

## 24<sup>th</sup> Annual State Dyslexia Summer Institute Break-Out Session Descriptions

### Wednesday – July 24, 2019

**Session:** WA  
**Title:** Reconceptualizing the Assessment and Intervention of Reading Comprehension  
**Speaker:** Hugh Catts, Ph.D.  
**Audience:** Intermediate to Advanced

Much concern has been raised about the poor performance of American children on high stakes tests of reading comprehension. As a result, considerable national and state funding has been allocated to research on improving reading comprehension. The results of this research has shown that reading comprehension is much less malleable than expected. In this presentation, it is proposed that a primary reason for this limited malleability is the way we have conceptualized reading comprehension. It is not a single ability that can be easily improved with general comprehension strategies or instruction. It is better described as a multidimensional construct that is impacted by numerous reader, text, and task factors. Among the reader factors, the role of background knowledge has been particularly absent in conceptualizations of comprehension. Also, the specifics of what is read and for what purpose is typically given little consideration. To address these issues, a multidimensional model of reading comprehension is reintroduced and its implications for the assessment and intervention of comprehension problems will be discussed.

**Session:** WB/WH  
**Title:** Multi-sensory Ideas for Learners at Every Level  
**Speaker:** Denton ISD Dyslexia Team  
**Audience:** All

From Alphabet-to-Closure, the Denton Dyslexia Department has a plethora of ideas to be used by therapists that awaken the 5 senses in daily lessons. We all know that multi-sensory instruction enhances student memory so lets get creative. Gross motor, middle motor, and fine motor examples are available that align with any O-G curriculum. Explore activities that will review or extend concepts which parents can practice at home. Bring your curiosity, your competitive spirit, and your cameras to interact among the hands-on stations.

**Session:** WC/WI  
**Title:** Supporting Students with Dyslexia Beyond SPDI to Morphological Awareness  
**Speaker:** Jan Cook, M.Ed.  
 Educational Consultant, Education Service Center, Region 4  
**Audience:** Intermediate

When students have mastered foundational and advanced phonics for decoding and encoding, what's next? As our students advance in their academics through middle, high school, and beyond, morphological awareness becomes the necessary next step. In this session, we will explore the what, why, and how of morphology and etymology. We will also explore how teachers can engage and empower students by expanding their understanding of how words work and what they mean with instructional strategies that may be implemented in just a few minutes a day.

**Session:** WD/WJ  
**Title:** Dysgraphia: An Overview of Chapter V, Texas Dyslexia Handbook, 2018 Update  
**Speaker:** Lisa Plemons, M.Ed.; Melanie Royal, Ed.D., LDT, CALT/QI; Janeia Vorderkunz,  
**Audience:** All

This breakout provides participants with an overview of newly developed guidance on dysgraphia based on Chapter V of the Texas Dyslexia Handbook, 2018 Update including:

- definition, characteristics, and additional consequences of dysgraphia,
- procedures for the evaluation of dysgraphia for students attending Texas public and charter schools,
- and best practice in the instruction for students with dysgraphia.

**Session:** WE/WK  
**Title:** Strategies to Increase Reading Fluency  
**Speaker:** Nancy Disterlic, M.A.T., LDT, CALT  
 Educational Consultant, Education Service Center Region 10  
**Audience:** All

Reading fluency is a measure of progress as well as an essential skill to reading success. This session will provide teachers with extended activities that will provide opportunities for students to have home routines called, "Reading Warm-Ups" that will allow them to practice fluency with independence and confidence.

**Session:** WF/WL  
**Title:** Supporting ELs with Dyslexia in a Multi-Tiered Framework  
**Speaker:** Katharine Muller, M.Ed.  
**Audience:** All

This session will provide participants with guidance on identifying, evaluating and serving English Learners with dyslexia as part of a Multi-Tiered System of Support (MTSS). Practical tips and strategies will be shared to assist school personnel in developing or revising their existing procedures for serving ELs with dyslexia.

