PBIDA CONFERENCE PROGRAM

FRIDAY EVENING: Joint PACEC/PBIDA Reception including dinner and awards ceremony. (Separate Registration Required)

Friday Evening Keynote Speaker: Steve Dykstra, Ph.D.
Reading and Trauma – How Do They Fit Together?

SATURDAY PROGRAM

Keynote Address

Kelly B. Cartwright, Ph.D.
Why Don’t My Best (Word) Readers Comprehend Text?

Many times, our students seem to have all of the necessary skills they need to be good readers (things like phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies, to name a few), but somehow, they still struggle with putting all of these things together in order to comprehend texts. In this session, we will dig a bit deeper than the familiar skills listed above to explore essential thinking skills, called executive skills, that support successful word reading and reading comprehension. Executive skills are self-regulatory skills that help students manage their thoughts, emotions, and actions, and include things like working memory, inhibitory control (or self-control), and mental flexibility. These skills are often invisible to teachers and students.

Saturday Morning Workshops:

AM 1 Teaching Executive Skills to Support Reading Comprehension
Kelly B. Cartwright, Ph.D.

When students have weak executive skills, the results are often painfully obvious in the classroom. In fact, students who struggle with reading comprehension, despite appropriate word reading skills, show deficits in executive skills that can persist into adulthood. The good news for classroom teachers is that executive skills can be taught, resulting in improvements in these and in reading comprehension. In this session, participants will learn (1) more about executive skills, (2) specific ways that they support skilled reading, and (3) research-tested strategies for assessing and strengthening students’ executive skills, yielding insights and take-home strategies for helping students achieve a more meaning-focused approach to print.
**AM 2 A Developmental Model of Trauma, Growth, and Resilience: The Place for Language and Reading**  
Steve Dykstra, Ph.D.

Psychosocial development is often mentioned, sometimes discussed, but rarely understood in depth. In this session, Dr. Dykstra will present a model of development well-grounded both in tradition and data that places safety, relationships, and, particularly, language and reading in essential places in children’s lives. He will explain how language and reading can function as palliative as well as protective forces in the lives of children, as both treatment and vaccine for all children, but especially for children who need it most. He will discuss how the most effective ways of teaching reading not only serve our children by being more effective, but also by matching the needs of stressed, traumatized children to manage and overcome their conditions.

**AM 3 What EXACTLY is the Difference between Balanced Literacy and Explicit, Systematic Reading Instruction, and Why Does It Matter?**  
Linda Farrell, MBA, M.Ed.

Understanding the difference between “Balanced Literacy” and “Explicit, Systematic Early Reading Instruction” is valuable knowledge for teachers and administrators. After attending this session, participants will confidently know the attributes of the most effective approaches to early reading instruction. Additionally, they will be able to evaluate whether the methods being used in their schools and classrooms qualify as most effective, based on current research. Balanced Literacy is the stated methodology of many early reading instructional programs and of almost all early reading courses taught in colleges of education. The National Reading Panel’s meta-analysis and a number of other research studies conclude that explicit, systematic phonics instruction yields the strongest results, especially for students from low socio-economic backgrounds and students with learning disabilities. This session describes exactly what Balanced Literacy and Explicit, Systematic Early Reading Instruction are and how they differ, with examples from reading programs using each method. The session also includes a brief review of the research associated with each of the instructional methods.

**AM 4 I Understood It, But I Can’t Remember It: Making It Stick**  
Alice Thomas, M.Ed.

For most students, the desire to do their best is strong. But there is so much to remember in school: at no time in life do we ask a person to remember so much on so
many topics. So how do we make the important stuff stick? Drawing from current research in psychology, neuroscience, and education, participants will learn what makes memory tick. Participants will also learn more about their own memory strengths and challenges and what they can do to perform at their best when it matters most. They will leave this fast-paced session with 12 high-yield strategies that will help their students – and themselves – to become more effective learners.

**AM 5 To Be Announced**

Laura Stewart

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**End of Conference if Purchasing Friday and Saturday a.m. Option**

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**Saturday Afternoon Plenary Session:**

*The Dyslexia Renaissance: A Paradigm of Opportunity*

Dean Bragonier

For more than a century, students with dyslexia have been relegated to the sidelines of academia. Locked out by the primacy of text-based learning, dyslexics have internalized the failures of a constrained educational system, resulting in mass incarceration, underemployment and addiction. A new age of dyslexia is upon us: the proliferation of EdTech, a renewed focus on individualized education, and a global marketplace that demands ingenuity have begun to level the playing field for individuals with dyslexia. Dean Bragonier, Founder and Executive Dyslexic of Noticability Inc., shares his personal journey and illustrates how highlighting the cognitive advantages of dyslexia will empower the individual and benefit society at large.

**Saturday Afternoon Workshops:**

*PM 1 Critical Thinking, Comprehension and Common Sense*

Alice Thomas, M.Ed.

Let’s get one thing straight, the goal of good education is to develop deep thinkers; thinkers who comprehend, critique, and create at high levels. Yet even with current emphasis on critical thinking and depth of knowledge, memorizing supersedes deep thinking too often in what we teach, what we test, and how we spend our time in schools. In this interactive session, we will explore critical thinking components, strategies, and tactics. Participants will leave with explicit ways to strengthen and apply critical thinking across all grades and subjects.
PM 2  Finally! The Big Picture of Reading Instruction: How All the Pieces Fit Together

Kelly A. Butler, M.Ed.

Come fly with us through The Reading Universe, an interactive session on how all the pieces of reading instruction fit together. Developed by the Barksdale Reading Institute for K-3 teachers, literacy coaches, school leaders, pre-service faculty and teacher candidates, The Reading Universe is a web-based (and downloadable) tool that creates, for the very first time, “a Big Picture” of reading instruction and then takes apart the Big Picture to examine and understand the sub-skills of the five components of reading and the role of assessment.

PM 3 Lose the Rules: Reading and Spelling Multi-syllable Words Made Easy

Michael Hunter, M.Ed.

Learn how to teach students to easily and accurately read and spell long words. The secret is to focus on vowels, not rules. Participants will learn to use manipulatives to teach students to break words into syllables for reading and spelling. The technique is explicit, systematic, and multi-sensory. It is also easy! This method is appropriate for all ages. It can be used in kindergarten to help students read words such as batman, sunset, and picnic, and in upper grades to help students read citadel, tranquilize, and Madagascar.

PM 4 Best Practices in Reading Instruction

Panel: Faculty from AIM Academy, PA Pilot Schools & others TBA

This session will feature a panel of expert practitioners discussing the best practices used in their schools. Learn about programs and strategies that have been shown to improve literacy outcomes. The panel will provide an overview of their programs and will devote ample time to answering audience questions about implementation, teacher training, and outcome data.
In October of 2015, the Office of Special Education and Rehabilitative Services (OSERS) issued a guidance level which encouraged State Education Agencies and school districts “to consider situations where it would be appropriate to use the terms dyslexia, dyscalculia, or dysgraphia to describe and address the child’s unique, identified needs . . .” Nonetheless, confusion about the use of the term dyslexia in school settings continues to exist. Dyslexia is the most researched and best understood reading disorder, but it is not the only literacy related disorder. This workshop will provide an overview of the research on dyslexia and related language-based learning disabilities. Best practices for screening, identification and intervention will be reviewed.