

21st Century Literacy: Meeting the Needs of All Children

February 5, 2015; 9 am - 3 pm

at Foundation for Educational Administration Conference Center



Program

Opening Keynote

Dr. Dorothy Mutch

Brain Compatible Instructor

Discover the working roles of the brain for brain compatible instruction. Highlighted will be how the brain processes information, searches for meanings and reacts to rehearsal strategies which build neural connections for academic and emotional success.

Closing Keynote

Dr. Jim Gamble, TMI Education

Everybody Reads! A Look to the Future

Learning to read is a very difficult task for many of our young learners. In part, this is due to the fact that the process of reading is unnatural to the human brain. However, new technologies and a clearer understanding of the anatomy of the reading process provide for an optimistic outlook for the future. Will we be able to actually cure dyslexia? How will we be able to ensure that the reading process will become more natural to the human brain? Finally; what can we, as educators, do now to prepare for this future?

Breakouts

1. Dr. Dorothy Mutch, Keynote Speaker

Brain Compatible Instructor

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2. Dr. Michael Bitz, Ed.D. (Assistant Professor of Teacher Education and Director of Instructional Design Center) - Ramapo College of New Jersey

The Comic Book Project: A Creative Pathway to Literacy

This workshop introduces the Comic Book Project, a literacy initiative that has reached over 150,000 youths around the world. The workshop models a process for writing, designing, and publishing original comic books in a K-12 classroom. These tangible strategies can be applied in any content area at any grade level.

3. Michelle Brown Grant (Professor - Undergraduate Teacher Education) - Felician College

Helping Teachers Become Dentists and Fishermen: The Importance of Active Brain Engagement in Learning.

This workshop will engage participants in discussions of best practices to help teachers use techniques to probe and expand on students' funds of knowledge.

4. John Caliso (Director Special Services) - Franklin Lakes

Use Direct Student Observations to Formulate Data Driven Interventions for General Education Classrooms
25 year Special Education Director, Dr. John Caliso will outline how student support teams are formulating positive behavior support plans using data-driven methods. RTI/MTSS Teams, 504 Committees, and IEP Teams can use the methods to enhance their ability to recommend placement, program design and interventions.

5. Carrie Davis (Occupational Therapist) and Michele Parkins (Occupational Therapist) - Celebrate the Children School, DCCF, Harmony Pediatric Therapy

Connect Experience Write (CEW): A developmental, music-based handwriting program that connects students' ears, eyes, body and intentions.
The PowerPoint presentation will cover the development of the program, with a summary of topics essential to the program (handwriting instruction research, sensory interconnectivity, music and movement, visual-spatial development). Elements of our writing program will be described, with video support. Participants will have the opportunity to experience the program.

6. Tatyana Elleseff (Speech Therapist I) - Rutgers University

Improving Literacy Outcomes of Children with Language and Learning Disorders

A number of research reviews (Adams, 1990; National Research Council, 1998; National Reading Panel, 2000) have emphasized the role of oral vocabulary in language

development, beginning reading instruction, and reading comprehension. However, children with language disorders and learning impairments do not attain the same level of academic achievement as their peers on academic coursework of arts, reading, and written composition. This presentation will review strategies language of improving reading outcomes of children with language and learning disorders.

7. Sharyn Fisher (Grade 4 Teacher) - Manalapan - Englishtown Schools

Strategies for Infusing Creativity and Literacy into the Intermediate Inclusion Classroom

Knowledge of the factors that may influence students' creativity gives educators a better understanding of how it can be infused into an authentic, common core curriculum and used for problem solving and critical thinking skills which are required for success not only in today's changing society, but also for testing.

8. Maria George (Consultant) - Winsor Learning, Inc.

Using Assessment Data to Inform Effective Instruction

Teachers who know the deficits of each student before they arrive at the intervention table are able to make great progress with their students. Using proven data-driven methodologies, teachers understand how to read data, understand the deficits, and correct errors as they arise. This is how student success is accomplished.

