



Parents, Educators, Adults, Professionals & Students

Fall Conference & Resource Expo
Information for Preschool thru High School & Beyond
Learning Disabilities, Attention Issues & Related Disorders

Sunday, October 27, 2019

The College of New Jersey (TCNJ), Education Building
2000 Pennington Road, Ewing 08628



Conference Schedule

| | |
|--------------------|---|
| 8:30-9:00 | Registration, Breakfast & Resource Expo Open |
| 9:00-10:15 | Session A |
| 10:15-10:45 | Networking & Resource Expo |
| 10:45-12:00 | Session B |
| 12:00-12:30 | Lunch, Networking & Resource Expo |
| 12:30-1:45 | Session C |
| 1:45-2:15 | Networking & Resource Expo |
| 2:15-3:30 | Session D |
| 3:30 | Certificates* |
| | * 5 Professional Development Units (NJ Provider Identification #568) |
| 3:30 | Annual Meeting |

Special thank you to DDNJ for their support.



Key: PS=Preschool K=Kindergarten E=Elementary M=Middle School HS=High School HS+ =Beyond HS

9:00-10:15 Session A

Workshop 1: A Neuropsychological Formula for Diagnosing Learning Disabilities & Other Problems/Korner (All)

The neuropsychological formula for diagnosing a learning disability specifies theoretically linked ability and achievement deficits in an otherwise overall average academic profile. Understanding the connections between the processing abilities that underlie specific academic subject areas and the executive functions that can help or hinder these linkages is the key to not only diagnosing learning disorders, but also to crafting interventions targeting the specific cognitive ability and executive functioning deficits.

Workshop 2: Dyslexia Myths & Misconceptions & a Path to Intervention Across the Lifespan/Murphy (P-HS)

This workshop aims to define the neuropsychological and neurocognitive functions associated with dyslexia and the role neuropsychological evaluations play in characterizing this disorder. Topics to be addressed include defining dyslexia, identifying the neurocognitive profile associated with this learning disability, and following the presentation of this disorder across the lifespan. Special attention will be paid to relating educational and clinical definitions of this condition.

Workshop 3: Math is Language Too-Two/McHale & Heffernan/E-M

Children with learning disabilities struggle most during literacy-based lessons, but struggles with language do not stop when those lessons end. These students continue to experience the same struggles across curriculum. We will explore how to generalize research-based literacy strategies during the instruction of vocabulary and word problems in mathematics lessons.

Workshop 4: Writing Instruction: A Structured Roadmap that Works/Patel/E-M

Navigate the maze of writing instruction with the ‘power-tool’ evidence-based writing model: Self-Regulated Strategy Development (SRSD). Extensive scholarly, empirical research validates this approach for all, especially those who struggle. Learn how to progress monitor writing, model effective strategies, leverage goal setting, decide which graphic organizers are best, as well as how to cultivate the self-regulation that expert writers possess. See data and pre to post student-writing samples that show significant gains, including students on IEPs.

Workshop 5: Dyslexia – Making It Personal/Brugger/All

This workshop is an interactive simulation with hands-on activities which will demonstrate the challenges and frustrations students with language-based learning disabilities face in the classroom each day. Participants will share their reactions to their experiences. This lively, thought-provoking workshop will enhance understanding of Learning Disabilities, such as Dyslexia, reading comprehension, fluency, writing, and more.

Workshop 6: iLearn: 10 Must-Have Apps and Tools for Students with Learning Disabilities/Mendez/E-HS

As schools progress to a digital learning environment, assistive technology can provide all learners the opportunity to participate and succeed. This workshop will focus on iPad tools for students struggling in reading, writing, and/or attention. This presentation will provide you with information on free built-in accessibility features as well as essential learning applications. You will leave this workshop with a wide range of AT tools for your iPad and/or iPhone that you can start using today.

