navigating Disability Supports in College/Sullivan (HS-PS; E)

This comprehensive presentation will inform attendees about the differences between learning supports in high school vs. college. Topics include the three tiers of college supports, importance of self-advocacy and disability disclosure, and documentation and processes required to request accommodations in college. Attendees will receive free worksheets: a sample college accommodation letter, checklist of typical academic/residential accommodations and questions to ask the accessibility office during a campus tour.

Room 3: Why Won't Anyone Play with Me-The Often Unspoken Side of LD & ADHD/Selznick (Pk-HS; F-Ed-O)

This workshop explores variables contributing to the social difficulty encountered by children with learning disabilities and ADHD/ADD. Multiple variables will be explored including cognitive, academic, emotional, and familial. Case examples will be used and specific suggestions/recommendations offered.

Room 4: Gap Year Option and Benefits/Bull (HS-A; E)

There are numerous benefits to taking a gap year before or during college, particularly for students with learning differences. This workshop also covers potential challenges involved in creating a varied year of experience, especially given COVID concerns. Program types 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.

Room 5: Pandemic to Plandemic/Shanahan (M-A; E)

This workshop will help educators, professionals, parents and self-advocates gain necessary information to create an effective plan using person centered approaches during uncertain times. Included are practical tools, resources, and strategies in goal setting and action steps for appropriately supporting a student's vision for the future.

Room 6: Thriving with Dyslexia and ADHD-Part 1/Hickmott (Pk-A)

So many students have both Dyslexia and ADHD; why does this happen? The neglected theme and the unrecognized link between many learning differences is how the student uses mental imagery. These creative, imaginative students have great strengths in mental imagery, but have not learned how to use these strengths for literacy, numeracy, handwriting, concentration and so much more. 1) Understanding the missing links 2) Learn some essential skills to develop your mental imagery and assist others.

11:00-11:15 Break**11:15-12:00 Session B****Room 1: Teacher Knowledge and the Keys to Successful Reading Instruction/Hadicke (K-PS; Ed)**

Research supports that a teacher's specialized knowledge is a critical element of a student's success in reading. Students with more knowledgeable teachers have more substantial word reading gains. Pathways to proficient reading is an online professional development that introduces the Science of Reading to teachers in all fields, including special education. Join this workshop for an overview of this professional development and participate in a platform demonstration.

Room 2: IEP Writing as a Subversive Activity/Rotter (K-M; Ed)

This session will explore unique opportunities to use IEP writing to improve program delivery in the classroom. We will examine the research on what works and what doesn't with regard to IEP content and development as well as how to make meaningful change. Come find out how you can change (improve) the system from within!

Room 3: Work Readiness: Preparing Students for the World of Work/Tomasetti (HS-PS; Ed-O)

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.

Room 4: The Emotional Health of Children with Dyslexia/Pagirsky/Bernstein (Pk-HS; F-Ed, O)

When supporting individuals with Dyslexia, we typically work to remediate deficits in phonemic skills. This approach makes sense given that dyslexia is a specific learning disability. However, educators, parents, peers, and individuals with Dyslexia themselves all must recognize the potential impact Dyslexia can have on self-esteem, internalizing symptoms, and externalizing symptoms. A heightened understanding of the emotional health of children with Dyslexia is necessary to fully support these individuals.

Room 5: Applying to College with LDs: A Top 10 List/Maxman (HS-PS; E)

This workshop will talk about the top 10 things to consider when students with LDs 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

Room 6: Thriving with Dyslexia and ADHD-Part 2/Hickmott (Pk-A)

See Session A Room 6: Thriving with Dyslexia and ADHD-Part 1

12:00-12:15 Break

12:15-1:15 Keynotes

Room 1: Assessment of Dyslexia: Constructs and Challenges/Mather (K-PS; Ed-O)

The purpose of this session is to discuss the cognitive, linguistic, and reading and writing abilities that should be included in a comprehensive Dyslexia evaluation. Dr. Mather will also describe several challenges evaluators face, including: the current identification procedures under IDEA 2004; the difficulty with early identification; the dilemma of twice exceptional students; and the existence of co-occurring disorders. She will also briefly describe the *Tests of Dyslexia*, which will be available in 2022.

Room 2: Practical Strategies for Reaching Children and Young Adults with Anxiety/Johns (E; E)

With the increasing population of children and young adults who have anxiety, we must be cognizant of the stressors they face and engage in supportive strategies that take into account the uncertainty and fear in today's world. The little things we can do can make a big difference for them. Tips for assignments, mindfulness activities, organization, structure, and timing will be given.

