

Bridging the Gap Between Research and Practice:

**A Conference
for Teachers
of Students
with Learning
Disabilities**



About the Conference

The Division for Learning Disabilities (DLD) invites teachers and other educators to attend its seventh annual conference on **Bridging the Gap Between Research and Practice**. The conference will:

- Focus on methods that have been validated through research with students with learning disabilities.
- Provide in-depth instruction so that teachers can implement the methods in their own classrooms.
- Feature three-hour sessions in which the methods will be described, modeled, and practiced.
- Limit participation in each session to approximately 50 participants.

**MANY NEW SESSIONS!
MANY NEW PRESENTERS!**

SPEAKERS WILL INCLUDE: Anita Archer, Doug Fuchs, Mike Gerber, Pam Hudson, Charlie Hughes, Steve Isaacson, Ed Kame'enui, Cathy Kea, John Lloyd, Margo Mastropieri, Susan Miller, Nancy Cushen White and other top research-practitioners.

Sponsored by the
**Division for Learning Disabilities,
A Division of the
Council for Exceptional Children**

**November 3rd & 4th, 2006
Palace Hotel
San Francisco, California**



www.TeachingLD.org



How To Register

To register for a particular session, fill in your first, second, and third choice for each time slot on the registration form in this brochure. We will place participants in sessions on a first-come, first-served basis. To get as many of your first choices as possible, **register early**.

Registration Fees

Registration fees cover admission to sessions, the luncheon on Friday, two continental breakfasts, a reception Friday evening, a conference binder, handouts for your sessions, and the final agenda. **Please note:** For some sessions, materials are required and will be available for purchase. Materials can be paid for as part of your registration or on-site. The cost is noted in the session description.

By September 20, 2006

Registration for DLD members	\$185.00
Registration for all others	\$205.00

After September 20, 2006

Registration for DLD members	\$205.00
Registration for all others	\$225.00

Hotel Reservations

To reserve a room at the **Palace Hotel**, site of the conference, call **(415)-512-1111** and identify yourself as a participant of the Division for Learning Disabilities (DLD) Conference. Conference rates are \$169.00 for both a single and a double. A third person will be an additional \$40.00. Rooms will be available at these rates until October 2, 2006. A limited number of rooms are available, so please reserve your room early. The **Palace Hotel (www.sfpalace.com)** is a four star, Luxury Edition Hotel noted in the National Trust for Historic Preservation as well as by the National Institute of Architects. It is close to many cultural attractions and is in San Francisco's most fashionable shopping district.



Conference Schedule

Thursday, November 2nd

5:00 P.M. - 7:00 P.M. Early-bird check-in and materials purchase/pick-up

Friday, November 3rd

7:00 A.M. - 8:30 A.M. Check-in and materials purchase/pick-up

7:00 A.M. - 8:30 A.M. Continental Breakfast

8:30 A.M. - 11:30 A.M. Sessions

11:40 A.M. - 1:00 P.M. Luncheon

1:15 P.M. - 4:15 P.M. Sessions

5:00 P.M. - 6:30 P.M. Reception

Saturday, November 4th

7:00 A.M. - 8:30 A.M. Continental Breakfast/ Focus Groups

8:30 A.M. - 11:30 A.M. Sessions

11:30 A.M. - 1:00 P.M. Lunch on your own

1:00 P.M. - 4:00 P.M. Sessions

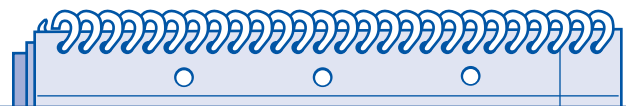
About DLD

The Division for Learning Disabilities, the largest division of the Council for Exceptional Children, serves more than 7,500 members across the country and in Canada. DLD members teach students with learning disabilities in special classes, in resource rooms, and in general education classrooms. DLD members also include parents and others who support students with learning disabilities—in transition programs, through related and support services, and in colleges, universities, teacher-education and research programs.



www.TeachingLD.org

About the Sessions



Friday Morning (FM) Sessions

(FM1)

HELPING STUDENTS SUCCEED IN SCHOOL

Presenters: *Margo Mastropieri and Kimberly McDuffie*

This presentation highlights strategies designed to help students pass content area classes and high stakes tests in school. Specific strategies to be covered include: test-taking strategies, reading comprehension strategies for content area learning, peer mediation strategies for learning content, and questioning strategies applied in English and World history classes.