Workshop 7: Gap Year Benefits for LD Learning Styles/Bull/HS-HS+

There are so many benefits to taking a gap year before or during college, particularly for students with learning differences. This workshop highlights the benefits as well as covers potential challenges involved in creating a varied year of experiences. Types of programs are outlined along with current 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.

Workshop 8: The 3 Rs of Transition to Adulthood/Feagles/M-HS+

Regulation, responsibility and relationships are critical for young adults with LD and/or ADHD to develop to be successful on their journey to independence. This session covers how to use evidence-based strategies in real world settings to create success in college, employment and independent living. The discussion includes strategies to improve self-regulation including problem-solving and critical thinking, teaching responsibility through self-advocacy, making choices and goal setting, and growing skills to relate positively to people in the community.

Workshop 9: College Transition: Correcting Myths & Misunderstandings/Hamblet/M-HS

Students with learning disabilities are usually included in the general education setting for their academic instruction. Competent special educators ensure that these youth are provided appropriate accommodations and specially designed instruction so that they can succeed. However, research findings indicate that students aren't prepared to advocate for themselves after graduation in college or the workplace. This session will provide a framework that teachers and families can use for fostering independent self-determination within inclusive instruction.

10:15-10:45 Networking & Resource Expo

10:45-12:00 Session B

Workshop 1: The Intersection of Dyslexia, Executive Functioning & Shut-Down Learners/Selznick/All

Research and clinical experience demonstrate that a significant percentage of children struggle starting in first grade developing their basic academic skills. This struggling typically continues through the grades as children manifest signs of executive function deficits and shut-down over ongoing discouragement. Often these children are labeled "ADHD" and put on medication with the underlying issues remaining unaddressed. In down-to-earth, plain language, Dr. Selznick offers his perspective on understanding and helping these children.

Workshop 2: Best Practices in Dyslexia/LD Identification/Grau/E-HS

This session will provide an overview of the history of Dyslexia/Reading Disability theory and research (brief) followed by an overview of the latest models for practically evaluating individuals for Dyslexia/Reading Disabilities. The goal is to provide attendees a broad overview of assessment procedures from initial screening for risk of dyslexia, to comprehensive evaluations for diagnosis, and then appropriate methods for monitoring progress of remedial reading interventions.

Workshop 3: Everyone Math-ing: Promoting Grade Level Math Content for All!/Schwartz/E-HS+

Students with IEPs often see the same Math year after year. Keeping students as close to grade level as possible helps build confidence and skills plus readiness for next year's content. Accessible CCSS Math items will be shared on paper and online for parents and teachers to bring back to their students. (Grade level 5 – Algebra I)

Workshop 4: How to Live in a World of Words/Overcoming Reading Comprehension/Katz/E-HS+

This presentation will focus on how the instruction of proficient reading comprehension must be a joint effort of the mainstream classroom, the special education classroom, and the home. The participants will be shown how the components of reading comprehension should be integrated into all content curriculum and into all types of classrooms. The presentation will provide strategies to develop reading fluency, to enlarge vocabulary, and to comprehend both fiction and nonfiction passages. The participants will come to understand that reading comprehension is part of the language continuum. Therefore, in order to obtain true literacy, the teaching of reading must be integrated into the teaching of writing and grammar.

Workshop 5: Emotions, Impulsivity & Behaviors: Self-Regulation Strategies & ADHD/Gryta/P-HS

We will examine typical issues at home and in school, look to explain the potential causes and understand how motivation and impulse control play roles in behavior. We'll discuss how to support developing skills for self-regulation and how to raise confident kids who understand their challenges.

Workshop 6: Dyslexia: Making It Personal/Brugger/All

This workshop is an interactive simulation with hands-on activities which will demonstrate the challenges and frustrations students with language-based learning disabilities face in the classroom each day. Participants will share their reactions to their experiences. This lively, thought-provoking workshop will enhance understanding of Learning Disabilities, such as Dyslexia, reading comprehension, fluency, writing, and more.

