



Parents, Adults, Educators, Professionals & Students

**Navigate the Maze Fall Conference & Resource Expo
Learning Disabilities and Attention Issues**

Saturday, October 21, 2017

Middlesex Community College
College Center
2600 Woodbridge Avenue
Edison, NJ 08837

Keynote: Don't Give Up On That Kid

Presenter: Nelson Lauver

Author, Blogger, Broadcaster, Speaker, Dyslexic

Conference Schedule

8:00-8:45	Registration, Breakfast, & Resource Expo
8:45-10:00	Session 1
10:00-10:30	Resource Expo
10:30-11:45	Session 2
11:45-1:00	Welcome Recognition of Educator-Somerlee Monaghan & Volunteer-Fern Goldstein Lunch & Keynote
1:00-2:15	Session 3
2:15-2:45	Resource Expo
2:45-4:00	Session 4
4:00	Feedback Sheets Returned & Certificates Distributed*

*Certificates for 6 Professional Development Units will be available (NJ Provider Identification #568) given in your last session. NJEA Professional Endorsement

**Some sessions may meet part of the NJ state required two hours of professional development in the area of Dyslexia/reading disabilities. Verification must be provided by your school district.

Special thanks to DDNJ for their support



Audience Key:

PP=Preschool thru Post-Secondary

EM=Elementary thru Middle

MHS=Middle to High School

PHS=Preschool thru High School

EP=Elementary thru Post-Secondary

HS+=High School thru Adult

KE=Kindergarten thru Elementary

EHS=Elementary thru High School

All=All grades thru Adult

8:00-8:45 Registration, Breakfast, & Resource Expo

8:45-10:00 Session 1

Workshop A: Dyslexia: Making It Personal – Brugger (All)

Participants will learn why accommodations matter for students with Dyslexia and other SLD's and the legal and moral basis for accommodation. Educators and parents will discover effective strategies for determining accommodations, considerations on remediation vs accommodations, accommodation frequency and effectiveness, and the many types of accommodations. On a tactical level, attendees will learn how to improve acceptance of accommodations by students and how accommodations can be implemented cost - effectively. The session will conclude with participation in short case examples.

Workshop B: The Link Between Substance Abuse and Disabilities – Burns (HS+)

The Model Roads2Recovery program explores why people with disabilities are more susceptible to substance abuse and presents methods of altering destructive behaviors, including self-help and direction to community resources. This workshop also addresses architectural and communication barriers to treatment and offers information on evaluating treatment facilities for accessibility. Healthy Methods to De-stress will also be shown and discussed.

Workshop C: Response to Intervention and Patterns of Strengths and Weakness: The Perfect Marriage – Korner (EHS)

Some students struggle with mastery of academic material due to a SLD, necessitating intensive supports. Others have other less severe deficits and need a less intensive degree of assistance. Schools with a "true" RTI program can identify and support the latter group through differentiation of instruction. The former group is best identified and supported by using the PSW model that identifies linkages between cognitive processing and executive functioning and academic subjects in order to develop an individualized intervention plan. The purpose of this presentation is to give participants the framework for developing successful RTI and PSW systems so that all students can be supported at the level that best addresses their needs.

Workshop D: Orton-Gillingham Online – Levy (MHS)

The scope and sequence of Orton-Gillingham will be taught: short vowels through Orton morphology, prefixes and suffixes. Research based reading comprehension, vocabulary, and writing strategies will be covered as well.

Workshop E: Colleges with Superior Support for Students with Disabilities – Tinkler (MHS)

Listservs and other internet information provide us with widely circulated recycled college lists for students with disabilities. These sources have frequent errors and omissions and often based on the experience of one or a very small number of students. This session will provide you with a CONFIRMED database compilation of colleges providing superior support and arranged by disability type. Discussion includes self-advocacy and personal responsibility vs. what a college offers, plus disclosure and application strategies.

Workshop F: The Power of PCAST: Person Centered Approaches in Schools and Transition - Steinbruck & Monaghan (All)

This workshop provides an overview of person centered thinking and planning and related approaches that have been developed and used by New Jersey schools involved in the Person Centered Approaches in Schools and Transition (PCAST) project.