Grade Level: 6-12. **Level:** All. **Materials:** Provided

(FM2)

EXPLICIT INSTRUCTION IN THE WRITING PROCESS

Presenter: *Steve Isaacson*

This presentation describes a procedure for teaching the writing process to students with learning disabilities, emphasizing the teacher's role in modeling the strategies that students will use. The presentation will consider different purposes for writing, the use of examples to teach critical features, and strategies for student editing of their own or peers' work.

Grade Level: 4-8. **Level:** Beginning/Intermediate. **Materials:** Provided

(FM3)

MONITORING STUDENT PROGRESS USING CURRICULUM-BASED MEASUREMENT IN READING

Presenters: *Todd Busch and Erica Lembke*

Curriculum-based measurement (CBM) is a continuous progress monitoring system designed to evaluate student progress in basic academic skills areas. Use of these measures can help inform instructional decisions and increase student achievement. In this session, participants will learn how to implement two types of reading CBM measures in their classroom—read aloud and maze.

Grade Level: K-12. **Level:** Beginning. **Materials:** Provided

(FM4)

CURRENT RTI INITIATIVES IN CALIFORNIA

Presenter: *California Rtl Group*

A consortium of state organizations (ACSA, CTA, SELPA, CASP, CSHA and others) has joined together to help with the implementation of Response-to-Intervention in California. In this session, a panel of education leaders will share a national and state perspective on Essential Considerations for Policy Development related to RTI. The topics include: Progress Monitoring, Research-based Interventions, Concept of Multiple Tiers, and what is Responsiveness.

Grade Level: All. **Level:** All. **Materials:** Provided

(FM5)

MULTICULTURAL EDUCATION AND STUDENTS WITH LD: TWO PRESENTATIONS

Presentation 1: **Presenters:** *Jose Luis Alvarado and Anne McCarty*

Schools face unique challenges in addressing the needs of English Language Learners with Learning Disabilities who have yet to master the English language and may not be proficient in reading and writing in their native language. Peer Assisted Learning Strategies will be presented as a research-based strategy for addressing reading comprehension of this population at the secondary level.

Presentation 2: **Presenters:** *Cathy Kea and Loury Ollison Floyd*

This session will assist attendees with designing and delivering culturally responsive lesson plans and home learning activities for parents. Participants will engage in dialogue surrounding the standard course of study and the need to extend academic activities to the home environment.

This session will focus on elementary grades K-5.

Friday Afternoon (FA) Sessions

(FA1)

BEYOND DECODING: FLUENCY AND READING COMPREHENSION: CHUNKING WORDS FROM CONNECTED TEXT

Presenter: *Nancy Cushen White*

When decoding has become automatic, students may need direct instruction in learning to chunk words from connected text into meaningful phrases to foster fluency and comprehension. Instruction builds a comprehensive understanding of the relevance of punctuation, phrase concept, word order-syntax, and sentence structure. Students are taught to answer questions with precision. Every word and phrase in a sentence has a specific purpose that relates to the message of the writer.

Grade Level: 4-12. **Level:** Beginning/Intermediate. **Materials:** Provided

(FA2)

INFORMAL MATHEMATICS ASSESSMENTS THAT CLARIFY STUDENT CONCEPT UNDERSTANDING

Presenter: *Susan Gurganus*

Formal measures of mathematics achievement do not assess many critical aspects of mathematics learning, but special educators may not be prepared to implement informal measures. Participants will be engaged in the creation and interpretation of informal mathematics assessments that combine probes, error analysis, and think alouds to determine "big idea" concept understanding and strategic knowledge of students with LD.

Grade Level: K-12. **Knowledge level:** All. **Materials:** Provided

(FA3)

RESPONSE TO INSTRUCTION FOR YOUNG ENGLISH LEARNERS

Presenters: *Mike Gerber, Emily Solari, Carola Matera, Alexis Filippini*

This session will include research-based instructional methods for teaching phonological skills, listening comprehension, early writing and vocabulary learning by pre-k through first grade English learners. Attendees will receive handouts summarizing methods and materials to be used in a RtI approach to identifying high risk students.