Workshop 7: Orton-Gillingham Online/Levy/K-HS

The scope and sequence of Orton-Gillingham will be taught: short vowels through Orton morphology, prefixes and suffixes. Orton-Gillingham is a research and evidence-based method that is Explicit, Systematic, and Multisensory and teaches phonemic awareness, phonics, fluency, syllabication, spelling rules, prefixes and suffixes, and Latin and Greek Roots.

Workshop 8: Developing an IEP for Success/Pratt/M-HS+

Families are introduced to their role in developing and implementing an effective Individualized Education Program for their children. This presentation provides a step-by-step overview of the IEP process and demonstrates how families can participate as equal partners in that process. Useful parent tools including the Positive Student Profile and the IEP worksheet are featured. Families also learn about the federal requirements for IEPs.

Workshop 9: Parent Roundtables: Ask the Experts/Decoding Dyslexia NJ-Moderator: Barnes/PS-HS

Liz Barnes is one of the founding members of Decoding Dyslexia-NJ (DDNJ). DDNJ has put together a rare opportunity to have small-group discussions with experts in the field of dyslexia and other learning differences to discuss topics such as: evaluations, IEP's, IDEA law, NJ dyslexia laws, assistive technology, executive functioning, student advocacy, college transitioning, writing, etc. Parents will rotate among several concurrent topics during this session.

| |
|--|
| 12:00-12:30 Lunch, Networking & Resource Expo |
|--|

12:30-1:45 Session C

Workshop 1: The Brain Science Behind Learning and Connecting with Students/Understood-Kaufman/All

Understanding how the brain processes information can help us teach and parent kids more effectively, especially kids who learn differently. In this session, we'll explore one of the key elements of learning for *all* kids: ensuring that they have positive and safe environments in which to learn. You'll also gain a better understanding of the brain science behind learning and find out why positive relationships with adults are crucial to helping kids thrive.

Workshop 2: What is the Difference Between an IEP and a 504 Plan?/Palisano & Clifford/All

Both IEPs and 504s can provide support to a child with a disability, but they have different eligibility requirements and are triggered by different laws. Learning Objectives: Description of an IEP and a 504 Plan, identify relevant laws, eligibility requirements, describe what supports each can provide, differences in the form, content, notices, review process, and resolution of disputes, how to determine if an IEP or a 504 Plan is best for a child.

Workshop 3: State of the State of Inclusion in NJ/Buglione/E-HS

This presentation will review where are we in New Jersey in regard to inclusive education. We will identify what high quality inclusion is and what systems and structures should be in place to make it sustainable. We will also cover the challenges to inclusive education from mindset and attitude to instructional practices to the Special Education Code.

Workshop 4: Formal & Informal Assessment Data→Diagnostic, Prescriptive Literacy

Instruction/Lynam/All

This session is designed to bring together educators working at multiple levels of the system around a shared goal - that is improving literacy outcomes for all students through data-based decision-making. Presenters will use a presentation format including ready-to-use tools such as a "Quick Guide for Reading Assessment" and "Decision-Making Flowcharts" to walk participants through the data analysis process.

Workshop 5: Teaching Financial Literacy/Nadler/E-M

The presenter will introduce why teaching financial literacy at an early age is critical to developing life-long healthy financial habits; and introduce an effective curriculum and workshop for the LD community called iPiggiBank Money Management 4 Kids. It is designed for students in Grades 1st-6th, aligned to common core and leverages art, writing, literacy and play in each lesson plan to reach all learners in a classroom.

Workshop 6: Executive Functioning & Emotional Regulation for Young Adults/Cavanagh/HS-HS+

This presentation will provide background on the conceptualization of the components of Executive Functioning attributes, particularly as defined by Dr. Russell Barkley. Of the five components of executive functioning identified by Dr. Barkley, we will discuss the particular importance of the Inhibition of Behavior and Emotional Control for the development of independence for young adults with learning and attention difficulties. The presenter will outline the model used by the NYIT Vocational Independence Program to develop executive functioning skills as part of an overall Positive Behavioral Interventions and Strategies approach to curriculum development.