Room 3: Survival Guide for College-Bound LD Students/Carson (M-PS; E)

David Carson will discuss his journey from grade school through college with an undiagnosed learning disability. He will use his real-life experiences to show attendees that the next great wave of diversity for colleges are students with learning disabilities. The skills and coping strategies needed for young adults to succeed in college and beyond will be reviewed.

1:15-1:30 Break

1:30-2:15 Session C

Room 1: Understanding Dyslexia: What Parents Need to Know/Mather (K-HS; F)

The purpose of this presentation is to address four basic questions that parents who have children with dyslexia need to understand. The four questions are: What is Dyslexia? What do parents need to know about assessment? What do parents need to know about intervention? How can parents help their child succeed?

Room 2: 3 Keys to Being College Ready/Endlich/Andrews (HS-PS; E)

Starting college is a major step for all students, but for those with learning differences, being prepared is even more critical. We'll discuss the three essential college readiness skills, and explore how students can enhance these skills, apply for accommodations in college and locate excellent support programs. We welcome your questions!

Room 3: Assistive Technology for LD Students/Tellier (K-PS; E)

Assistive technology is frequently confused for computer-related solutions, but the term is much broader than that simple definition. The presentation walks through the process that parents and teachers can employ to select the best assistive technology to “fit” an individual student. The presentation recommends apps for reading, writing, and executive functioning apps such as note-taking and organization tools. Consideration of cost, ease of use, and reliability is evaluated. Teachers will be provided with tools to use.

Room 4: Neuropsychological Evaluations and Learning Disabilities-Part 1/Sperrazza (Pk-A; E)

This first presentation will provide an understanding of the purpose of neuropsychological evaluations, what they typically entail, and how they differ from school evaluations. Specific learning disabilities (i.e., dyslexia, dysgraphia, and dyscalculia) will also be discussed, such as common red flags and diagnostic criteria.

Room 5: Helping Students Build Resilience Through Social Emotional Learning/Scully (M-PS; F-Ed-O)

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 specific social and emotional support techniques.

Room 6: Teaching Basic Math Following the Strong Learning easy “LEARN” Method/Silbert (K-5; F-Ed-O)

This fun and easy method helps all children learn basic math skills which are essential in building a strong math foundation. It is based on a quick assessment, creating an emotionally and physically safe environment, activation of body and mind through games, plays, singing, with lots of purposeful, playful, practice, and quick re-assessment. It incorporates the roach and the five SEL (Social & Emotional Learning) competencies. K-3+ or students of any age who lack basic math skills.

2:15-2:30 Break**2:30-3:15 Session D****Room 1: The Role of a Trauma Informed Specialist/Brown (Pk-A; Ed-O)**

This workshop will define systemically trauma informed practice and the power of reflective supervision for educators, explore the role of a trauma informed specialist in schools, and provide a job description. The CogDiv’s Trauma Informed Specialist Certification for educators (accredited by California State University East Bay) will also be discussed.

Room 2: Support Provided by Faculty to Postsecondary Students with Disabilities/Tomlinson Baker (HS-A; E)

A significant factor, how college faculty provide accommodations, contributes to post-secondary students with disabilities (SWDs) dropping out of college (Debrand & Salzberg, 2005). This session informs workshop participants of the perceptions that faculty have of accommodating postsecondary SWDS. A Case Study determined what impact faculty have on their SWDs, knowledge of policy, and instructional techniques employed (Sugishita & Dresser, 2019). It shares recent findings and how knowledge of disability studies differs among higher education faculty.

Room 3: Word Problem Solving: Implications from a Meta-Analysis/Witzel/Myers (K-M; Ed)

Word problem solving is often one of the most dreaded parts of mathematics instruction, especially for students with disabilities. This is a problem since word problems dominate much of standardized assessments in mathematics. Based on a recent meta-analysis (Myers et al., 2021), specific strategies emerged as effective with word problem solving. Participants will learn data from the meta-analysis, interact with examples of the most effective strategies, and receive resources to replicate the strategies.

Room 4: Supporting a Student with a Learning Disability-Part 2/Sperrazza (Pk-A; E)

This second presentation will discuss common academic recommendations and accommodations for students with specific learning disabilities (i.e., dyslexia, dysgraphia, and dyscalculia). Strategies to support struggling learners outside of school as well as other available resources will also be discussed. The first presentation provided an overview of neuropsychological evaluations and specific learning disabilities.

Room 5: Pencils Down! Navigating Transition Times with Complex Kids/ImpactParents (K-A; F-Ed-O)

Stopping Activities and starting new tasks can put pressure on kids with LD. Transitions are difficult whether adjusting to school mornings, changing classes or activities during the school-day, or stopping activities. This interactive workshop teaches key strategies to manage transitions with a coach approach when time is short and tempers spark. Learn effective techniques that teach kids to keep their cool so you can work effectively together as a team during stressful times.