9. Mary Houser (Assistant Professor of Special Education) and Dr. Charlotte Fontenot (Assistant Professor of Special Education) - West Chester University

Building Bridges: Enhancing Parent-Teacher Relationships for Students with ASDs

This interactive session will provide parents of students with ASDs an opportunity to learn how to better collaborate with current special education school personnel at their child's school. Practical suggestions will be provided on how to increase parent-teacher communication. Session participants will gain a better understanding of their role in the IEP process.

10. Dianne Malley (START Project Director) - Statewide Parent Advocacy Network

Families CAN Make A Difference: Engaging Families to Improve Literacy Achievement

Family Engagement is key to developing partnerships that address equity, inclusion and opportunity for ALL students. Join us for an exploration of efforts to bring together parents, schools and community partners to improve literacy achievement and increase opportunities for children who are struggling the most in our schools. The workshop will highlight the Improving Literacy Achievement Project, which is a collaboration between The NJDOE, Office of Special Education Programs, the Office of Literacy, the START Project at the Statewide Parent Advocacy Network and selected schools in New Jersey.

11. Mike Marotta (AT/Independent Technology Consultant) - Inclusive Technology Solutions, LLC

Chrome Supports for Struggling Students

In this session, we will explore an array of Google Chrome apps and extensions that could be beneficial to

ALL students. By leveraging the power of this common browser, we can make significant customization to meet the needs of struggling students. Areas covered will include: reading, writing, brainstorming, and organization.

12. Mike Marotta (AT/Independent Technology Consultant) - Inclusive Technology Solutions, LLC
Let's Talk About Text To Speech

For struggling readers, text to speech support can be a powerful accommodation. Come to this session and learn about the array of supports available for readers: from built in accessibility features of mobile devices, to browser add-ons, to specialized apps and software programs. Tools will highlight both human speech and computer generated speech.

13. Dave Marra (Senior Systems Engineer) - Apple, Inc.
Reaching All Learners - Apple Technology for Special Needs

Discover new ways Apple is making exciting technology available to all learners as part of its ongoing commitment to accessibility. For over 30 years, the Mac has shipped with dozens of accessibility features built in, at no additional cost, allowing it to be used right out of the box by people with disabilities. Now, with the innovative new iPad, Apple continues to set the standard by taking accessibility and learning to a whole new level.

14. Dave Marra (Senior Systems Engineer) - Apple, Inc.
iBooks Textbooks for iPad - The Next Chapter in Learning

Discover how iPad is changing the learning landscape with iBooks Textbooks for iPad, iBooks Author, and iTunes U. First, with iBooks on iPad, we'll experience an entirely new kind of digital textbook that's dynamic, current, engrossing, and truly interactive. Next, we'll explore iBooks Author, a free app to create and publish amazing Multi-Touch textbooks for iPad. Finally, we'll learn about iTunes U, to design and distribute complete courses for iPad, featuring audio, video, books, and other educational content.

15. Mary Ann Smorra (Professor of Education) - Georgia Court University

The Brain and Reading: Facilitating Comprehension

This experiential session will create meaningful connections between current brain research and learning, with particular emphasis on reading. Focus will extend to an introduction to the brain, the role of neuroplasticity, the limbic area and the specific lobes involved in the development of comprehension. Be prepared to be actively involved!

16. Dr. Jim Gamble - TMI Education
Why Many Learners Struggle with Reading: The Predicament and Some Solutions

It is a fact that for over 50% of our learners, learning to read is the most difficult task that they will encounter in their schooling. If the human brain is amazing, why is learning to read so difficult? This breakout session will provide participants with an increased awareness of the factors that challenge a human's ability to read effectively and efficiently. In addition, specific strategies that can be used in the classroom, along with new "cutting edge" interventions will be demonstrated. Participants will come away from this session with increased confidence in their abilities to intervene and help struggling readers at the elementary and adult levels.

17. Dr. Gravity Goldberg - Gravity Goldberg, LLC
Using Rehearsal and Planning to Help All Students Write

Many students generate ideas for writing and then struggle to get them written down. This session will focus on specific strategies for helping all types of students get their ideas formed and ready to write. We will offer practical ideas, show examples of student work, and even try some of the strategies out ourselves. Both high tech and low tech tools will be explored.