Workshop 7: Reading Comprehension, Vocabulary, and Writing/Levy/M-HS

This workshop will cover research-based reading comprehension, vocabulary, and writing strategies. Strategies include highlighting, outlining, and note-taking. All of the strategies give students the tools to be successful in content-based classes as well as improve their study strategies.

Workshop 8: Choosing the Best LD Transition Program/Sommer/M-HS+

Finding the best post-secondary transition program for young adults with learning differences can be challenging and overwhelming with the multitude of current choices available. This session will provide participants with specific criteria and services to look for when searching for the most appropriate fit to prepare your young adult with learning differences and Autism Spectrum Disorder for success and independence.

Workshop 9: Dyslexia: From the High School Students' Perspectives/YES! Program Ambassadors/M-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.

1:45-2:15 Networking & Resource Expo

2:15-3:30 Session D

Workshop 1: I Have A Diagnosis, Now What?/Meltzer/PS-HS

Attorney Andrew Meltzer will discuss the structure of the IDEA, who is eligible, and how to go about securing an appropriate educational program for your newly diagnosed child. Andrew will also discuss the legal remedies available to families if they disagree with the programming for their child.

Workshop 2: Proven Techniques to Increase Learning and Manage Attention/Elrom/E-HS

How do ADHD and Executive Function Deficit impact learning and behavior? This session will highlight what

makes following directions and consistency so challenging; why concepts like organization and time management seem to be learned, but not followed; how using rewards and punishments often create more problems than they solve; and learn why attention and discipline alone are not enough to improve performance and compliance. There will be time for questions.

Workshop 3: A Frickin' Elephant-Language Comprehension/Mancuso/PS-E

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.

Workshop 4: Dyslexia Handbook/Tellier/PS-HS

What's included in the newly released Dyslexia Handbook by the New Jersey Department of Education and how to use it to your advantage!

Workshop 5: Universal Design for Learning (UDL): Accessibility for All Learners/Chambers/PS-HS

For teachers who desire to create accessible and engaging teaching and learning, Universal Design for Learning is a model pedagogical strategy. Universal Design for Learning (UDL) allows teachers to effectively and creatively design and teach courses in a way that makes learning accessible to a wider range of learners. UDL is a proactive approach to developing instruction, materials, and content to benefit all learning styles without constant adaptation or differentiation.

Workshop 6: Mandate to Mission: One District's Journey to Support Dyslexia/So. Brunswick Schools/E-HS

Over the past 5 years our district has created a large team and support network dedicated to supporting students with Dyslexia. This includes providing professional development for teachers, new resources for students and an ongoing commitment via a district TEAM DYSLEXIA to identifying and supporting this learning difference. This session will provide a map for how districts can take the state mandates for dyslexia and make it their district's mission.

Workshop 7: Parent-Child Separation: Preparing for College Transition/Morris-Wood/HS-HS+

Regardless of learning profile, the adjustment to college life is difficult. For families with children with learning disabilities, this transition is more complex due to the role parents have played in their education. Unfortunately, colleges often do not provide a venue to collaborate or help in this separation process. This presentation will look at the theory behind family systems and adjustments alongside practical strategies that can be practiced to ease this monumental transition to college.

Workshop 8: The True, Real, & Hard Facts: Transition from High School to College/McLennon-Wier/HS-HS+

This presentation will review the steps needed for students with learning disabilities to transition successfully from high school to college. Specifically, the discussion is about the ten critical areas and/or factors needed for college survival to precipitate academic and social success. Highlighted are useful examples and resources that can assist the student with a learning disability with degree completion. Learn how to select the most appropriate course of study that can lead to gainful employment upon graduation.

Workshop 9: Technology Beyond the Classroom/Marotta/HS-HS+

Schools are embracing more technology than ever before. But what about after school? This session will focus on providing supports to transition age individuals via mobile devices to increase independence in the areas of employment, community living and post-secondary education. We will explore several areas of focus: executive functioning support, reading, writing. Using the tools and strategies, individuals can build a customized transition toolkit to foster independence and success.