10:00-10:30 Resource Expo

10:30-11:45 Session 2

Session G: ADHD and Learning Problems in 2017: A Pediatrician's Approach – Burstiner (PHS)

This workshop will include historical aspects of ADHD and learning problems. Evaluation and treatment in the current era will be discussed.

Workshop H: Exploring The New Jersey Dyslexia Handbook- Lynam & Pankowski (EHS)

The New Jersey Dyslexia Handbook: A Guide to Early Literacy Development & Reading Struggles provides information to schools and families about dyslexia, early literacy development and the best practices for identification, instruction, and accommodation of students who have reading difficulties. Join two members of its development committee to explore its contents, review its tools and resources, and discuss its potential impact on school-wide planning and student outcomes.

Workshop I: Assistive Technology: Make It Work in Your Child's School and Home – Krass (All)

How do you know if your child's assistive technology is a good match with school and home "technology ecosystems"? This workshop will guide you through the process of making sure that assistive technology supports for reading, writing, organizational skills, note taking, and math are a good fit with Chromebooks, laptop computers, tablets, and smartphones. Assistive technology decision guides and checklists will also be addressed.

Workshop J: Successful Transition from High School to College for Students with LD – Presutti (MHS)

Transition to college begins by giving students strategies to use in high school. Students need to know the following: the differences between special education services in high school and college, how they learn and apply this knowledge to find the post-secondary setting with the right support services, and how technology is an effective tool to learn more efficiently. Successful strategies used at the Regional Center at Fairleigh Dickinson University will be shared. Questions to ask when visiting colleges will be provided.

Workshop K: Savvy Social Security Planning for Your Entire Family – Vinokurov (All)

Learn more about how and when to apply for Social Security Disability, SSI and other topics. This workshop will address the differences between Social Security disability, SSI, Medicare, and Medicaid, as well as how and when to go about making the application. It will also cover what you need to know in advance of your application, as well as what documentation and reports you will need to assure a smooth process.

Workshop L: Rewiring the Reading Brain: Reading Readiness & Dyslexia – Lense (PHS)

This session will provide attendees with insight into Foundational Reading Skills that help dyslexic readers, nonreaders and struggling readers build the groundwork for success. An interactive demonstration of instructional tools and teaching strategies utilizing (OG) multisensory instruction will illustrate how students can achieve reading proficiency. Attendees will participate in this lively presentation as students in visual, auditory, and kinesthetic teaching strategies to analyze how these three areas interact in the brain and determine how students can utilize their stronger modality area while strengthening weaker areas.

11:45-1:00 Welcome, Lunch, & Keynote

Keynote: Don't Give Up On That Kid – Nelson Lauver

This year, Nelson Lauver will walk through a classroom door, although you may not recognize him. He won't be a 6'2" guy, wearing a suit and carrying a briefcase—but make no mistake, he'll be there. Perhaps, he will show up as that solitary young boy or girl, or that kid who disrupts class, or the one who just doesn't seem to care, or isn't living up to his or her potential. Yes, you will see "Nelson" in a classroom. In this inspiring, motivating and entertaining program, Nelson reaches into hearts and minds. He helps refresh the spirit and refocus the desire to be the teacher or parent who is remembered for opening a child's mind, when no one else would or could. He inspires you to be "the one"-- the one who didn't give up, the one who fostered yet another, great American success story.

1:00-2:15 Session 3

Workshop M: Transition to College and Employment-Executive Functioning Challenges–Feinman (HS+)

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

Workshop N: Dyslexia - High School Students' Perspectives - Scheiner & Stampe (MHS, HS+)

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

Workshop O: Essential Components of the IEP –Hayer (PHS)

Join us for this interactive workshop that provides participants with a review of the essential components of an Individualized Education Plan. As a result of this workshop, participants will better understand the IEP document and the parent's role in the development of an IEP. How to address IEP concerns/issues in a proactive and positive way will be discussed. During this session, attendees will review sample IEP document and will be given tools to support their participation in the development of future Individualized Education Plans.