Grade Level: Pre-K-1. **Level:** Beginning/Intermediate. **Materials:** Provided

(FA4)

TESTING... TESTING...

Presenter: *Charlie Hughes*

All students, including those with learning disabilities, take tests. In middle and high school they can take over 100 classroom quizzes per year as well as high stakes assessments. Apart from content knowledge, effective test taking is a set of skills and strategies that help students "show what they know." In this session, participants will learn how to teach two strategies, one for taking objective tests and another for taking essay tests.

Grade Level: 6-12. **Level:** Beginning/Intermediate. **Materials:** Required. **SIM Instructors manuals \$30.**

(FA5)

EVIDENCE-BASED PRACTICE AND SCIENTIFICALLY-BASED PRACTICE: INTERPRETING THE DATA

Presenter: *Kathleen Marshall*

Legal and procedural requirements for evidence-based and scientifically-based practices will be presented. Multiple sources for effective practice will be examined, reviewed, and evaluated. Professional perspectives and approaches to making the most of a variety of resources will be discussed. Participants will develop strategies for interpreting the information available on evidence based and scientifically based practice.

Grade Level: K-12. **Level:** All. **Materials:** Provided

Saturday Morning (SM) Sessions

(SM1) USING CURRICULUM-BASED MEASUREMENT TO MONITOR STUDENT PROGRESS IN READING

Presenter: Pam Stecker

Participants learn to use curriculum-based measurement (CBM), an evidence-based assessment methodology, for monitoring student progress in reading. This session focuses on the administration and scoring of two commonly used measures to evaluate literacy progress: oral reading fluency and maze. The use of data-utilization rules for determining the need for instructional modification is explained as well as the implementation of potentially effective reading interventions. Additionally, discussion includes several computer- and Web-based applications of CBM.

Grade Levels: 1-8. Level: Beginning. Materials: Provided.

(SM2) I THINK: TEACHING SECONDARY STUDENTS WITH LEARNING DISABILITIES REAL LIFE PROBLEM SOLVING

Presenters: Kim Bright and Paul Riccomini

To function independently after high school, students with learning disabilities need to think, reason, and solve problems in all aspects of their lives including work, family, and responsible citizenship. However, the failure of students with learning disabilities to acquire these skills is well documented. The I THINK strategy teaches "real-life" problem solving that is easy to integrate into any classroom, fun, and geared to a variety of educational settings and specific "real-life" problems.

Grade Level: 7-12. Level: Beginning to Intermediate. Materials: Provided.

(SM3) THE DEMAND WRITING INSTRUCTIONAL MODEL: ENHANCING STUDENTS' WRITING PERFORMANCE ON STATEWIDE WRITING ASSESSMENTS

Presenter: Yvonne Bui

This session will focus on a writing instruction model that prepares upper elementary students with and without disabilities for statewide writing assessments. The session includes lessons on the Six Traits of Writing, responding to writing prompts, pre-writing planning, sentence writing, paragraph writing, theme writing, and editing.

Grade Level: 4-8. Level: Beginning. Materials: Fundamentals of Sentence Writing Strategy: Instructors Manual and Student Lessons (\$29.00)

(SM4) SYSTEMATIC DECODING STRATEGIES FOR OLDER STUDENTS

Presenter: Judy Engelhard

This session provides a systematic approach to instruction in reading decoding strategies for upper elementary and secondary students with Specific Learning Disabilities (SLD) in Reading who have not acquired basic reading skills at an automatic level. Participants will use an organized system for teaching essential reading decoding skills with an emphasis on vowel patterns and syllable division strategies to be used in content area texts.

Grade Level: 4-12 Level: Beginning to Intermediate. Materials: Provided.

(SM5) RESPONSE TO INTERVENTION: TWO PRESENTATIONS FINDINGS FROM LONGITUDINAL WORK AT THE NATIONAL RESEARCH CENTER ON LEARNING DISABILITIES: IMPLICATIONS FOR PREVENTING AND IDENTIFYING DISABILITIES

Presenter: Doug Fuchs

This presentation will describe research conducted by the National Research Center on LD on screening for at-risk students and on monitoring their progress within the context of responsiveness-to-intervention (RTI). The Center's work on attempting to predict student's reading failure across one school year and multiple school years, using traditional and non-traditional measures of student performance, will also be presented. Finally, important questions and issues for teachers, support personnel, and administrators with interest in RTI will be addressed.