****3:30 Certificates for 5 Professional Development Units (NJ Provider Id #568)
LDANJ Annual Meeting**

SPEAKERS

Liz Barnes is one of the founding parents of the grassroots movement, Decoding Dyslexia-NJ, and is heavily involved in dyslexia-related legislation and growing the Decoding Dyslexia national movement. In addition to her efforts for the dyslexia community, Ms. Barnes has a background in marketing and is currently doing consulting work. Ms. Barnes is a mother of two (son, a junior at college; daughter, junior in high school). Both her daughter and her husband are dyslexic.

Mark Brugger has been an advocate for people with disabilities for decades, a parent of a special needs child, and a former case manager for college students with SLD. Mark created the first online conference on Dyslexia and has presented dyslexia workshops to thousands working for a large non-profit. Mark has Dyslexia along with a liberal arts degree from the University of Virginia and an M.B.A. from the University of Michigan. He formerly was a tech and telecom entrepreneur and, later in life, a non-profit program manager and marketer.

Fred Buglione is the President & CEO of NJCIE and has been leading the organization since 2014. Fred has twenty years of experience supporting the education and inclusion of students and adults in the tri-state area. He is currently on several state and national working groups seeking to increase access to inclusive education. He also likes to fly fish and wear unusual hats.

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 twenty-eight years working as a gap year counselor with over twenty-six hundred 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 M.Ed. from Harvard University.

Dr. Paul Cavanagh is the Senior Director for the NYIT Vocational Independence Program. He has been a professional working with individuals with a developmental disability for over thirty years. Dr. Cavanagh has his PhD and MS from Columbia University with a focus on Social Welfare Policy. Dr. Cavanagh's current research focus is on identifying the outcomes of comprehensive transition programs that predict success for individuals with mild and moderate intellectual or developmental disabilities.

Alex Chambers, Ph.D. is an assistant professor at William Patterson University in Wayne, NJ in the Department of Special Education and Counseling. His research interests include assessment, multi-cultural curriculum development, transition, self-advocacy, and using technology in instruction. His research has focused on providing self-advocacy instruction to culturally and linguistically diverse populations, as well as web-based reading interventions. He is the author of peer-reviewed articles and book chapters in the areas of self-advocacy, and inclusion.

Debra A. Clifford is an experienced litigator at Gibbons P.C. who focuses her practice on general complex commercial litigation and, in particular, education matters. As a mother of children with special needs, Ms. Clifford understands the many challenges and struggles parents encounter when advocating for their children. Because of her own personal experiences, she has a passion and commitment to help others benefit from the knowledge she has gained as both an attorney and a parent and serves as a leader of the Gibbons Child Advocacy Team.

Katie Davis, Psy.D., received her B.A. in Education Studies from Brown University, and a M.S. and Doctor of Psychology from Yeshiva University. She completed her pre-doctoral training at programs including New York Presbyterian-Columbia School Based Mental Health Program and Weill Cornell Medical College Department of Neurosurgery. She completed postdoctoral fellowships at Brooklyn Learning Center and Columbia University Division of Child and Adolescent Psychiatry. Her work focuses on the neural correlates and biological bases of learning disorders.

Decoding Dyslexia - NJ (DD-NJ) is a parent-led grassroots movement concerned with the limited access to educational interventions for dyslexia within the public education system. They aim to raise dyslexia awareness, empower families to support their children, and inform policy-makers on best practices to identify, remediate and support students with dyslexia in our state. DD-NJ inspired a national grassroots movement reaching all 50 states and has even expanded internationally.

Andrea Elrom is an ADHD and executive function coach with more than 15 years of experience working with children and parents. In her NYC based practice, 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 a strengths-based approach to help students develop their executive function skills. In her Calm and Connected workshop series, Andrea helps families improve the overall dynamics and quality of family life by building on a family's existing strengths. Andrea earned her Masters degree from New York University in Elementary Education and received her ADHD/Life Coach training through ADD Coach Academy.