Room 6: Teaching Basic Phonics Using the Strong Learning easy “LEARN” Method/Silbert (K-5; F-Ed-O)

This fun and easy method helps all children learn basic phonics in order to build a strong foundation. It is based on a quick assessment, creating an emotionally and physically safe environment, activation of body and mind through games, plays, singing, with lots of purposeful, playful, practice, and quick re-assessment. It incorporates the Orton-Gillingham approach and the five SEL (Social & Emotional Learning) competencies. K-3+ or students of any age who lack basic phonics skills.

3:15-4:30 Resource Expo-Vendor Hall

**3:15-4:30 Certificate of Attendance-up to 5 hours PDUs (Professional Development Units -NJ Provider Id #568)
will be automatically emailed to you immediately after you complete the Feedback Form**

SPEAKERS

Lisa Andrews, MSW, M.S., M.Ed. is an Adjunct Faculty member in Educational Counseling at the University of La Verne, Independent College Counselor at Top College Consultants, and RAMP reviewer for the American School Counselor Association. She is also Board President of Gladeo (a free, inclusive career guidance platform) and an essay reader for the Gates Millennium Scholar Program, Hispanic Scholarship Fund, and Sigma Gamma Rho Sorority, Inc. Light and Achievement Scholarship Fund.

Jennifer Apgar is the Youth Services Librarian at the New Jersey State Library Talking Book & Braille Center. She has presented throughout the state at various conferences about TBBC services, including the New Jersey Association of School Librarians and the New Jersey Library Association.

Katie Bernstein was an Assistant Teacher at the Windward School, a specialized school for language-based learning disabilities, following receiving a Bachelor of Science degree in Cognitive and Brain Sciences at Tufts University. Her passion to support children with learning disabilities was initially sparked through a summer internship at the Child Mind Institute. Currently, she is the Clinical and Learning Assistant at Growing Minds Psychology PLLC, a specialized private practice in New York City offering evidence-based cognitive and behavioral treatments and neuropsychological evaluations for children and adolescents with learning and mental health conditions.

Jeannine H. Brinkley is the Director of Family and Professional Development at SPAN Parent Advocacy Network. SPAN is a nonprofit organization whose mission is to educate and empower families. Jeannine retired from over 30 years providing training and technical assistance to educators and families focused on inclusive education, positive behavior supports, interagency coordination and access to the general education curriculum. She served for four years as the Executive Director of the PA PTI.

April Brown (M.Ed) is the program director of the Center for Cognitive Diversity, an education and parenting writer, curriculum developer and instructional coach. Formerly, April taught and led in mainstream and alternative settings in the United States and internationally. She's passionate about exploring how to disrupt structures that perpetuate systems of oppression and address unbalanced power dynamics at home and school so learning is empowering for all children. She's an advocate for kids.

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 more than 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.

David Carson learned at the age of 25 that he had a learning disability. This disability hampered his ability to excel in the classroom and also his belief in himself. He flunked out of three schools before finally graduating from college. Having finished college and successfully completed two further diplomas, he can see where he went wrong when he first attempted to progress through school. David authored "Survival Guide for College - Bound LD Students, which is used by over 45 colleges nationwide. He has shared his story at various conferences, including LDA of America's.

Dr. Susan J. Chambrè is an assistant professor of education at Marist College in Poughkeepsie, NY. She received a master's degree in Special Education from Hunter College, a Post-Master's Reading Certificate from Fordham University, and a PhD in contemporary literacy from Fordham University. Dr. Chambrè taught for over a decade in urban and suburban

preschools and elementary schools. Her research focuses on the effects of vocabulary learning, teacher education, and early reading. She has presented research at local and national conferences and published various peer-reviewed journals.

Monica Crumback is a Structured Literacy Coach for the Lead to Read Program at the Stern Center for Language and Learning. Trained in Orton-Gillingham and always learning, she has more than a decade of experience working with struggling readers, tutors, school administrators, teachers, and community partners. Monica believes in the efficacy of evidence-based, multisensory instruction for all students. She meets all criteria for the International Multisensory Structured Language Education Council's Instructor of Teaching level.