EXAMINING THE CONSTRUCT OF LEARNING DISABILITIES

Presenters: Doug Fuchs, Ed Kame'enui, Mike Gerber, Charlie Hughes, John Lloyd, and Margo Mastropieri

With the implementation of IDEA 2004, the concept of RTI has been in the forefront of discussion. Though all educators support the provision of

(SM5) continued in column 2 >

Saturday Afternoon (SA) Sessions

(SA1) DYNAMIC VOCABULARY INSTRUCTION: EFFECTIVE PRACTICES ACROSS GRADES AND SUBJECTS

Presenter: Anita Archer

On a daily basis we observe the importance of vocabulary to reading and listening comprehension and overall school achievement. Even as students enter school, there are meaningful differences in vocabulary based on their prior experiences. For this reason, all teachers in all subjects must be vocabulary teachers. This session will focus on a number on explicit teaching of vocabulary and word-learning strategies for independently determining the meaning of a word. Research-validated procedures for selecting vocabulary for instruction, introducing vocabulary, and providing engaging practice that leads to retention will be demonstrated and practiced.

Grade Level: All. Level: Beginner/Intermediate. Materials: Provided

(SA2) EVIDENCE-BASED PRACTICES DESIGNED TO BUILD MATHEMATICS COMPETENCE AMONG ELEMENTARY STUDENTS WITH LEARNING DISABILITIES

Presenters: Susan Miller and Pam Hudson

The purpose of this session is to describe and demonstrate evidence-based practices that teachers can use when helping students meet challenging mathematics standards. Emphasis will be placed on building mathematics competence related to conceptual, procedural, and declarative knowledge, and linking these knowledge types to authentic problem solving. Opportunities to practice a variety of strategies will be provided during this hands-on session.

Grade Level: K-6. Level: Beginning Materials: Provided

(SA3) INDEPENDENT STRATEGIES FOR EFFICIENT STUDY

Presenter: Karen Rooney

Knowing how to study is an important skill for the older student. This session will present strategies that have been shown to improve grades by one to three letter grades without any other intervention. The purpose of the program is to empower the student but can also be used during instruction. Strategies for reading, writing, spelling, math, foreign language and note taking will be presented and participants will leave with the knowledge to implement the strategies immediately.

Grade Level: 6-12. Level: All. Materials: Required. Software and Manual (PC): \$60.

(SA4) SELF-MONITORING: USING ATTENTION, ACADEMIC PRODUCTIVITY, EMOTIONAL/BEHAVIORAL APPLICATIONS

Presenter: Susan Osborne

This workshop provides an introduction to research-supported self-monitoring strategies that teachers can use to address academic and emotional/behavioral difficulties that often characterize pupils with LD and to help these individuals develop greater self-awareness and self-management skills. Procedures for evaluating intervention effectiveness and making data-based instructional decisions will be included.

Grade Level: 2-12. Level: Beginning & Intermediate. Materials: Provided

(SA5) MAKING THE TRANSITION FROM HIGH SCHOOL TO COLLEGE: WHAT STUDENTS WITH LEARNING DISABILITIES NEED TO KNOW

Presenter: Peggy Weiss

Participants in this session will learn about the differences between services available for students with learning disabilities at the high school and college levels. The session will focus on the research available in best practices for helping college students with learning disabilities succeed, including developing self-advocacy skills. A pilot program for student athletes with learning disabilities will be discussed.

Grade Level: 9-12. Level: Beginning/Intermediate. Materials: Provided

(SM5) < continued from column 1

appropriate instruction in general education, the use of RTI as a process to identify specific learning disabilities has been a concern. If response to intervention is going to be used as part of an identification procedure, then understanding the core concept of learning disabilities is critical. In this session, a panel of special educators who have been prominent in the field of learning disabilities will clarify the basic tenets required to define the construct of learning disabilities.

Our Presenters



Jose Luis Alvarado is Associate Professor of Special Education at San Diego State University. Interests include effective instruction for ethnolinguistically diverse students with disabilities and best practices in behavior management.

