



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**

**Day 2 Saturday, October 16, 2021**

**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

**Suggested Audience:** F=Family Ed=Educators O=Outside Professionals S=Students A & E codes above

### **8:45-9:00 Welcome & Conference Instructions**

### **9:00-10:00 Keynotes**

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

**Room 2: Maximizing the Effectiveness of Behavioral Strategies/Dendy (M-HS; F-Ed-O)**

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

### **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)**

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

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

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

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

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

### **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)**

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

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

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

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

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

### **12:00-12:15 Break**

### 12:15-1:15 Keynotes

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

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

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

### 1:15-1:30 Break

### 1:30-2:15 Session C

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

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

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

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

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

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

### 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)

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

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

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

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

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

### 3:00-4:30 Resource Expo-Vendor Hall

3:00-4:30 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

\*\*\* Some speaker changes or cancellations may occur, which are beyond the control of the conference organizers.

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

*Disclaimer: LDANJ & LDAMI do not endorse or recommend any method, treatment, product, evaluation or remedial center, program, or persons for children and adults with learning disabilities. However, both organizations do 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.*