Michael Delman is an author, school founder, award-winning educator, and a pioneer and leader in the area of Executive Function coaching. He has served as CEO and founder of Beyond BookSmart, the nation's largest Executive Function coaching company, since 2006. He has been featured in The Times of London, CBS Boston affiliate WBZ TV, and dozens of media outlets across the country. In 2018, he published his first book, *Your Kid's Gonna Be Okay: Building the Executive Function Skills Your Child Needs in the Age of Attention*.^[F]^[SEP] He followed up with an e-book for adults in 2021, *Your Trail Map for Success: Mastering Executive Function Skill in Challenging Times*. In September of 2021, Michael will be a featured contributor to the journal of the Association for Talent Development. His passion is helping people discover their strengths, develop their confidence, and become more effective at whatever challenges they face.

Chris A. Zeigler Dendy is a popular author, educator, & school psychologist with 40+ years experience, plus mother of children with ADHD, LD & executive function deficits. She has authored five books: including *Teenagers with ADD, ADHD, & Executive Function Deficits* Her latest book *Launching into Young Adulthood with ADHD. Ready or not!* is co-authored with Dr. Ruth Hughes. In 2014, she received CHADD's prestigious Lifetime Achievement Award. In 2006, she was inducted into CHADD's Hall of Fame. She was the lead author for CHADD's *ADHD Educator's Manual* and *Teacher-to-Teacher* training program.

Andrea Elrom is an ADHD and Executive Function coach with more than 19 years working with children and parents. In her New York and New Jersey based practices (which includes workshops, individual and group sessions), Andrea emphasizes the use of empathy and understanding to help parents develop effective strategies for addressing their children's challenging behaviors. She also works with independent schools, using strengths-based approach to help students develop their executive function skills. In her *Calm and Connected@* workshop series. Andrea earned her Master's degree in Education from NYU and received her ADHD coach training through the ADD Coach Academy. She is the co-founder of *CreADDive Solutions*, often presents at the Hallowell Center NYC and facilitates ADDA and CHADD parent support groups.

Eric Endlich, Ph.D., clinical psychologist and founder of *Top College Consultants®*, helps neurodiverse students transition to college. Dr. Endlich is on the Learning Differences/Neurodiversity Committee of the Independent Educational Consultants Association and co-manages a Facebook group, *Parents of College Bound Students with Learning Disabilities, ADHD and ASD*. A professional writer and national presenter, he has been interviewed by *Forbes*, *Business Insider*, *CollegeXpress*, *College Confidential* and *U.S. News & World Report*.

Dr. Dawn P. Flanagan is Professor of Psychology at St. John's University in Queens, NY. She is also an Affiliate Clinical Professor at Yale Child Study Center, Yale University School of Medicine in New Haven, CT. She serves as an expert witness, learning disabilities consultant, and test/measurement consultant and trainer/speaker for organizations both nationally and internationally. Dr. Flanagan is Chair of the Professional Advisory Board for the Learning Disabilities Association of America (LDA). She is also a widely published author as well as a co-developer of the Cross-Battery Assessment approach and its corresponding software system (*X-BASS*). Her most recent books include *Contemporary Intellectual Assessment: Theories, Tests, and Issues – 4th edition*; *Essentials of Specific Learning Disability Identification – 2nd edition*; *Essentials of WISC-V Assessment*; and *Clinical Use and Interpretation of the WJ IV: Scientist-Practitioner Perspectives*. She is also co-developer of the new *Intervention Library: Finding Interventions and Resources for Students and Teachers (IL:FIRST®)*. Dr. Flanagan is Fellow of APA's Division 16 and Diplomate of the American Board of Psychological Specialties.

Daniel Franklin, PhD, BCET, is the author of *Helping Your Child with Language-Based Learning Disabilities* (2018). He holds a Master's degree from the Harvard Graduate School of Education in Reading, Language, and Learning Disabilities, and a PhD from UCLA in Education. Daniel has over 30 years of experience in education as an educational therapist, teacher, administrator, and educational consultant. Daniel is the founder, president, and clinical director of Franklin Educational Services, Inc.

Cindy Goldrich, Ed.M., ADHD-CCSP, is a mental health professional, certified ADHD Coach, and teacher trainer. Founder of PTS Coaching, LLC, Cindy is a leading authority on parenting and teaching children with ADHD, Executive Function, and Learning Disabilities. She coaches parents, provides professional development for school districts, and trains professionals to become ADHD/Executive Function Parent Coaches. Cindy is Author of *8 Keys to Parenting Children with ADHD*, and Co-Author of *ADHD, Executive Function & Behavioral Challenges in the Classroom*. Website: www.PTScoaching.com

Alison Goodrich is the Associate Executive Director of Support Coordination at Community Access Unlimited and holds a Bachelors of Arts degree in Economics & Spanish from Rutgers University. Her career experience at the Rutgers Center for State Health Policy has informed her understanding of the Division of Developmental Disabilities and its approach to providing services. Fully embracing the life course model, her Support Coordination department provides individuals with a team of knowledgeable staff who help identify resources in their communities, navigate the intricacies of obtaining division-funded services, and expertly write unique person-centered individualized service plans.