Workshop P: Assistive Technology Today: Truths and Misconceptions – Vargas (All)

This workshop will present on the changing role of assistive technology. Discussions will revolve around the technological support available today that will be able to support student learning and vocational planning. Components of the presentation may be interactive. Participants will get answers to the following questions: What is assistive technology? Who can benefit? What is the evaluation process? Sample evaluations and types of assistive technology available for teachers and students will be shared.

Workshop Q: Student Survival Skills: A Guide for parents and Teachers – Goldstein (MHS)

This session will provide the participants an understanding of the problems students with LD face in the classroom and at home when charged with academic tasks, house hold chores, and other responsibilities. The role of executive function will be discussed and techniques for mastering time management and completing tasks will be provided.

Workshop R: The Value of Neuropsychological Assessments for the School-Age Child – Alberts (EHS)

This presentation will describe the process and outcome of neuropsychological assessment of the student who is manifesting learning, attention, memory, or emotional problems. The neuropsychological evaluation will be discussed relative to more traditional psychological, psychiatric, and neurological assessments and how testing of "brain-based" abilities can complement these other approaches. Examples of various neuropsychological examination procedures will be reviewed and discussed in the context of several clinical cases.

Workshop S: One Sheet of Copy Paper = Window into a Kid's Soul – Lauver (All)

Dear Nelson, We barely got my son through high school, and then we were able to talk him into attending community college. It has been very hard. Last year, he failed every class but one. Sincerely, A Mom
Dear Mom, Tell me everything about the class your son didn't fail. Nelson

It was this email that inspired Nelson to develop a low-tech idea for using a single sheet of copy paper to better connect kids, parents and teachers.

2:45-4:00 Session 4**Workshop T: Why Students Struggle in College and Work-The Essential Skills for Successful Transitions - Delman (HS+)**

Students who have received supports throughout their schooling are often unprepared for the rigors of college life and the expectations of work. Before they graduate high school, students need to learn and practice essential Executive Function skills that will help them succeed in either of these new environments. Skills such as planning and prioritizing, time management, sustained focus, cognitive flexibility, and metacognition help student with learning differences to self-advocate and thrive.

Workshop U: Helping the Capable but Unmotivated and Disorganized Student - Ivin (MHS)

Participants will learn how to implement an academic improvement program called 1-2-3 Succeed. This program was created by a clinical social worker with over twenty years of experience working with underachieving students, including students with ADHD, learning disabilities, and other mental health conditions that negatively impact on school performance. Participants will leave with concrete strategies for teaching students the motivation, organization and study skills necessary for school success. The method and strategies taught in this presentation have been field tested for the past 10 years and are proven highly effective in working with underachieving students and their parents.

Workshop V: Dyslexia Assessment and the Road to Effective Remediation – Tuttle (All)

Dyslexia assessment is most useful when the results point the way to effective remediation. Did you know that dyslexia can be largely overcome if children receive appropriate remediation before third grade? Even if we do not reach dyslexic learners before third grade, assessment that uncovers the constellation of cognitive processing deficits that make up each individual's dyslexia profile can be used to create efficient, effective therapeutic remediation. This talk discusses elements of useful dyslexia assessment and how it is used to develop a therapy plan.

Workshop W: Strategies for Student Writing Success – Osborn (MHS)

Students with learning differences are rightfully frustrated by and angry at conventional approaches to writing instruction. Rule-bound instruction and graphic organizers can't contain or represent the intelligence of exceptional learners. This presentation will offer research-based, field-tested techniques that help student writers initiate, plan, organize, and compose successful school essays. Suggestions for parents working with school officials to design writing assignment modifications and sample modifications will also be provided.

Workshop X: Math Methodologies for Students with Dyscalculia and Other Learning Difficulties – Sinclair (PE)

Students with visual-spatial and language processing difficulties often struggle to understand and process the intricacies of mathematics. This workshop will present methodologies that have been used in small group and individual instruction settings to increase the student's ability to make connections using multi-sensory, concrete representations. Participants will leave with information and access to tools to teach students immediately.

