

# 10<sup>th</sup> Annual Texas Dyslexia Conference

## October 24-25, 2011

### Monday, October 24, 2011

7:30 Registration. Continental Breakfast Provided

8:30 **General Session: *Hot Topics in Dyslexia*** –Virginia Gonzalez, State Dyslexia Coordinator

This session will introduce new or updated information from the state as it relates to dyslexia, including revisions to the Blue Book and other "Hot" items based on calls and questions received from educators and parents across the state throughout the year.

9:45 Break / Announcements and Door Prizes

10:20 **General Session: *Rtl and Schools' Legal Child-Find Duties: The Role of Dyslexia Staff***—Jose Martin, Attorney at Law, RICHARDS LINDSAY & MARTIN, LLP.

The emergence and expansion of high-quality research-based interventions and use of response-to-intervention methods for SLD evaluations have created new questions with respect to how these programs work with the IDEA's child-find obligations, which have remained essentially unchanged. These questions have generated a new and complex type of failure-to-identify legal action that has proven a challenge both to schools and courts. This session will focus on the role of schools' dyslexia staff in the child-find decision-making, and propose operational guidelines to help schools avoid child-find challenges and liability as they make effective use of reading intervention programs. In addition, the session will dispel common yet incorrect assumptions and misconceptions that have led schools awry in balancing the desire to implement Rtl programs against the need to avoid disputes and legal liability in the area of child-find.

11:35 Lunch on your own

1:00 Concurrent Sessions (60 minutes, repeated at 2:15)

**(A1) *Dyslexia and the Section 504 Evaluation***—David Richards, Attorney at Law, RICHARDS LINDSAY & MARTIN, LLP.

Unless the student is IDEA-eligible or a special education evaluation is pending for the student, her eligibility for dyslexia services is determined as part of a Section 504 evaluation. This session focuses on the Section 504 process requirements for a dyslexia evaluation, including a stroll through various pieces of the CESD Section 504 forms (referral, evaluation and 504 Plan). Participants will learn how the Blue Book requirements for eligibility are addressed through the various steps of a 504 evaluation. Questions are encouraged. NOTE: This session will utilize the 2010 edition of the CESD forms. The 2011 edition of the forms will not be released until the Section 504 Conference in November.

**(A2) *Vocabulary? It's Academic My Dear!***—Pat Sekel, Ph.D. CALT-QI.

About how many word meanings should a second grader know, or new word meanings does a typical intermediate

student need to recognize every year? Can educators *really* predict how a child will read in 10th grade from a vocabulary score at age 3?? What does it mean to really 'know' a word? Educators who have sought answers to these questions and others surrounding academic language will enjoy this lively presentation.

**(A3) *Orthographic processing (Orthographic Processing)***—Traci Seils, *ELAR Coordinator, ESC VI*

The updated Dyslexia Handbook includes orthographic processing in the assessment and identification of students with dyslexia. Learn more about orthographic processing and teaching techniques for this component of instruction.

**(A4) *Navigating the College & Postsecondary Environment***—Gina Mitchell, Dyslexia Consultant, ESC X

Participants will learn how to assisting students with mild to moderate disabilities including dyslexia on the "how to" navigate a college/postsecondary environment without the support teams they had in elementary, middle and high school. Basics of this presentation include; finding the right school, asking for what you need, the laws after leaving high school, and effective transition planning.

2:00 Break

2:15 Concurrent Sessions A (repeated from 1:00)

3:15 Break

3:30 Q & A Session with Monday speakers

4:00 Adjourn for the day.

### Tuesday, October 25, 2011

7:30 Continental Breakfast Provided

8:30 Concurrent Sessions (75 minutes, repeated at 10:00)

**(B1) *Is that Legal? FAQ on Dyslexia***—David Richards

Can a parent refuse dyslexia services? Does the school have to look at a private dyslexia assessment? What happens if the high school doesn't have a dyslexia program? Do we have to provide dyslexia services outside the school day? Can a special education student receive dyslexia services? This lively session addresses the questions dyslexia practitioners most frequently ask, and provides practical answers.

**(B2) *Helping Parents Help Their Child with Dyslexia: Conversations and Activities***—Dena Crook, M.Ed., CALT-QI, Austin

This session will discuss ways for parents to help their child understand dyslexia and the uniqueness this brings into their child's life. In addition activities that parents can do at home in order to bridge and support school intervention will be presented.



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### **(B3) Dyslexia Assessment Simulation** –Virginia Gonzalez

This interactive session will provide participants with updated information regarding procedures for assessing students for dyslexia as discussed in the Dyslexia Handbook 2007, 2010. Actual case studies will be used to provide participants the opportunity to go through the Section 504 identification process in its entirety.

### **(B4) Oil and Water: Preparing the Student with Dyslexia for the SAT** –Moselle Domingue, MS, Lake Travis HS

The SAT is a formidable high stakes test that most students must take as part of the admissions process for college. For students with dyslexia, this test is especially challenging. This session provides a break-down of the SAT, strategies for each section, and example questions, together with information on available accommodations and how to access them. Specific suggestions for students with dyslexia will be included.

9:45 Break

10:00 Concurrent Sessions (repeated from 8:30)

11:15 Hotel Checkout and Lunch on your own

1:00 Concurrent Sessions (60 minutes, repeated at 2:15)

### **(C1) Language Under Construction** –Traci Seils

Language structure instruction, as outlined in the Dyslexia Handbook, includes morphology, pragmatics, semantics, and syntax. Explore instructional strategies for each component of language structure in this interactive session.