Kara Guiff is an innovative special education teacher with over 30 years of experience in K-12 education, as well as the founder and lead trainer for Guiff Goodies For Education. She has been a resource teacher, interventionist, and co-teacher in general education classrooms and is currently a special education and alternative education instructor at White's Jr/Sr High. She is passionate about utilizing available tools and methods to help teachers save time without sacrificing effectiveness. Kara loves keeping up with and learning new tech and teaching methods and is excited to share things with other educators. You are invited to join her Facebook Group: Thriving In SpEd.

Cindy Hadicke is the Director of Client Success and Implementation at AIM Institute for Learning and Research. She serves teachers, leaders, and decision-makers on bringing the Science of Reading to their schools. Before joining AIM, Cindy was a consultant for the Kansas Department of Education, an elementary principal, and an elementary school teacher. She will complete her doctorate in May 2022 from Baker University and is a certified structured literacy teacher from CERL.

Joanne Hamza is the statewide trainer and project coordinator at the Heldrich Center for Workforce Development 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 NJCAN, Hamza was an educator with over seven years of experience teaching in New Jersey public schools. Mrs. Hamza holds a B.A. in education and psychology from Rowan University and a Master's in the Art of Teaching from MaryGrove College.

Dr. Mary Hebert 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 topics related to transition, academic, social and emotional needs distinctive to students with LD. She is also involved in research and writing on topics related to students with learning disabilities. Mary earned her BA 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.

Olive Hickmott created Empowering Learning (www.empoweringlearning.co.uk) in 2000 to develop skills that could easily be taught initially to dyslexic students and then the whole range of neurodivergent students, their parents and teachers. For more information go to her blog (www.olivehickmott.co.uk), and her Youtube channel is full of success stories and training videos. She has trained 100s of people worldwide and 1000s of children/adults individually. Olive has published

three books on Learning Differences: *Seeing Spells Achieving* (2006), *Bridges to Success* (2011), and *The Elephants in the Classroom* (2019).

LeDerick Horne is a successful spoken word poet, playwright, motivational speaker, entrepreneur, author, and advocate for people with disabilities who has been recognized across the country. In addition to his work with various organizations, including Eye to Eye, LeDerick has been involved with a variety of projects demonstrating his advocacy work. Samples of his projects are as follows: LeDerick has spoken at various Dare to Dream conferences, sponsored by the NJ Department of Education; he is featured in the PBS documentary called "Being You", produced by Road Trip Nation and backed by The Oak Foundation and Understood; and co-authored text, "Empowering Students with Hidden Disabilities: A Path to Pride and Success".

Impact Parents-Elaine Taylor-Klaus and Diane Dempster are the co-founders of ImpactParents.com, an online resource for parents of complex kids. Elaine and Diane are internationally recognized educators and certified coaches, helping parents reduce the stress of raising children with ADHD, anxiety, LD and more. They are the creators of the Sanity School® behavior training programs, and the authors of *The Essential Guide to Raising Complex Kids with ADHD, Anxiety and More* and *Parenting ADHD Now!*

Bev Johns is a Learning and Behavior Consultant. She retired from the public schools after 34 years of working with students with the most significant behavioral and emotional challenges. She also served as a Professional Fellow at MacMurray college in Jacksonville, Illinois. She is the author or co-author of over twenty-three books in the area of working with students with behavioral and emotional difficulties. She is currently the president of the Learning Disabilities Association of Illinois and serves on the board of the Learning Disabilities Association of America.

Trynia Kaufman is an education writer and consultant. Most recently, she has worked with Understood to provide evidence-based resources for families, educators, and individuals who learn and think differently. Kaufman is a former high school special education teacher and has a master's degree in neuroscience and education from Teachers College, Columbia University. She began her career in education directing a college and career access program for teens in foster care.

Melissa Knight, MA, BCC, MCC holds an M.A. in Psychology with over 20 years of experience in higher education. She has been coaching high school and college students since 2006. In addition to coaching, Melissa is a coach trainer, adjunct college professor, speaker and author. Melissa supports her clients in shifting from feelings of frustration to feelings of success. Currently, she serves as the Director of Academic Coaching at Lynn University, is the President of C.A.S.C. Coaching LLC, and is an active member of ICF and ACO.