Workshop Y: Basic Rights in Special Education – Pratt (PHS)

Whether you're new to special education or have been involved for a while, this workshop is for you. This presentation provides families, educators and professionals with an introduction to the rights and responsibilities as parents of children with special needs under the Individuals with Disabilities Education Act (IDEA), the New Jersey Code, and Section 504 of the Vocational Rehabilitation Act. Parents begin to identify dreams and goals for their children, understand laws and learn advocacy strategies that will help them help their children reach those goals. Parents of both children who are having difficulty in school or who are classified will benefit from this training. Knowing the rights of parents will also benefit the educators and professionals who work with them.

SPEAKERS

KEYNOTE: Nelson Lauver

Nelson Lauver is known to radio listeners as the “Rockwell of Radio” for *The American Storyteller* – a daily four minute slice of the American experience, broadcast on radio stations across the US and via the internet. He is also co-founder of the Jane and Nelson Lauver Foundation and director of ProblemTank, a neurodiverse think tank. His book, *Most Unlikely to Succeed*, is an inspirational story that speaks to anyone who has ever struggled to be heard, to be understood, or to make their way in the world.

To meet Nelson today, it is hard to imagine that until age 29 he was functionally illiterate as a result of undiagnosed dyslexia. His personal story, his very real struggles, his experiences, failures, and achievements have made Nelson who he is today and form the basis of his capacity to move audiences. He is a champion for the rights of kids so that they don't fall through the cracks. He consults with parents, educators and administrators to make positive changes in the lives of children with learning disabilities. Nelson's new book, *Dyslexia: It Doesn't Have To Be So Hard*, will be released in January 2018.

Dr. Gregory Alberts is the Director of Neuropsychology Services at CNNH. He received his PhD in Clinical Psychology from West Virginia University where he was trained in Behavior Therapy and Neuropsychology. He went on to complete his internship and a research fellowship in Behavioral Medicine in the Department of Psychiatry and Human Behavior at Brown University. Following a Post-Doctoral Fellowship in Neuropsychology at Bancroft Rehabilitation Services, for the past 25 years he has provided and supervised evaluation and intervention services in in-patient, out-patient, school, residential, correctional, and rehabilitation-based settings.

Mark Brugger is Senior Program Manager at Learning Ally, a leading non-profit for supporting struggling readers with dyslexia, visual impairments, and other conditions needing accommodations. He speaks nationwide and has presented workshops to thousands. He successfully created the first online and interactive conference on Dyslexia, “Spotlight on Dyslexia” and has actively been involved in advocacy programs. Mark is a serial entrepreneur in tech/telecom with degrees from the University of Virginia and the University of Michigan.

Beverly Burns has been involved in education and special education here and in Germany for most of her professional life. She has been working in the Prevention field for the last fourteen years which has involved teaching life skills to Special Ed. Classes and presenting Roads 2 Recovery to clients with disabilities. She also is an avid practitioner of Laughter Wellness, using light aerobics as a group exercise to achieve feel-good hormone release of dopamine and endorphins that anyone can do!

Dr. Andrew Burstiner is a board certified pediatrician who has been active in NJ since 1992. He is now treating children and adolescents with attention and learning problems in the specialized clinic, Focus-MD in Red Bank.

Michael Delman founded Beyond BookSmart in 2006. An educator since 1982, Michael's primary mission has always been to make learning relevant and to help young people discover and develop their strengths. Michael has been recognized as a Massachusetts Distinguished Educator. His undergraduate degree is from Brown University and he earned his Master's in Education from Lesley University.

Samantha Feinman, M.S. Ed., TSHH, has presented research, workshops and professional development seminars and webinars at various national conferences, colleges, high schools and SEPTAs. As Director of New Frontiers in Learning, Samantha believes that building a strong academic and social skills foundation, coupled with the development of executive functioning skills, are the keys to success for our students in high school, college and beyond. Samantha sits on the board of CHADD of Nassau County.

