

Presenter	Title	Description	Topic Area
Elsa Cardenas-Hagan, Ed.D., CCC/SLP, CDT, CALT, QI	Celebrate Dyslexia: The Past, Present and Future	As we celebrate the 25th anniversary of the State Dyslexia Summer Institute, it is important to understand the foundation of dyslexia, some current issues, and future trends. Dyslexia was once known as a “congenital word blindness”. It was later described as a language- based disorder by Dr. Samuel T. Orton. There has been much research and brain science dedicated to dyslexia. What does the science of reading, which is based upon the work of dyslexia pioneers like Dr. Orton, require for practitioners today? This keynote session will describe evidence-based practices for the identification and treatment of dyslexia and the challenges for implementation within multi-tiered systems of support. Additionally, participants will understand how to address oral language proficiency within a dyslexia treatment approach, which is especially necessary for students who are English learners. The direction for future studies of dyslexia and how this may influence dyslexia identification and treatment for the students of tomorrow will also be discussed.	keynote-general
Patricia Polacco, Ph.D.	My Life as a Dyslexic Author	This session will focus on Dr. Polacco's personal experience regarding having a reading disability. Dr. Polacco will share how she did not actually learn to read until the age of 14 and how that experience impacted her relationship with print. As an adult Dr. Polacco discovered her passion for art and has incorporated this talent with her gift of storytelling in the over 100 children's book she has had published in her career.	keynote-passion

<p>Marcy Eisinger, M.S., M.Ed., LPC, LDT, CALT, SLDS</p>	<p>Report Writing for the Student with Dyslexia</p>	<p>Did you ever wonder what should be included in writing a professional report for an identification of dyslexia? Do you ever think that your report writing could be better and more professional? If so, this session is for you! Participants will learn the what constitutes a good report and the do's and don'ts of report writing.</p>	<p>evaluation</p>
<p>Lori Melton, M. Ed., LDT, CALT, SLDS</p>	<p>Understanding the "Gs" in the Dyslexia Profile</p>	<p>Evaluation data provides decision-making committees critical information regarding a student's strengths and weaknesses in order to determine appropriate supports and services for the student. This session will provide an elementary, basic overview of the general cognitive abilities that are typically assessed through a full and individual evaluation, and how data revealed regarding specific cognitive abilities may be associated within the dyslexia profile. The target audience for this session is for anyone who would like to have a deeper understanding of evaluating a student for possible dyslexia.</p>	<p>evaluation</p>
<p>Jan Cook, M.Ed.</p>	<p>Understanding Orthographic Processing</p>	<p>Orthographic Processing is a valuable piece of the dyslexia puzzle that many times is misunderstood or overlooked. In this session, participants will learn what orthographic processing is, how we assess for it, and what is recommended instructionally, all while discovering how orthographic processing is intertwined with the other cognitive processes related to dyslexia.</p>	<p>evaluation</p>
<p>Mary Yarus, M. Ed., LDT, CALT</p>	<p>Dyslexia 101</p>	<p>Some children struggle with learning to read, write, and spell. Could it be dyslexia? This session will cover the basics of dyslexia for the classroom teacher and administrators. This session will include a brief description of The Dyslexia Handbook 2018 Update.</p>	<p>general</p>

Sandy Emmerson, M.Ed., LDT, CALT	Magnificent Morphemes: Advanced Word Study for Upper Elementary, Middle School, and High School	Morphology is a path to improved vocabulary and reading, comprehension, reading fluency, and spelling and writing fluency. It is a best practice path both for dyslexic readers as well as our EL population and our college-bound students. Participants will engage in hands- on, multisensory strategies to take back to their students whether they are struggling or accelerated.	instruction
Nancy Disterlic, M.A.T., LDT, CALT	Dyslexia Services: "Beyond a Structured Literacy Program"	What happens after the student with dyslexia has completed all of the lessons in the dyslexia intervention curriculum? Do they graduate? Are they cured? What instruction may need to continue to aid the student in generalizing the skills and strategies they have learned in Tier 3 instruction? This session gives guidance on how to support students with dyslexia "Beyond a Structured Literacy Program."	instruction
Amy Kelton, M.Ed., LDT, CALT	Organizing the Disorganized Child	Children with learning differences and attention difficulties often have challenges in organizing their work and prioritizing their work choices. This can lead to under activation, feelings of inadequacy/anxiety, and withdraw from work. This workshop will explain how to recognize the types of attention deficits and support the growth of executive functioning skills, offering strategies to help these children develop organizational skills.	instruction/EF

Katy Kloberdanz, M.Ed., LDT, CALT	Instructional Support for EL Students with Dyslexia	Why do we need to differentiate instruction for students who are English Learners and who are also identified with dyslexia? Isn't a student with dyslexia a student with dyslexia? In this session we will explore the unique needs of our English Learners who have dyslexia. This will include exploring how dyslexia manifests differently in students who are English Learners, along with strategies to support them in our classrooms.	instruction/Els
Traci Newman, M.Ed., LDT, CALT	Is Handwriting Really THAT Important?	What do we mean by effective handwriting instruction? Using information from The Dyslexia Handbook, Procedures Concerning Dyslexia and Related Disorders, 2018 Update, the presenter in this session review the components that should be included not only when teaching handwriting within Tier 1 instruction, but also when more intensive remediation is needed. Participants will review the mechanics of handwriting and actively engage in handwriting practice in order to sharpen their own skills in preparation for teaching students exhibiting illegible or dysfluent handwriting.	instruction
Kim Lowe, M.Ed., LDT, CALT-QI	Spelling: Assessment to instruction	Evaluations provide critical information regarding student strengths and weaknesses. This session will explore how to utilize evaluation data to address the complexities of spelling in order to provide meaningful individualized spelling instruction to students with dyslexia and related disorders.	instruction

<p>Panel: Garland ISD, Academy ISD, Lubbock-Cooper ISD, San Angelo ISD</p>	<p>Remote Instruction for Students with Dyslexia: Lessons Learned from COVID-19</p>	<p>Schools across the nation were forced to shift entirely to remote learning due to COVID-19. What lessons were learned regarding serving students with dyslexia and related disorders. A panel of district dyslexia coordinators discuss the success and challenges schools, dyslexia specialists, students, and parents experienced and how what they learned may impact future services.</p>	<p>instruction</p>
<p>Nancy Watson, ESC Region 10 Digital Learning Consultant</p>	<p>Tech Tools You Didn't Know to Ask For: Remote Learning Edition</p>	<p>During this session the participant will learn about tech tools that can help students with dyslexia and English learners in face-to-face or remote learning environments. Whether you yourself are "tech timid" or "tech terrific," you'll find something to benefit your struggling learners.</p>	<p>support / technology</p>
<p>Brenda Taylor, Ph.D., LDT, CALT, NCED</p>	<p>Dysgraphia is More than Messy Handwriting</p>	<p>Although dysgraphia has always been identified as a 'related disorder' in the Texas Education Code it is still fairly recent in its recognition as a learning difficulty. This session will address various aspects of dysgraphia to include – definition, related terminology, informal measures for determining a student at-risk, how it relates to dyslexia, and considerations for assessment.</p>	<p>related disorders</p>
<p>Keya Saleh, LSSP, NCSP</p>	<p>Understanding and Supporting Students with ADHD</p>	<p>In this workshop we will cover a deep dive into Attention Deficit/Hyperactivity Disorder. Participants will learn the latest research about origins, symptoms, impacts, and remediation strategies when it comes to ADHD.</p>	<p>related disorders</p>