Dr. Steven Korner earned his doctorate from the University of Pennsylvania and after holding director level positions at the Benjamin Rush Center in Philadelphia, New York Medical College-Metropolitan Hospital, being a tenured associate professor in the child-clinical psychology program and director of the school psychology program at Seton Hall University, and conducting a private practice for the past 40 years, he has devoted his interests to the understanding and assessment of SLD's and the promotion of progressive legislation to support practitioners and families that reflects the latest science.

Adam Krass, MS, ATP, president of Adam Krass Consulting, LLC, has 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 a Trustee of NJCART, an emeritus adjunct professor at Kean University in Union, NJ, and a Subcontractor of the Assistive Technology Advocacy Center of Disability Rights NJ.

Jeanette LeBron is the Assistant Executive Director of Communications/Outreach at Community Access Unlimited and holds a bachelor's degree in Public Administration from Kean University. Bringing her experience from Community Coordinated Care of Union County, Jeanette is committed to helping families and social services professionals identify the right resources in their communities for the I/DD population she helps to support. She understands the challenges families face in obtaining accurate information to coordinate the needed care for loved ones and shares her expertise through outreach.

Lois Letchford is an educator, author and international speaker. She is a “literacy problem-solver.” Her non-traditional background, multi-continental experience and passion for helping vulnerable students have equipped her with a unique skill set and perspective. *Reversed: A Memoir* is her first book. In it, she details the dramatic journey of her 2E son from failure to success.

Dr. Deborah Levy is a nationally known clinician in the field of special education, early childhood education, and reading. She has been an Orton-Gillingham trainer for over 35 years, has run a learning center for over 40 years, has been the principal of a school for children with special needs, is a highly sought after consultant and teacher trainer; and has a passion for teaching children to read.

Kara Loftin has dedicated her 23-year career working in education to developing and facilitating interventions and supports for K-12 students with exceptionalities. As Head of School at The Craig School, she oversees an evidence-based school program that values parent-school partnerships and is grounded in Orton-Gillingham instructional practices, multi-sensory learning, whole child development, and organizational skills development. She earned a Ph.D. in Special Education from the University of Northern Colorado.

Susan Lohman is the Director of New Programming at Beyond BookSmart. She has a background in brick-and-mortar and online education, instructional coaching, staff development, and asynchronous training design. Susan earned two Bachelor of Arts degrees from Augustana College in English Literature and Speech Communication and a Master’s degree in Teaching. To better serve her adult clients, she is currently working towards a second Master of Arts degree in Organizational Leadership. Remaining true to her core value of growth, Susan encourages others to find their passion, continue to grow it, and use it to make a difference in the lives of others.

Deborah Lynam is a Graduate Research & Grant Assistant at Rutgers University-Camden pursuing a graduate degree in Childhood Studies. She currently serves on the National Center on Improving Literacy’s Family Engagement Advisory Board and is a founding member of Decoding Dyslexia–NJ. She previously chaired the NJ State Special Education Advisory Council, served on the NJ DOE’s Dyslexia Handbook Committee, and worked as a Family Resource Specialist for NJ’s federally-funded Parent Training & Information Center.

Caroline Maguire, M.Ed., ACCG, PCC, holds a Master’s in Education with a concentration in SEL training. She is the author of the award-winning book, *Why Will No One Play With Me* and the co-collaborator on *HowToSel.com* – a social emotional learning platform anyone can incorporate into daily life. As an author, speaker, media contributor, and founder of a social emotional learning methodology, her primary focus has been to help people of all ages make friends and thrive. Follow her at @AuthorCarolineM.

Lavinia Mancuso, Executive Director of Everyone Reading, was Director of Education and Community Relations at READ Alliance, and Director of Professional and Community Development at the Museum of the City of New York. She spent thirty-five years as a teacher, teacher trainer, supervisor of adult education, and school principal in New York City. She is an adjunct instructor at Hunter College and the 2019 Literacy Trust Literacy Leader of the Year.

Nancy Mather is a Professor Emerita at the University of Arizona in Tucson. She has published numerous articles and books and conducts workshops on assessment and instruction both nationally and internationally. Dr. Mather is a co-author of the Woodcock-Johnson IV. Her most recent book on dyslexia is *Essentials of Dyslexia: Assessment and Intervention*. She is currently working on the *Tests of Dyslexia*, a comprehensive measure designed to help identify individuals with Dyslexia.

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

George McCloskey, Ph.D., is a professor and Director of School Psychology Research in the School of Professional and Applied Psychology of the Philadelphia College of Osteopathic Medicine and holds Diplomate status with the American

Academy of Pediatric Neuropsychology. Dr. McCloskey developed a comprehensive model of executive functions that can be used to guide assessment and intervention. Dr. McCloskey is co-author of *The Day Frankie Left His Frontal Lobes at Home* (2021).