SPEAKERS Cont'd

Fern Goldstein, is the author of *Looking Glass Spelling* and *Oops: Grammar in Context* and former 1st Vice President and LDANJ newsletter editor. Based on her outstanding work with LDANJ, Fern was recognized as Volunteer of the Year for 2017. She has a bachelor's in Speech Pathology and Audiology and a master's degree in Special Education. She was also the LDAA 2009 Sam Kirk Special Educator of the Year. Ms. Goldstein is the English Coordinator for Banyan High School in New Jersey where she writes curriculum and teaches English to students with Learning Disabilities. Ms. Goldstein strongly believes that parents and educators need to work together to help their youngsters with learning disabilities reach their full potential.

Carolyn Hayer has been working in the area of special education advocacy for over twenty years. She is currently the Co-Director of New Jersey's Parent Training and Information Center at the Statewide Parent Advocacy Network. SPAN is a nonprofit organization whose mission is to empower families and to inform and involve professionals and other individuals interested in the healthy development and educational rights of children. In this role, Carolyn has conducted presentations at the local, state and national levels on topics related to special education. In addition, she serves as the Coordinator of Technical Assistance for parent centers throughout the Northeastern United States.

Bernard Ivin is a Licensed Clinical Social Worker and Certified Cognitive Behavioral Therapist who has devoted his career to the service of others. After working in education for 15 years as a Student Assistant Coordinator, he founded Strength for Change Cognitive Behavioral Therapy Associates. At Strength for Change Mr. Ivin treated over a thousand clients, developed numerous innovative treatment methods, presented hundreds of personal and professional development workshops, and self-published a variety of materials including, "A Parent's Handbook: How to Obtain Counseling Services for Your Child" and "The 1- 2-3 Succeed Program: A Complete System for Helping the Capable, But Disorganized or Unmotivated Student".

Dr. Steven Korner earned the doctorate from the University of Pennsylvania and has been appointed to director level positions at the Benjamin Rush Center in Philadelphia, and New York Medical College-Metropolitan Hospital Center. He was associate professor (tenured) in the doctoral program in child-clinical psychology and director of the school psychology program at Seton Hall University. His current interest in combining RTI and PSW has come from his involvement with LDA, NJPA, NJASP, and MJALC to include PSW in the special education code.

Adam Krass has over 25 years of experience providing assistive technology services to children and adults with disabilities in school, work and home settings, including evaluations, training, customization, and integration support. Adam is an adjunct professor at Kean University in Union, NJ, and a board member of NJCART, the NJ Coalition for the Advancement of Assistive and Rehabilitation Technology. His latest publication, "The Teacher's Technology Toolkit: Pre-Writing and Idea Organization" is available on Amazon.com.

JoAnn Lense is an outstanding Director of Training with Everyone Reading in NYC. She is an experienced educator, teacher trainer, mentor, national presenter, with a passion to help all children become successful readers. She works with school districts in the Northeast and throughout the U.S. on how to meet the diverse learning styles and needs of all students. Specializing in scientifically research-based multisensory language techniques, computer assisted instruction (CAI), DIBELS, Next training, and RTI implementation, Joann shows K-12 educators how to reach struggling readers.

Dr. Deborah Levy is the author of MaxScholar, an Orton-Gillingham online program. She is an author of 22 books. Dr. Levy is the director of Levy Learning Center, which was published by the IDA as one of the most effective clinical models for the treatment of Dylsexia.

SPEAKERS Cont'd

Deborah Lynam is currently the Director of Partnerships and Engagement at the AIM Institute for Learning & Research and a well-regarded speaker on dyslexia nationwide. She is a founding member and active participant in Decoding Dyslexia NJ. She is co-chair of NJ Department of Education's Special Education Advisory Council; as well as, a volunteer literacy tutor for The Reading Assist Institute. Deborah was awarded the Outstanding Achievement Award in 2013 by the NJ Branch of the International Dyslexia Association. Two of her three children have dyslexia.

