

# Solution Saturday

Saturday, September 28, 2019

8:30 am – 3:30 pm

IUPUI, Hine Hall

**8:30 am—Registration, Hine Hall Lobby**

**9:00 am—Keynote, Hine Hall Auditorium**

**Roland H. Good III, Ph.D. President, Director of Research Analysis and Associate Director of Research and Development for Acadience Learning and Co-Author of Acadience Reading (also published as DIBELS Next)**



Students with dyslexia experience sustained difficulty with accurate and fluent word reading and decoding skills resulting from deficits in phonological processing, especially phonemic awareness and phonics. Evidence-based instruction for prevention, early intervention, and remediation are crucial to improve outcomes. We can have the greatest impact on outcomes for the most children when we prevent reading difficulty. We have the second greatest impact when we intervene early for children who are struggling and provide targeted support. Finally, it is never too late to remediate reading difficulty. All three, prevention, early intervention, and remediation begin with systematic and explicit instruction in phonemic awareness, phonics, and word reading and decoding skills. We know what to teach: phonemic awareness, phonics, accurate and fluent reading of connected text, vocabulary and oral language, and reading comprehension. We know that assessment can play a critical role in identifying who needs additional support, what additional skills they need supported, and how much they need by when. Finally, assessment is needed to

evaluate the support provided: is the support effective for this individual child? Is something more or something different needed for this individual child to make adequate progress? The Outcomes-Driven Model and Acadience Reading K-6 provide an assessment and a data-based, decision-making framework to answer these questions and to make instructional decisions to improve reading outcomes...until everyone can read!

**11:15 am—Lunch Reception – Hine Hall Tower Ballroom**

Classic Deli Buffet with assorted breads, smoked ham, turkey, roasted vegetables, provolone cheese, cheddar cheese, garden salad and housemade chips. Buffet served with lemonade, iced tea, and bottled water.

**12:45 pm—Breakout Session 1 (select one session below)**

- **1A Building Futures with an Outcomes Driven Model: Identifying Students with or at Risk for Dyslexia and Supporting their Progress;** Roland H. Good III, Ph.D.

This session will focus on the technology for setting meaningful, attainable, and ambitious individual goals. Attention will be given to evaluating student progress with Pathways of Progress and making data-based decisions for students and for the school-wide system.

- **1B Considerations for Dyslexia Screening, Intervention, and Decision Making;** Dr. Leah Nellis, Dean of the School of Education at Indiana University Kokomo

This session will focus on the importance of classwide instruction and intervention and data-based decision making in screening for and identifying characteristics associated with dyslexia. The presentation will also address the need for collaboration among team members, systematic screening and intervention processes, and consideration of the implications for special education eligibility determination.

- **1C Indiana Department of Education Update on SEA 217/PL 95;** Joe Risch, M.A. BCBA

This session will share updates on how schools are implementing Senate Enrolled Act 217. Joe Risch, the Indiana Department of Education's Reading Specialist Trained in Dyslexia, will also share additional information on the next steps of the law and how the IDOE is continuing to help educators learn and implement the science of systematic, sequential, multisensory reading instruction.

- **1D Dyslexia Simulation;** Lynn Leonard, Director of Programs, Dyslexia Institute of Indiana

In this session participants will be immersed in hands-on simulations and experience what it feels like to have dyslexia. Educators and parents will gain an appreciation of the struggles and challenges that dyslexic students face in the classroom and hopefully walk away with an increased empathy towards the dyslexic learner.

## 2:15 pm—Breakout Session 2 (select one session below)

- **2A Building Futures with an Outcomes Driven Model: Identifying Students with or at Risk for Dyslexia and Supporting their Progress;** Roland H. Good III, Ph.D.

This session will focus on the technology for setting meaningful, attainable, and ambitious individual goals. Attention will be given to evaluating student progress with Pathways of Progress and making data-based decisions for students and for the school-wide system.

- **2B Considerations for Dyslexia Screening, Intervention, and Decision Making;** Dr. Leah Nellis, Dean of the School of Education at Indiana University Kokomo

This session will focus on the importance of classwide instruction and intervention and data-based decision making in screening for and identifying characteristics associated with dyslexia. The presentation will also address the need for collaboration among team members, systematic screening and intervention processes, and consideration of the implications for special education eligibility determination.

- **2C Indiana Department of Education Update on SEA 217/PL 95;** Joe Risch, M.A. BCBA

This session will share updates on how schools are implementing Senate Enrolled Act 217. Joe Risch, the Indiana Department of Education's Reading Specialist Trained in Dyslexia, will also share additional information on the next steps of the law and how the IDOE is continuing to help educators learn and implement the science of systematic, sequential, multisensory reading instruction.

- **2D Partners in Collaboration;** Patricia Useem, Learning Disabilities Association of Indiana Board President

This session will focus on the collaborative work that the International Dyslexia Association (IDA) and the Learning Disabilities Association of America (LDA) have initiated, and continue with the discussion on how we, through partnerships, can help develop increased understanding of and effective programming for specific learning disabilities in Indiana. In addition, there will be discussion regarding the IDA/LDA White Paper. The White Paper is a thoughtful examination of the field of Specific Learning Disabilities (SLD), including the shared definitions and descriptions of the SLDs. The White Paper indicates how dyslexia is included under the eligibility category of SLD. Discussion will focus on next steps taken as a collaborative team with particular reference to how we can do collaborative work in Indiana.

## 3:30 pm—Stop by the IDA booth in Hine Hall Auditorium Lobby to pick up CEU/PGP certificates.

**Please visit the vendor area in the Hine Hall Slate Hallway for information on community resources.**