Anita Archer serves as an educational consultant to school districts on effective instruction, classroom management and design of effective literacy programs. She co-authored Skills for School Success, a study skills program for elementary and middle school students, Advanced Skills for School Success, and REWARDS, a program to teach students advanced decoding and fluency skills, and REWARDS PLUS with Dr. Mary Gleason.

Kimberly Bright is currently Assistant Professor of Teacher Education/Special Education at Shippensburg University in Pennsylvania. Prior to entering higher education, Kimberly served as a Director of Special Education and a teacher of students with learning disabilities. Kimberly has served as President of Pennsylvania's Association Council for Exceptional Children.

Yvonne Bui is an Assistant Professor and the Department Chair for the Department of Learning & Instruction at the University of San Francisco. She is also the Project Director for a high-incidence personnel preparation grant, Project SET-UP: Special Education Training for Urban/Underrepresented Professionals.

Todd Busch is an Assistant Professor in the Special Populations Department at Minnesota State University, Mankato. He has ten years of experience as a teacher and researcher in the field of special education and has lectured nationally on formal and informal assessment procedures. His research interests include curriculum-based measurement and reading comprehension at the secondary-school level.

Judy B. Engelhard is Associate Professor of Special Education at Coastal Carolina University and Professor Emeritus at Radford University. She has served on national boards for several professional organizations including the Division for Learning Disabilities. Her professional interests include specific learning disabilities, reading instruction and remediation, teacher quality, and public policy.

Dr. Loury Ollison Floyd is an Assistant Professor of Special Education at North Carolina Agricultural and Technical State University. She is interested in families from culturally and linguistically diverse backgrounds, along with the recruitment and retention of persons from culturally and linguistically diverse backgrounds in higher education.

Doug Fuchs holds the Nicholas Hobbs Chair in Special Education and Human Development at Peabody College of Vanderbilt University where he teaches, conducts research, and co-directs the Vanderbilt-Kennedy Center Reading Clinic. He has been a general education and special education teacher as well as a school psychologist.

Mike Gerber is Professor at the University of California, Santa Barbara, and has been teaching and conducting research about Learning Disabilities since the 1980s. For the past five years, he has investigated the learning problems of students who are English learners and how their second language learning problems may be distinguished from problems indicative of learning disabilities.

Susan Gurganus is Professor of Special Education at the College of Charleston. Her research involves mathematics learning disabilities and interventions. She was a teacher for ten years, in elementary and middle school mathematics and secondary special education.

Pamela Hudson, Associate Professor at Utah State University, has taught mathematics to junior high school students with learning disabilities. She is co-author of Designing and Implementing Mathematics Instruction for Students with Diverse Learning Needs

Charlie Hughes is Professor of Special Education at Penn State University and is Editor of Learning Disabilities Research and Practice. He has co-authored several of the Learning Strategies books in the University of Kansas Center for Research on Learning's Strategic Intervention Model (SIM).

Steve Isaacson is Professor of special education at Portland State University. Dr. Isaacson has authored many articles and book chapters on the teaching of writing to students with learning disabilities and has given workshops on writing all over the U.S.

Cathy Kea is a Professor at North Carolina Agricultural and Technical State University where she serves as coordinator of the Special Education Program. Her current research focus is on culturally responsive instruction and how to infuse diversity throughout teacher preparation programs. She believes that all children should be taught by culturally competent educators."

Erica Lembke is Assistant Professor in the Department of Special Education at the University of Missouri. She has conducted multiple state and national presentations on progress monitoring using CBM and is currently a trainer for the National Center on Progress Monitoring and a researcher with the Research Institute on Progress Monitoring.

John Lloyd is a Professor of Special Education at the University of Virginia where he teaches in the area of learning disabilities. He is Past-President of the Division for Learning Disabilities.

Kathleen J. Marshall is Associate Professor at the University of South Carolina and Vice-President of DLD. She teaches graduate courses in learning disabilities, and reading. She is co-director of two federally funded grants, and is co-author with Nancy Hunt of the text, Exceptional Children and Youth, currently in its fourth edition.

Margo A. Mastropieri is Professor of Special Education at George Mason University in the Graduate School of Education. Her current research interests include strategies to facilitate learning for students with special needs including comprehension strategies, mnemonic strategies, and strategies to facilitate content area learning.