**Session:** WG  
**Title:** Screening for Dyslexia in Texas: An Overview of the Texas Dyslexia Handbook, Chapter 2  
**Speaker:** Michelle Reeves, M. Ed., LDT, CALT,  
 Educational Consultant Education Service Center Region 8  
**Audience:** Intermediate

In this session, participants will be provided an overview of the dyslexia screening requirements as mandated by TEC §38.003 and outlined in Chapter 2 of the State of Texas Dyslexia Handbook.

## **Thursday – July 25, 2018**

**Session:** TA/TG  
**Title:** Putting the Dyslexia Evaluation Together  
**Speaker:** Virginia Gonzalez, M.Ed., CALT  
**Audience:** All

This session will discuss the formal evaluation for dyslexia as outlined in the The Dyslexia Handbook 2018 Update. Participants will understand the dyslexia evaluation will include both qualitative and quantitative data to determine a pattern of evidence for dyslexia. Case studies will be presented and discussed. It is encouraged that participants bring a copy of The Dyslexia Handbook 2018 Update Procedures Concerning Dyslexia and Related Disorders to the session..

**Session:** TB/TH  
**Title:** Tech Tools You Didn't Know to Ask For: Helping Your Dyslexia and EL Students Succeed  
**Speaker:** Nancy Watson, MLS, M.Ed.  
**Educational Consultant, Education Service Center Region 10**  
**Audience:** All

Technology has the power to change lives! Come to this session to explore tools that can transform learning for students with dyslexia, English learners, and more. You will have plenty of time to get comfortable with a variety of tools as well as develop an implementation plan. Let tech help you help your students!

**Session:** TC/TI  
**Title:** How to Train the “Dyspellia” Dragon  
**Speakers:** Sandra Emmerson, M.Ed., LDT, CALT  
**Educational Consultant, Education Service Center Region 18**  
**Audience:** All

Although spelling is extremely difficult for many students with reading difficulties, there are some proven research-based answers that support the needs and language pathways of struggling readers and writers. In this session, participants will learn hands-on ways to approach word-study and connect it to reading and writing. These strategies are engaging and helpful for students who struggle greatly with spelling, but they are also best practices for elementary students who are emerging in their literacy skills.

**Session:** TD/TJ  
**Title:** Alphabet Soup: SPDI, SDI, PLAAFP, IEP....What does it all mean?!  
**Speakers:** Katy Kloberdanz, M.Ed., LDT, CALT; Janeia Vorderkunz, M.Ed.  
**Educational Consultants, Education Service Center Region 20 and 12**  
**Audience:** All

What do each of these terms mean, and how do we know what each individual student needs?! In this session we will explore the differences between Standard Protocol Dyslexia Instruction (SPDI) and Specially Designed Instruction (SDI) in more depth and look at practical examples of each. Participants will also explore best practices in creating Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements and Individualized Education Program (IEP) Goals for students identified with dyslexia.

**Session:** TE/TK  
**Title:** Effective Instructional Strategies for Developing Writers: Aligning Intervention with Core Instruction  
**Speaker:** Althea Woodruff, PhD  
Building RTI Capacity for Implementation in Texas Schools Project at the University of Texas at Austin  
**Audience:** All

Participants will learn about research-based writing instructional practices to support students struggling with written expression. We will present specific strategies related to sentence- and discourse-level writing that can help interventionists align their interventions with core instruction. Participants will walk away with resources, lessons, and activities to use in their writing interventions.

**Session:** TF/TL  
**Title:** Partner Up With Your School Librarian to Support Students with Dyslexia  
**Speakers:** Terry Roper, Educational Consultant, Education Service Center, Region 10  
**Audience:** All

Every educator needs allies and support on the campus. Your campus librarian can be a great partner to help support the needs of your students with Dyslexia. Join this session to discuss strategies, resources, and more that your librarian can offer to make sure students with Dyslexia are not left behind when it comes to the library.