Jennifer Feagles, LMSW, has 20 years of experience in working with people with varying disabilities and mental illness. She is a certified PEERS social skills instructor, Personal Outcomes Measures interviewer certified by the Council on Quality and Leadership (CQL), and a wellness coach trained by the Mayo Clinic. As Transitions Director, Ms. Feagles oversees year-round, summer and weekend programs for students attending Transitions. She also leads Lexington's Family Support Group.

Dr. Michael Grau is the Pearson Clinical Solution Analyst for New York, New Jersey, Connecticut, and Massachusetts. Prior to joining Pearson in January 2009, he was Director of Clinical and Consultation Services at Wildwood Programs (LDA of NY) in Albany, NY. He is a Licensed Psychologist and a member of the National Academy of Neuropsychology. Dr. Grau also has extensive school-based experience as a school psychologist and special education coordinator. He previously served as Vice-President of the Council of New York Special Education Administrators.

Virginia Gryta has been an instructor at Hunter College for the past nine years, teaching graduate students in the Masters in Special Education Program. Prior to her time at Hunter, she taught for 15 years in co-taught classrooms in elementary and middle schools, worked in early intervention, taught in an inclusive preschool, and began her career working in a hospital setting with young adults with congenital and traumatic brain injuries. Her interests include differentiated instruction, neurodiversity, and sensory processing.

Sarah Heffernan is a lower school teacher at Eagle Hill School in Greenwich, CT. She received her B.A. in Psychology from Swarthmore College and her M.S. in Teaching Elementary and Special Education from Fordham University. Sarah enjoys teaching math and reading classes, co-heading the math department, and collaborating with colleagues. She has previously presented at the Learning Disabilities Association of America's annual conference.

David Katz has a MAT and is a Fellow of the Academy of Orton-Gillingham Practitioners and Educators. David is a special education teacher in private practice in Metuchen, New Jersey. David is the co-author of *The Orton-Gillingham Teachers' Guide* and author of the *Orton-Gillingham Sound Cards for Visual and Auditory Drills*. David has created an on-line, on-demand, 30-hour Orton-Gillingham course, available at: www.whizzimo.com. He has presented in-services at conferences across the country, in Canada, and in Israel. David is the past president of the NJ Branch of the International Dyslexia Assoc.

Trynia Kaufman is the senior manager of editorial research at Understood. Kaufman earned a M.S. degree in neuroscience and education from Teachers College, Columbia University, where she worked as a research assistant in multiple labs. She also has a bachelor's degree from Ohio University, and a special education teaching certificate from Pima Community College. Prior to her work with Understood, Kaufman worked as a high school special education teacher in Tucson, Arizona.

Steven Korner, Ph.D. earned the doctorate from the University of Pennsylvania and has been in practice for over 40 years. He was awarded the Learning Disability Association of America 2018 Educator of the Year Award. Dr. Korner is currently the coordinator of special education for the Harrington Park School District. Previously, he was associate professor in the child clinical doctoral program and director of the school psychology program at Seton Hall University and director of psychology at New York Medical College-Metropolitan Hospital.

Deborah Levy, Ed.D. is the author of MaxScholar, an Orton-Gillingham online program. She is an author of 22 books. She 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 Dyslexia.

Deborah Lynam is the Director of Partnerships & Engagement at AIM Institute for Learning & Research. She is currently chair of the NJ State Special Education Advisory Council and also serves on the Family Engagement Advisory Board for the National Center on Improving Literacy. Deborah is a founding member of Decoding Dyslexia-NJ and she served on the NJ Department of Education's Dyslexia Handbook Committee. She is an IMSLEC certified Orton Gillingham Teacher.

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 a New York City. She is an adjunct instructor Hunter College and Literacy Trust's 2019 Literacy Leader of the Year.