Anne McCarty is a Resource Specialist at Kearny High Educational Complex. She has 7 years experience teaching secondary students with mild/moderate disabilities.

Kimberly McDuffie is Assistant Professor of Special Education at Clemson University in South Carolina. She was formerly a middle school special education teacher for Fairfax County Public Schools in Virginia. Her research interests include instructional strategies for effective inclusive instruction and co-teaching.

Susan Miller, Professor of Special Education at the University of Nevada Las Vegas, has taught mathematics to elementary and high school students with and without disabilities. She is co-author of the Strategic Math Series and Designing and Implementing Mathematics Instruction for Students with Diverse Learning Needs.

Susan Osborne is Past-President of DLD and an Associate Professor of Special Education specializing in learning disabilities and attentional disorders at North Carolina State University. She has worked with a large, diverse school district to evaluate models of teacher consultation and collaboration, and has developed a model to teach general and special educators to collaborate.

Paul Riccomini is Assistant Professor of Special Education at Clemson University. His current research interests are in the areas of instructional technology, early reading assessment practices, and effective mathematics instruction

Karen J. Rooney currently the President of DLD, is director of Educational Enterprises, Inc., in Richmond, Virginia. She provides direct services to children, adolescents and adults with learning disabilities and attention disorders as well as consultation/training to parents, teachers, and mental health professionals.

Pamela M. Stecker completed her doctorate under Lynn and Doug Fuchs at Vanderbilt University and worked on classroom-based research projects involving curriculum-based measurement and corresponding computer applications. Currently at Clemson University in SC, Pam works with practicing teachers focusing on the use of progress monitoring tools for enhancing instructional planning.

Margaret P. Weiss is the Lead Learning Specialist in Student Athlete Academic Support Services at Virginia Tech. Her interests include instructional methods for secondary and college students with learning disabilities.

Nancy Cushen White is Associate Clinical Professor at the University of California-San Francisco and a Program Specialist for the San Francisco Unified School District. She is also a member of the Board of Directors, International Dyslexia Association.

Registration Form

If you would like to register online, please go to TeachingLD.org.

If you would like to register by mail, please:

1. Complete a separate registration form for **each** participant. (Duplicate this form as needed.)
2. Make checks payable in U.S. funds to "DLD."
3. Send this form and your payment to: **Charles Hughes, Conference Coordinator, 227 CEDAR, Penn State University, University Park, PA 16802**

If you have questions, contact Dr. Hughes at ExecDir@TeachingLD.org.

Name (print or type) _____

Address _____ City _____ State/province _____ Zip code _____

Work phone _____ Home phone _____ Fax _____ E-mail _____

Special accommodations needed _____ Vegetarian lunch? (Please circle): Yes No

Please indicate your first three session choices (in order of preference) for each time slot using numbers (1 = first choice, 2 = second choice, etc.).

Friday Morning:

___ FM1 ___ FM2 ___ FM3 ___ FM4 ___ FM5

Friday Afternoon:

___ FA1 ___ FA2 ___ FA3 ___ FA4 ___ FA5

Saturday Morning:

___ SM1 ___ SM2 ___ SM3 ___ SM4 ___ SM5

Saturday Afternoon:

___ SA1 ___ SA2 ___ SA3 ___ SA4 ___ SA5

NOTE: Materials can be purchased now or at the conference site. If you are including payment for materials along with your registration fee, please indicate which session you are purchasing materials for here: _____

NOTE: ALL REGISTRATION FORMS AND PAYMENTS MUST BE RECEIVED NO LATER THAN OCTOBER 30, 2006.

You will receive confirmation as your registration is received. Since participation in this conference is limited, no requests for refunds will be honored after October 15. Any refunds before that date will be subject to a 25% handling charge.



**November 3rd & 4th, 2006
Palace Hotel
San Francisco, California**

**Join us for our
Upcoming
Conference!
Bridging the Gap Between
Research and Practice**

Charles Hughes Ph.D.
Professor of Special Education
227 CEDAR
Penn State University
University Park, PA 16802



PRESORTED
BULK RATE
US POSTAGE
PAID
PERMIT NO. 1112
MERRIFIELD, VA