Alexandra Mendez, M.A. 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 Case Manager.

Rebecca Meuninck, Ph.D., has worked for over 20 years in the environmental health field, providing educational activities on health and environment connections to families and health professionals across Michigan. She coordinates the environmental health policy, education, and outreach campaigns for the Ecology Center and the Great Lakes Lead Elimination Network. She serves on the State of Michigan's Child Lead Poisoning Elimination omission and works to educate families across the Great Lakes region on how to protect their children from lead.

Dawn Monaco has been working with families, in the area of special education advocacy, for over 18 years. Dawn is currently Project Director for the REAL Transition Partners grant, and a Transition Technical Assistance Coach with the SPAN Parent Advocacy Network. SPAN is a nonprofit organization whose mission is to educate and empower families as well as to inform and involve professionals and other individuals interested in the healthy development and educational rights of children. Dawn has conducted trainings, educating parents and professionals on such topics related to special education rights, and inclusion with a concentration in Transition from School to Adult life where she educates on the importance of transition planning including self-advocacy skills and Supported Decision-Making.

Christian Moore is a renowned author, speaker, and licensed clinical social worker who consults with thousands of school districts on lowering dropout rates, improving school climate, preventing bullying, and closing the achievement gap by teaching social and emotional education. He grew up on the streets near Washington D.C. and struggled with learning disabilities. Despite being told college was not an option, Christian obtained a Master's degree and became a social worker in education, youth corrections, and a homeless program, and created the WhyTry organization to address the need for a new approach.

Jonte Myers, co-presenter with Bradley Witzel, earned his Ph.D. at the University of Florida in 2019. He studied special education, mathematics instruction for students with learning disabilities, and teacher quality and effectiveness in mathematics. He has also conducted research on special education policy as it relates to teacher certification and preparation.

Selina Oliver holds a M.A., C.A.S., NCSP in School Psychology from Towson University (MD), where she has served as an adjunct professor. Ms. Oliver is a Nationally Certified School Psychologist with additional school psychology credentials in Virginia and Maryland. As an Assessment Consultant for Pearson Clinical Assessments, Ms. Oliver provides consultation and education regarding a wide variety of assessment and intervention needs for school-based clinicians and educators.

Matthew Pagirsky is a pediatric neuropsychologist specializing in the evaluation of children, adolescents, and young adults with learning and social-emotional differences. Prior to co-founding Growing Minds Psychology PLLC, he was an attending neuropsychologist at the Child Mind Institute. He also served as the Director of Psychology Training and Education and as the Upper School Senior Psychologist at The Quad Preparatory School, an independent school in New York City for Twice Exceptional (2e) children.

Dr. Michele Ramsay has over 20 years of experience in education as a special needs teacher, assistant principal, director of special services, and now post-secondary program director. She worked on curriculum changes that facilitated transition and change. She holds a strong commitment to strengthening students' educational experiences both inside and outside of the learning environment. Currently, she is the Program Director at the College Internship Program in Brevard, Florida.

Dr. Kathleen Rotter has over forty years of experience in special education, having served as a teacher, multi-disciplinary team member, Director of Special Services, and college professor. A professor emeritus, she is now a private consultant.

Dr. Rotter has delivered hundreds of workshops at the national and state level and is known for her humor as well as her background knowledge.

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*.

Dr. Richard Selznick is a psychologist and author of five books, including: “Helping Your Dyslexic Child & Struggling Reader at Home,” “The Shut-Down Learner,” “School Struggles,” “What to Do About Dyslexia: 25 Essential Points,” and “Dyslexia Screening.” Dr. Selznick assesses and consults with families and children as the Director of the Cooper Learning Center, Department of Pediatrics, Cooper University Health System, as well through private assessments. He has presented to schools and parent groups throughout the country and his weekly blog can be found at www.shutdownlearner.com.

Lynda Shanahan, M.S. Ed., has been a passion for Transition Studies, to see students succeed in self-advocacy/determination skills. As proud a parent of two adults on the Autism Spectrum, her sons persevere through transition to adulthood despite the odds. A proponent for inclusion, Lynda pioneered developing a transition program in her school district using a plethora of classroom practices. She sits on the NJ Special Education Advisory Council and is working towards a doctorate in Educational Leadership.

Krista Siefert practiced as a licensed and nationally certified School Psychologist for over the course of a decade after earning degrees from Otterbein College and University of Cincinnati. Her role entailed collecting and analyzing assessment data to inform decisions at macro and micro levels. At the macro level, she facilitated the rollout of programs to increase student outcomes and compliance with federal and state laws. At the micro level, she triangulated data to identify student learning profiles and needs as well as eligibility for IDEA and Section 504 support. Krista’s favorite part of this role was educating staff and parents so they were better equipped and more empowered to support students who demonstrated learning differences. Today, she continues contributing as a school psychologist within a consultative role.