Mike Marotta is a RESNA Certified Assistive Technology Professional and the Director of the Richard West Assistive Technology Advocacy Center at Disability Rights New Jersey. Mike is the 2017 ISTE Inclusive Learning Network Outstanding Educator. Mike is a nationally and internationally recognized presenter and an adjunct professor at Ramapo College of New Jersey. Mike serves on both the CAST Accessible Educational Materials and Center on Inclusive Technology and Education Systems (CITES) Advisory Boards.

Barbara McHale is an Educational Advisor at the Eagle Hill School in Greenwich, CT. Her B.S.Ed. is in both Elementary and Special Education from the University of Delaware and her M.S. is in Teacher Leadership from Quinnipiac University. Barbara enjoys teaching a math class each year, co-heading the Math Department, and collaborating with colleagues. She has previously presented at the EHS/CACLD conference and the Learning Disability Association of America's annual conference.

Dr. Sharon McLennon-Wier has been working in the field of rehabilitation counseling and mental health for over 20 years. She has been an Adjunct Psychology Professor for over 12 years. Currently, she works for Berkeley College as the Director of Disability Services for New Jersey and New York campuses. Additionally, she has started her own mental health practice to work specifically with clients with physical, sensory, intellectual, emotional, behavioral, medical and psychiatric disabilities.

Andrew Meltzer is a special education attorney who helps special needs students attain the success in school and life they are capable of through his advocacy. Mr. Meltzer knows on a deeply personal level the challenges families of children with special needs encounter; he was a classified student who conquered his learning differences to become a lawyer. His unique personal and professional experiences in special education law makes him a natural and effective advocate for his clients. Andrew was recently named to New Jersey Family Magazine's Best Lawyers for Families for 2019 by client reviews.

Alexandra Mendez is the Assistant Director of Assistive Technology Services for Advancing Opportunities. Alexandra provides assistive technology services to students and adults through comprehensive evaluations, equipment recommendations, and training. Alexandra oversees contracts and trains Assistive Technology Specialists in the northern region of the state. Prior to her work as an Assistive Technology Specialist, Alexandra was a Special Education Teacher, Mathematics Teacher, and Special Education Case Manager. She has experience working with a wide range of students from grades 6-12, in New Jersey and Connecticut.

Alexander Morris-Wood is the Director of Transition Services & Outreach Beacon College in Leesburg, FL. A member of Florida AHEAD, his goal at Beacon is to help students with learning differences and their parents prepare for the transition to college by developing unique programming that focuses on social-emotional and executive functioning skills. Alexander has a BA in History and an MS in Mental Health Counseling.

Hilary Murphy is a licensed clinical psychologist and formally trained neuropsychologist with a specialization in the neuropsychological assessment of neurodevelopmental and neuro-medical disorders. She has extensive experience evaluating individuals across the lifespan. Dr. Murphy has participated in interdisciplinary treatment teams in both medical and educational contexts to treat clients presenting with a variety of neurological, neurodevelopmental, and psychological needs. Training in school psychology also provides Dr. Murphy with a unique perspective in collaborating with educators and parents.

Shara Nadler is the founder and CEO of iPiggiBank. When her son was 5 years old and asking questions about money, she couldn't find age-appropriate resources to answer them. She knew that if she needed them, others did too. Recognizing that her son was struggling with reading and expressed himself through art, she needed a multi-sensory financial literacy program. Leveraging her marketing background, advice from educators and financial professionals, Shara created Money Management 4 Kids.

Mary Frances Palisano is an experienced litigator at Gibbons P.C. who focuses her practice on child advocacy, including special education and other school related matters. With the right strategies and negotiation, many special education cases can be settled but, if needed, Ms. Palisano vigorously defends the rights of her clients through litigation. Ms. Palisano also

provides representation when children are threatened with disciplinary action or are victims of students' behavior. She serves as a leader of the Gibbons Child Advocacy Team.