Somerlee Monaghan, M.S., is a Training and Consultation Specialist at The Boggs Center on Developmental Disabilities. Ms. Monaghan provides project training and assistance on the Person Centered Approaches in Schools and Transition (PCAST) project, working closely with schools, students, and families. Ms. Monaghan previously worked in a public school district as a transition counselor. She was recognized as LDANJ Educator of the Year for 2017.

Susan Osborn, Ph.D., is the director and head instructor of The Writing Center of Princeton (www.writingcenterofprinceton.com), a unique learning center where students are provided with personally designed instruction that advances test performance and critical thinking and writing skills. Susan, a long-time English and writing professor at Rutgers University, is also a published writer and professional editor with nearly thirty years of teaching, writing, and editing experience. She has also served as research director for the NJ Center for Research on Writing and an admissions interviewer for Vassar College.

Alison Pankowski completed her undergraduate work in Deaf Education and Elementary Education at Flagler College in St. Augustine, Florida. She received her Master in Education degree in Special Education from Rutgers University in New Jersey. Mrs. Pankowski completed her post-graduate work at The College of New Jersey to obtain her Learning Disabilities Teacher Consultant (LDTC) certificate. She has worked in the special education field since 1995 in New Jersey public schools. During that time she has held a variety of positions including in-class support co-teacher, resource center instructor, self-contained teacher and LDTC. Mrs. Pankowski is a Credentialed Wilson Trainer and an IDA Certified Dyslexia Therapist. She is the current Vice President of the New Jersey branch of the International Dyslexia Association.

Nicole Pratt a single working mom of two children, a daughter 22 and son 16 years old, who both have special health care needs. Nicole is a strong advocate for both her children and for other families who struggle to obtain appropriate education supports along with healthcare services for their children. Nicole sits on several New Jersey State, national and local parent leader advisory committees/ boards that support/empower families and children. Nicole works for The Statewide Parent Advocacy Network (SPAN) as a Senior Trainer educating parents and professionals, which include teachers, administration, and community organizations, on an array of education and health topics across New Jersey and nationally. Nicole is also the Coordinator on the Fetal Alcohol Syndrome Disorder project coordinating trainings for professionals and support for women around healthcare messaging. Nicole has a BS in Psychology and Masters in Teaching.

William N. Presutti is the Director of the Regional Center for Learning Disabilities, Florham Campus, Fairleigh Dickinson University, [the Executive Director of LD Virtual Tutoring](#) and an Adjunct Instructor in the Learning Disabilities Program at [FDU](#). Bill has extensive experience working with students with learning disabilities in New Jersey as a former School District Superintendent, Principal, Director of Special Services and teacher. Bill holds a B.S. in Psychology from the University of Scranton and an M.S. in Special Education from Central Connecticut State University.

SPEAKERS Cont'd

Susan Scheiner and Jennifer Stampe are the co-leaders of the NJ Hub of the Youth Examples of Self-Advocacy (YES!). The YES! Program is a peer-to-peer mentoring program sponsored by Learning Ally, the leading provider of human-narrated audio books. With hubs in New Jersey, Colorado, Utah and Massachusetts, the YES! Program aims to provide students with self-advocacy skills and strategies to navigate the challenges their dyslexia presents inside and outside of the classroom. Members interact with their assigned ambassadors at four events held throughout the year. YES! Ambassadors take their message of hope and perseverance on the road year-round, attending various conferences and events across the country.

Dan Sinclair is the President of Teach 4 Mastery, Inc. and Mastery Educational Service, Inc. and serves as the Director of Special Education and Small Group Learning. He is the Co-Author of the Perceptions Series of Math Interventions. As a high school math student, Dan struggled in mathematics with D's and F's on his report card in mathematics! As an adult, he started to learn how to teach math in explicit, concrete representations and received the incredible gift of understanding math. Now he passionately promotes these methodologies with parents, students, and schools across the country.