### **(C2) What are you saying? The Language of Dyslexia**—Cindy Weiss, CALT, Dyslexia Program Coordinator, Bonham ISD

This break-out session will examine how communication skills impact the relationships among students, teachers, administrators, and parents in the dyslexia field. Both verbal and non-verbal language structures will be discussed. Ideas for enhancing communication skills and relationships will also be shared.

### **(C3) Executive Function Skills in the Classroom 101** –Pat Sekel

High-level cognitive functions that help humans meet challenges and accomplish goals are called executive skills. These are the 'CEO of the brain' that regulate behavior. How important are these skills in the classroom? These thinking skills include the ability to plan, organize and manage time and include the mental abilities of working memory and metacognition. Learn about this increasingly familiar term, and how to teach these skills to improve student performance.

2:00 Break

2:15 Concurrent Sessions C (repeated from 1:00)

3:30 Q & A Session and Final Door Prizes

4:00 Conference Adjourns

**Sessions & Speakers.** Topics and speakers listed in the brochure are accurate on the date of publication. We have to make changes from time to time due to last-minute demands on busy professionals or to include a timely topic. Speakers and topics are subject to change.

**Enrollment Caps.** We try to keep our conferences as personal as possible and provide opportunities for participants to ask questions of our presenters. To maintain this benefit and to keep folks as comfortable as possible, each of our events will have limited enrollment. When the enrollment cap is reached, no additional registrations will be accepted, and those attempting to enroll will be notified that the conference is full. We regret the need to cap attendance, but feel that this is the only mechanism available to maintain the character and interaction of our events. Register early to avoid missing out or call for availability.

**Special Accommodations.** Disabled persons with special communication or other needs should advise CESD of those needs at the earliest available date in order to address those needs. CESD will seek to provide reasonable accommodations where needed.

**Continuing Education Credit.** Both conferences are approved for 10.0 clock hours Texas Educator's CPE by CESD, Registered Approved CPE Provider ID #500155; Meets the C.E. standards for 10.0 hours for both the Texas State Board of Examiners of Psychologists (\$461.11) and LPC's by CESD, Texas LPC Pre-approved Provider #193. In addition to these credits, for the Dyslexia Conference only, application filed for 10.0 clock hours CEU by the Academic Language Therapy Association (ALTA).

**Cancellation Rules.** Cancel at least five days before the event to receive a full refund on a prepaid registration, cancellation of a purchase order, or to transfer your registration to another CESD Conference. If a timely cancellation is not made, no refund, cancellation of a P.O. or transfer to another conference will be made. Written materials will be sent to prepaid no-shows or upon full payment of a P.O. No notice is necessary to substitute another person for a registrant at an event. The substitute need only report to the registration table and give the name of the pre-registered person for whom he or she is substituting.

**Conference Location.** Both Conferences will be held at the Austin Doubletree Hotel, 6505 N. I-35, Austin, Texas. A limited number of guest rooms have been reserved for this conference on a first-come, first-served basis until all rooms have been reserved or until October 1, 2011 (Dyslexia); or October 22, 2011 (Section 504), whichever is earlier. Please call the hotel directly at (512) 454-3737 to make reservations and identify yourself as a CESD Conference participant to receive the Conference Rate. For on-line reservations, reference group code "CDY" for the Dyslexia Conference or group code "CSD" for the Section 504 Conference. If eligible, please provide evidence of sales tax exemption upon check-in. Self-parking is available in the hotel garage for all participants at no cost. Conference Hotel rates are \$115 single; \$125 Double; \$135 Triple; \$145 Quad. Please note: Our room block typically sells out prior to the cut-off date.



# CESD Conference Registration Form for 2011

10<sup>th</sup> Annual Texas Dyslexia Conference

15<sup>th</sup> Annual Southwest Fall §504 Conference

Both Conferences will be held at the Doubletree Hotel 6505 I-35 North in Austin

## Tell us a little about yourself...

Name:

Title:

District/Organization:

Address:

City/State/Zip:

Phone:

Fax:

\*Email:

## Which event(s) will you be attending?

**10<sup>th</sup> Annual Texas Dyslexia Conference, October 24-25, 2011**

Register by October 10, 2011 to ensure a notebook on your arrival.

**Dyslexia**

\$240

**15<sup>th</sup> Annual Southwest §504 Conference, November 14-15, 2011**

Register by October 31, 2011 to ensure a notebook on your arrival.

**§504**

\$240

**Total for all of my registrations for 2011**

Check enclosed    Purchase Order Number: \_\_\_\_\_

**TOTAL**

**\$**

**Payment information:** Checks should be made payable to "CESD" and mailed to **13091 Pond Springs Road, Suite 300, Austin, Texas, 78729**. You may fax your registration AND Purchase Order (P.O.) Number to (512) 918-3013. Please note: your registration cannot be accepted or your place held in a conference without a valid purchase order number or a check. CESD does not accept payment by credit card. **For more information/questions call (512) 219-5043**. On-site registration is \$265 per event.

\*An email confirmation will be sent if a valid email address is provided above. By providing an email address, you agree to receive email announcements and news from CESD.

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