18. Mr. Patrick McGowan - TMI Education Lead Literacy Specialist/Consultant
Cutting it Close! Utilizing Close Reading Strategies to Improve Reading Comprehension in the Secondary Classroom

What's Involved in Close Reading? This session will address essential instructional shifts prompted by the Common Core ELA Standards, namely close reading, text complexity, and text-dependent questions. Participants will:

- be introduced to close reading strategies using both informational and literary text passages;
- gain instructional strategies in the use text-dependent questions with varied text passages; and
- learn how to better identify passages suitable for close reading and how to incorporate in lesson plans.

NJCEC 2015 Conference: Poster Session

Georgian Court University, School of Education
Course: EDC5033, The Psychological and Neurophysiological Basis of Learning, Professor Mary Ann Smorra, Ed.D.

Elizabeth House, Special Education Teacher (K-1 self-contained Multiple Disabilities), Township of Ocean Board of Education, NJ
Post-Masters LDTTC Certification, Georgian Court University

Tactile Hypersensitivity: Interpretation of an Autistic Child

Sensory Processing is a neurobiological process and refers to the integration and interpretation of sensory stimulation from the environment to the brain. The poster identifies parts of the brain structure utilized for tactile sensory perception and applies the interpretation of tactile stimulation to children with Autism Spectrum Disorder.

A. Maria Marinos, Special Education Teacher (Resource - Fourth and Fifth) Hamilton Township Public Schools, Hamilton, NJ
Post-Masters LDTTC Certification, Georgian Court University

School Refusal: I Am Scared

School Refusal affects 2-5% of our school age children. It impacts on positive social and academic development. This poster will explain what school refusal is and how our brain interprets extreme emotions. Interventions for parents and educators will also be presented.

Kimberly Pastine, Special Education Teacher; Springfield Public Schools, Master of Arts/LDTTC Certification, Georgian Court University

Dyscalculia: Difficulties in Mathematics

Dyscalculia is a learning disability characterized by difficulty in conceptualizing numbers, number relationships, outcomes of numerical operations, and estimation. Most of the research on dyscalculia shows either less grey matter (brain cells), or less brain activity in a specific area of the brain known to process mathematics (the intra-parietal sulcus).

Theresa Price

1st grade teacher/Little Egg Harbor School District
Master of Arts/LDTTC Certification

Anxiety Disorders

This poster session project will identify specific types of anxiety disorders that affect individuals. It will include brain-based information related to anxiety. Specifically the focus will be on chemicals in the brain and the effects of sensory signals going directly from the thalamus to the amygdala.

Kristy Prybylski

Special Education Teacher (Resource and In-Class Support English grades 9 & 11, Literacy Support grades 9-10)
Bridgewater-Raritan School District,
Post-Masters LDTTC Certification, Georgian Court University

Secondary Students: Dyslexia and Multisensory Instruction

Dyslexia is a lifelong disability; however, with accommodations and modifications, students with dyslexia can be successful. Recent technology provides insight into the way dyslexia affects the brain, which can greatly assist educators. Many secondary students with dyslexia receive specialized instruction through various programs, which incorporate a multisensory approach.

Cathryn Browning

Teacher/Counselor: Springfield Township Elementary
LDTTC Certification, Georgian Court University

Dyslexia

Dyslexia is a specific learning disability that is neurological in origin. Dyslexic readers use different regions of the brain during reading than do normal readers. Therefore, dyslexia is known as a neurobiological variation in the brain. It is possible to physically alter the brain and improve reading using intensive multisensory intervention.

Michele LeBlanc

Special Education Teacher/Island Heights Grade School, Island Heights, NJ
Master of Arts/ LDTTC Certification, Georgian Court University

Dysgraphia: Is it Just Bad Handwriting?

Dysgraphia is a specific learning disability that affects writing, which requires a complex set of motor and information processing skills, despite adequate intelligence and education. It is a neurologically based disorder that is genetic and congenital. Neuroimaging has highlighted areas of the brain involved in learning various writing skills and in locating corresponding deficits.