Linda Silbert, Ph.D. & Alvin Silbert, Ed.D., creators of the “LEARN” Method, have dedicated over 40 years to the growth and enhancement of children’s intellectual, emotional and social development. They have written over 50 books for students to support academic success including the award-winning book for parents, *Why Bad Grades Happen to Good Kids*. The Silberts lead professional development courses and are the directors of Strong Learning, Inc, a tutoring and educational publishing company.

Sharona Sommer has worked in the field of Special Education for over 25 years supporting students and families in various positions throughout her career. Sharona has worked for CIP as Brevard Head Student Advisor, Director of Family Services, and currently as CIP’s National Director of Learning and Development.

Cristina Sperrazza, Psy.D., is an early career pediatric neuropsychologist with experience in evaluating toddlers through young adults. Her clinical interests include neurodevelopmental disorders, particularly autism, ADHD, and specific learning disorders, as well as common comorbidities, such as anxiety, depression, and disruptive behaviors. She also provides executive function coaching. Cristina has worked in research and clinical settings across NYC, NJ, and PA. Her experience has emphasized the importance of an interdisciplinary, collaborative team approach to effectively help families.

STAMP is an LDA program that hopes to expand across the country. NJ is the first state to have a STAMP program. The STAMPNJ Student Leaders are a group of students who speak to groups of educators, parents, and/or students about their learning disabilities, the importance of self-advocacy and the value of assistive technologies. They have presented at national and regional conferences, colleges and universities, as well as to school districts.

Jennifer Sullivan, M.S., has spent 18 years in higher education including 10 years at Thames Academy as Director of New Student Experience and Parent Programming. Jennifer is author of 2 books, *Sharing the Transition to College: Words of Advice for Diverse Learners and Their Families* and the companion workbook for educators. She is currently adjunct faculty at the UCONN Neag School of Education. She is also the founder of Fast Forward College Coaching and is a private executive functioning coach supporting high school and college students with learning disabilities, autism, ADHD and anxiety. She offers parent consultation, virtual college readiness workshops and 1:1 executive functioning support for college students.

Heather Tellier, M.S., has been working with students who have special needs for 20 years. She received her LDT/C certificate from TCNJ and worked as the Assistant Director of the TCNJ Literacy Advancement Project and was also part of the adjunct faculty at TCNJ teaching reading and special education courses. She is currently serving as a board member of the newly created non-profit Princeton Center for Educational Assessments, located in Princeton, New Jersey. Heather is also currently enrolled in a Doctoral program at the University of Northern Colorado working towards her Ph.D. in Special Education.

John Tomasetti has spent his 28 years at Maplebrook School 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.

Toby Tomlinson Baker has been a teacher of students with learning disabilities for more than 12 years. Since relocating to Los Angeles from Philadelphia, PA, she has earned her Ph.D. at Pepperdine University. Dr. Baker is intrigued to investigate the perception and success of postsecondary students with disabilities and higher education faculty. Dr. Baker's expertise is self-advocacy for postsecondary students with disabilities, special education policy, and best teaching practices for higher education faculty. She has published several opinion articles for PennLive and LDA Today. For three years, Dr. Baker had been a graduate researcher with the IC4 STEM research team at Pepperdine University for the National Science Foundation (NSF). Currently, Dr. Baker teaches with the Los Angeles Unified School District and is a certified Trainer of Teachers for the district. Dr. Baker was awarded the Harrison Sylvester Award for her research by the Learning Disability Association (LDA) in 2020 and has been CHADD's 2018 Educator of the Year.

Russell Van Brocklen combines the brain research of Dr. Sally Shaywitz and the three default writing strategies of Dr. James Collins. As a result, his research was funded by the NY State Senate and owned by the SUNY Research Foundation. He found that highly motivated high school students with dyslexia increased their writing skills by 7-8 grade levels in one academic year. Russell presented at the New Jersey Conference on Learning Disabilities in 2018 & 2020.

Bradley Witzel, Ph.D., is the Adelaide Worth Daniels Distinguished Professor of Education at Western Carolina University. He has authored 10 books and over 60 professional publications and delivered nearly 600 presentations and workshops. His work focuses on learning strategies and curriculum for students with exceptionalities. Most recently, he co-authored two meta-analyses and wrote the 2nd edition of his book, *Rigor with Students with Special Needs*.