Michael Steinbruck, M.A., is the PCAST Project Leader at The Boggs Center on Developmental Disabilities. He leads the project's training and technical assistance activities related to the development and delivery of person centered thinking and planning, and works with schools on implementation of person centered approaches and related organizational improvement efforts. Mr. Steinbruck has 25 years' experience in facilitation and training various person centered thinking and planning approaches.

Allen Tinkler, a combination LDTC-guidance counselor for over 30 years, is one of a handful of nationally recognized consultants on college selection and transition issues for students with special needs. To date he has personally visited approximately 400 colleges throughout the country. He is a member of the National Association for College Admission Counseling (and NJ and NY state affiliates) and the Association on Higher Education and Disability (and NJ and NY state affiliates).

Margaret G. Tuttle, Executive Director of The Dyslexia Center of Princeton, is certified as a Diagnostician and Dyslexia Therapist by Dyslexia Institutes of America. Ms. Tuttle has a background in education as well as textbook and educational software publishing with McGraw-Hill and Scholastic. Prior to opening The Dyslexia Center of Princeton, Ms. Tuttle tutored struggling readers at various locations including Literacy Volunteers of NYC. She also developed psychological assessments at Caliper, Inc., Princeton, NJ. Ms. Tuttle is a member of the International Dyslexia Association, a volunteer advisor for Princeton University's Office of Career Services, and has been a volunteer for the Princeton Arts Council's "Arts Exchange" after-school program for homeless children. Ms. Tuttle earned her undergraduate degree and teaching preparation at Princeton University.

Tracy Vargas started Learning for Tomorrow NJ, LLC because of her desire to provide more teacher, student, and administration support. Tracy has taught in both public and private education settings. Initiatives such as person centered planning, positive behavior supports, and inclusive technology practices were implemented under her guidance. Tracy believes that learners of all ages can benefit from assistive technology designed to overcome writing, reading, typing, and organizational struggles. Over the years, students supplied with a variety of technology have moved on to meaningful post-secondary careers. Learning for Tomorrow LLC offers assistive technology learning evaluations, training, and special education consulting.

David Vinokurov provides direct leadership and guidance to one of the largest Social Security Offices in New Jersey. He has over 26 years of experience with Social Security Administration. Mr. Vinokurov's focus is educating the public about the Social Security Benefit Programs and their importance to all Americans. He serves as direct liaison with community organizations and advocacy groups for SSA programs and policy. He prepares and conducts live presentations and Webinars on Social Security to a variety of audiences and coordinates exhibits at fairs, conventions and seminars.

Directions to the Middlesex County College, College Center
2600 Woodbridge Avenue, Edison, New Jersey 08837, (848) 445-0405

Please use **155 Mill Road, Edison, NJ** for **Google Maps** or **Waze** from your location. Parking Lot 1 will be on the left. Lot 4 is behind the College Center. Signs will be posted for LDANJ Conference. Walk passed the Library to get to The Student Center from Lot 1.

**Day of conference -call 732-991-9107 if you need assistance.

Bus from NYC goes to the East Brunswick Tower Center, then cab to the event.

Train available into New Brunswick, then take a cab available at the station to the event.

Registration Form



Educator/Professional Job _____

Professional

Parent

LD Adult

Student

Conference Fees

Early Bird until October 1

LDA members: \$25

Non-members: \$50

Membership & registration: \$75

Students: \$25

After October 1

LDA members: \$50

Non-members: \$75

Membership & registration: \$100

Students: \$25

After the deadline or for questions, please call

732-645-2738 or email info@ldanj.org.

Area(s) of interest: Preschool K-5 6-8 9-12 Post-Secondary Adult

Name _____

School/Agency _____

Address _____

City _____ State _____ Zip Code _____

Please choose your workshops.

Indicate #1 and # 2 choices for each session.

All efforts will be made to honor your requests.

Email _____ Phone _____

Choice 1

Choice 2

Session 1 Workshop _____ Workshop _____

Session 2 Workshop _____ Workshop _____

Session 3 Workshop _____ Workshop _____

Session 4 Workshop _____ Workshop _____

Make your check payable to LDANJ.

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go to: ldanjOct21.eventbrite.com**