Pooja Patel teaches at the United Nations International School and has taught graduate courses via Teachers College, Columbia University Reading Specialist Program. She publishes empirical research and articles regularly in peer-reviewed journals. She presents often on how to help *all* students succeed in writing, both nationally and internationally. Pooja has authored several books, most recently *Releasing Writers: Evidence-Based Strategies for Developing Self-Regulated Writers* (2017) and *Using Formative Assessment to Differentiate Middle School Literacy Instruction* (2012).

Nicole Pratt a single working mom of two children, 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 educational supports and health care services for their children. Nicole works at the SPAN Parent Advocacy Network as a Senior Parent Professional Trainer educating parents and professionals on an array of education & health topics across NJ and nationally. Nicole is also the Project Coordinator on the Fetal Alcohol Spectrum Disorder project coordinating support for women around healthcare messaging. Nicole has a BS in Psychology and a Masters in Teaching.

Robin Schwartz is a mother, teacher, and an educator. She was trained as an electrical engineer and has a Master's degree in Business Administration. The constant in her life has been a love of math. Her father, a physicist and educator, always encouraged her to pursue STEM, even though she was a girl. Girls back in the 70's weren't supposed to go into science or engineering. When she worked in other careers (electronics and finance), her heart was in training and teaching. Later, as a mother, she saw a need for really good math instruction and wanted to help teachers prepare all children with an excellent mathematical background.

Richard Selznick, Ph.D. has spent his professional life as a psychologist and educator helping struggling children feel better about themselves while talking to parents in jargon-free terms as to what the children need. The author of four books, *The Shut-Down Learner*, *School Struggles*, *Dyslexia Screening* and *What to Do About Dyslexia*, Dr. Selznick has presented nationally and internationally. Dr. Selznick continues to regularly evaluate children and consult with parents. To receive his blogs and to learn more: www.shutdownlearner.com.

Sharona Sommer has worked in the field of Special Education for over 25 years supporting students and families in various positions throughout her career. For the past 12 years, Sharona has worked for CIP first as Brevard Head Student Advisor to National Director of Family Services and currently as the National Director of Learning & Development. She previously ran her own family coaching practice, where she had the privilege of working with families with neurodiverse teens and young adults to improve their relationships and reach their personal goals. Sharona is a nationally recognized speaker on topics of supporting students with learning differences and their families as they prepare to transition from high school to college or work.

South Brunswick Schools-Team Dyslexia is represented by speakers Allison Dubois and Denise Callaway. Allison is the Assistant Principal of Indian Fields Elementary and one of the Co-Chairs of Team Dyslexia and Denise is the RTI Reading Specialist. Other members of Team Dyslexia include Jodi Mahoney, Principal of Greenbrook Elementary School and Co-Chair of Team Dyslexia; Laurie Faigin, Elementary Supervisor of Special Education; and Sherry Sassine, Elementary LA Supervisor. Together they have led the district through professional development, screening tools, resources and opportunities for students.

Heather Tellier is a Learning Disability Teacher Consultant (LDT/C) and works at the Dyslexia Initiative at The College of New Jersey. Having worked in the field for over 20 years as a special education teacher all over the country, she now contributes to the Initiative at the College and is also the Director of the TCNJ Student Evaluation Clinic.

The YES! Program is a peer-to-peer mentoring program. The purpose of the Youth Examples of Self-Advocacy (YES!) is to train students with learning differences to recognize their strengths and weaknesses, to help them build confidence, and to provide them with the tools to become strong self-advocates. YES! Ambassadors mentor younger students and give them strategies to navigate their challenges both inside and outside of the classroom. YES! Ambassadors also do presentations on hope and perseverance, self-advocacy, dyslexia, and assistive technology at various conferences and events across the country.

Disclaimer: LDANJ does not endorse or recommend any method, treatment, or product; evaluation or remedial center, program, or persons for children and adults with learning disabilities. It does however, endeavor to inform, believing that you have the right to know what is available to assist those who have a learning disability to reach their full potential.